The role of a manager support in successful e-induction and engagement

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Abstract

In today's competitive business environment, many organisations are adopting e-learning systems in the workplace as a means for knowledge sharing and knowledge acquisition. E-learning is about cost effectiveness and delivery according to Macpherson, Elliot, Harris and Homan (2004), while other organisations see it as a benefit as they see it as a way to increase employee retention, provide effective training which can be updated quickly if necessarily and is available anytime and anywhere (Minton, 2000). This is why many organisations have spent considerable resources implementing e-learning as part of their learning and development strategy.

There are many articles and studies on the importance of implementing e-learning in an organisation to gain 'lifelong learning'. Yet there is very little about the effectiveness of e-learning on employee engagement or about the need for support from line managers throughout the process – especially during induction, as this is when employee engagement is highest. Henderson (2003) writes that not only must managers control and monitor the whole e-learning process, but that its success rests with the management team.

Declaration

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Chapter One: Introduction

1.0 Introduction

The purpose of this study is to identify the level of engagement of new recruits during an e-learning induction, and to establish whether the support given by a line manager helps or hinders the recruits' engagement level.

Employees are commonly viewed as an organisation's most valuable asset and can help give it a competitive advantage (Markos and Sridevi, 2010). To sustain competitive advantage, organisations are "adopting e-learning to facilitate lifelong learning and to retain employees" (Daneshgar, Van Toorn and Chan, 2008). Technology has become a game changer and offers many opportunities for learning and development to lend a competitive advantage to organisations (CIPD, 2014).

This is why e-learning has become a major training tool in the learning and development (L&D) specialist's toolbox. It provides the opportunity to improve the training needs of employees and the learning culture in an organisation. It gives access to learning on a continual basis, accessible anytime and anywhere. Incorporating induction as part of e-learning ensures that new recruits find out as much as possible about a company's ethos and values in their first few weeks of employment.

1.1 Purpose of the study

Many organisations are adopting e-learning as a way to share and acquire knowledge (Daneshgar et al., 2008) and it is seen by the training industry as a great enabler and an answer to everybody's prayer (Pailing, 2002). From working in an organisation where e-learning is expanding and transforming learning, the author can see the benefits of using e-learning and how it can save time and money for an organisation. The author believes that e-learning is hugely positive, has the potential to be even better, and is the way forward, but the author believes that there is too much emphasis on implementing an e-learning system rather than evaluating and follow up on how engaged the learner is with e-learning modules.

Organisations are increasingly implementing e-learning as part of their learning strategy, with particular focus on induction modules (Walsh, 2015). While Pailing (2002) discusses the benefits of using e-learning modules as part of induction, as it saves money and time because new recruits can work through all the administrative information and the organisation's ethos before they even enter the building. Lashley and Best (2002), suggests that organisations should have more time with new recruits to be eased into the work situation, and for them to be given one-on-one training to ensure they gain a full understanding.

A good induction programme allows learners to be inducted over a period of time while providing ongoing support says Fleet (2013). While Lashley and Best (2002) suggest that induction can start before new recruits even enter the building and continue on their induction journey. However, with certain training targets to be reached within a particular timeframe, managers may feel pressure and in turn put pressure on new recruits to complete these modules quickly, neglecting the supportive aspect, resulting in no engagement between manager and new recruit. The new recruit may thus become disengaged and take in only half the information, forming a bad early impression of the organisation.

1.1.1 Background to the topic

E-learning gives access to learning on a continual basis, which was ideal for the organisation being studied in the present work. It is a medium-sized organisation that has been using induction e-learning modules for the past two years. It adopted the e-learning approach because, being based across Ireland, UK and the Czech Republic it required flexibility in accessing training, and e-learning would help reduce the time spent on topics such as induction (Jurys, 2013).

Employees have six months to complete a minimum of 11 e-learning modules. After each module, they must have a discussion with their line manager and then complete a short quiz. During the Human Resources (HR) audit, it appeared that not many managers were carrying out this discussion, which was the area where they could build rapport with their new recruits, show support and provide feedback. During the audit focus group sessions, the group consensus was that they were just told to complete the modules as soon as possible, some completing all 11 on their first day; this meant the information was not retained and not engaged with, as the recruits didn't see the benefit. The audit also revealed that line managers never came near recruits or helped them throughout this learning process, which decreased some of the group's engagement levels and rapport with their line managers (Jurys Inn, 2013). This prompted the research study to assess whether support from a line manager increases or decreases the engagement levels of new recruits, or if these remain the same.

1.1.2 Dissertation topic

The topic for this dissertation is employee engagement. Engaged employees are fully engaged in their role when they understand how important it is to the success of the organisation and are given all the information and support they need to carry it out (MacLeod, and Clarke, 2009). For many organisations, engaged employees are assets (Sarkar, 2011), and engagement is seen as a positive attitude held towards the organisation's values by employees who brings their hearts and minds to their job (Maylett and Nielson, 2012). These employees are emotionally attached to their organisation (Markos and Sridevi, 2010), and will consequently stay loyal to it.

Employees either feel they want to work to the best of their ability, or they simply do not. One factor that may influence this is the support they receive from their line manager, who plays a pivotal role in employee engagement.

1.2 Research question

"The role of a manager support in successful e-induction and engagement"

This study will focus on a cross-section of people who completed induction e-learning modules. It was conducted in a medium-sized hospitality organisation with a diverse population of employees in terms of age, demographics, experience, and job level.

1.2.1 Research questions:

The major questions posed in this research are:

- How important is manager support for effective employee engagement at induction?
- How do new employee's perceive e-learning?

1.2.2 Hypothesises:

Manager support during induction will lead to employee engagement.

1.4 Research aims

The main aim of this study is to compare the levels of engagement when managerial support is in place and when it is lacking. It will focus on induction in particular, because engagement levels are higher in the first few weeks of a new recruit's role.

More organisations are introducing e-learning as part of their induction (IITD, 2014), with the main aim of welcoming new recruits and providing them with information and training – and most importantly delivering it little and often with ongoing support so the recruits can absorb all this new information (Fleet, 2013).

Unfortunately, this learning approach may not appeal to everyone due to time constraints and business demands, which may result in managers leaving their new recruits to complete the modules in a short amount of time and not offering any support. This can lead to disengagement. Chatterjee (2010) highlights how e-learning is impersonal and how some learners see it as "a case of clicking the next button as fast as possible and getting through the assessment" (Chatterjee, 2010, pp. 612). It is therefore critical that there is managerial support to engage the learner into the learning journey.

1.4 Structure of the dissertation

Chapter One introduces the dissertation and shows the significance of investigating employee engagement during the induction process via e-learning modules. It outlines the purpose and objectives of the dissertation, while giving a brief background of the study.

Chapter Two reviews the literature in the broad areas of e-learning, employee engagement, induction and managerial support. This chapter looks at the relevant literature available on e-learning and how e-learning is becoming increasingly popular for organisations to use as part of their induction. It also looks at employee engagement definitions and benefits and the importance in maintaining engagement levels during induction. It discusses disengagement and, at the end, the role of line managers and the importance of support.

Chapter Three presents the methodology, describing and justifying the approach used in this study.

Chapter Four summarises the results of the study, detailing the main findings and how they relate to the research objectives and questions.

Chapter Five discusses and draws conclusions from the data gathered and analyse. It also issues recommendations to organisations that are adopting e-learning as part of their strategic plan.

1.5 Chapter Summary

This chapter has described the reasoning behind this research and offered an overview of the organisation in which the author carried out her research and survey. It introduced the aim of the research, its structure, and the research questions.

Chapter Two: Literature Review

2.0 Introduction

The purpose of this literature review is to identify relevant material and to get a better understanding of the topic. In line with the research question, this literature review will look at the key theoretical works relevant to engagement and managerial support. It will discuss previous research on e-learning, induction, employee engagement in the workplace and managerial support. It will then look at previous research especially on the important role manager's play in new recruits' journey and how they can help or hinder their engagement levels. The aim is to identify research which shows the importance of managerial support, particularly for induction e-learning modules.

2.1 What is electronic learning (e-learning)?

Rosenberg defines e-learning as "the use of the internet technologies to create and deliver a rich learning environment", which in turn will enhance individual and organisational performance (Rosenberg, 2006 cited in Tufan, 2015). It is about providing learners with a more impressive and effective educational experience (ELearning Industry, 2013). The use of mobile technologies for learning and development (L&D) will grow in importance as a platform for the future development and delivery of e-learning content, as well meeting learners' need to learn on the go (CIPD, 2012).

According to Chen (2008, p. 453) defines e-learning as:

> combining technology with learning, delivered using telecommunication and information technologies, and a type of training delivered on a computer supporting learning and organizational goals (Chen, 2008, p. 45).

Kapounova (2011, p. 423) defines it as:

> an educational environment which uses information and communication technologies to achieve the educational goal: it includes creation of educational objects, distribution of study content, implementation, communication between participants of the educational process and management of studies.

2.2 E-learning usage

According to Grollman and Cannon (2003, cited in Batalla-Busquets and Pacheco-Bernal, 2013), a well-designed e-learning course is usually as efficient as face-to-face training and much less costly if applied to large groups. According to the Chartered Institute of Personnel and Development's Annual Survey (CIPD, 2013), e-learning methods have become the most effective methods in training especially when combined with other types of learning, whether classroom or face to face.

The CIPD report (2013) goes on to say that implementing new designs and ideas into e-learning will result in a truly effective e-learning experience. In a previous CIPD report (2011), 64% of respondents agreed that e-learning is an effective method of learning and a support mechanism in an organisation. E-learning is convenient as the information comes to people as opposed to people finding it (Ellis and Kuznia, 2014, p. 4). It can be accessed globally at any time, is cost effective and, through the use of information technology, can enhance the effectiveness of an employee's learning.

Macpherson, Homan and Wilkinson (2005) back up these findings that e-learning offers flexible delivery and consistent learning experiences. Fleet (2013) explains how e-learning delivers an interactive learning experience where people can learn at their own pace, explore in more detail and repeat if necessary during their learning experience (Fleet, 2013).

2.3 Participation rates in e-learning

While the CIPD report (2011) mentions how an organisation should focus on encouraging employees to take up a course and complete it, there is very little mention of how organisations should do this. Garavan, Carbery, O'Malley and O'Donnell (2010) report concerns in the take-up of e-learning in organisations, and poor participation rates. The CIPD report (2011) finds that many of those who are enrolling on e-learning courses are not completing them: the completion rate is just 31%. Ellis and Kuznia (2014) believe that the success of e-learning depends on how organisations support and train their employees.

The CIPD (2011, 2012) has said that more organisations are focusing only on the deployment of e-learning rather than on completion rates and user experience – which according to the reports are both low. By incorporating line manager support as part of e-learning deployment, organisations can better understand learners' attitudes, behaviour, expectations, and most importantly engagement. Angel (2000, cited in Macpherson et al., 2005) suggests that support and feedback should be left to managers, while Dringus (2000) explains how learners may become demotivated if they don't receive that support and interaction from their manager. Managers must engage and motivate their employees; this in turn will enhance employees' performance (Truss Delbridge, Alfes, Shantz, and Soane, 2014).

By working closely with employees, managers will get their buy-in and be able to evaluate their development. Salmon (2000) agrees that managers' role in e-learning is important and that they should be an addition to the experience rather than a replacement for it. The CIPD's 2011 report notes that if a person is placed in front of a computer to carry out an e-learning course, expected to self-complete with no support or follow-up from a manager, then this will affect completion rates and engagement levels. Many reports, including CIPD (2014), suggest that organisations should cultivate learning steadily and allow time for people to learn effectively and become better learners, able to transfer their learning to their work environment.

2.4 Induction

According to the CIPD (2013, p. 31), induction refers to:

> the process and techniques through which new employees acquire the necessary knowledge, skills and behaviours to prepare them for their new role and integrate them into the organisational life.

Armstrong (2003, p. 453) describes it as:

> the process of receiving and welcoming employees when they join a company and giving them the basic information they need to settle down quickly and happily and start work.

Induction focuses on welcoming new recruits. It should provide them with the correct information and training so they can reach a competent level (Fleet, 2013). It allows the new recruits to familiarise themselves with the organisation according to Skeats and introduce themselves to colleagues says Boella **(**Skeats, (1991) and (Boella, (1996) cited in Lashley and Best, 2002). Effective induction can result in increased engagement levels, job satisfaction, performance and retention. The Advisory, Conciliation and Arbitration Service (ACAS) explains how organisations reap the benefits of a great induction: "a more settled employee, a more effective response in training, lower employee turnover, and improved employment relations" (ACAS, 2009, p. 30). Induction is the first step in the employment relationship and will help build on employee commitment, states Weaver (1996, cited in Lashley and Best, 2002). Bibby (2000, cited in Daneshgar et al., 2008) writes that employees are more likely to leave an organisation if they haven't received a learning experience. Introducing e-learning at the induction stage could help reduce the number of early leavers by giving them a learning experience on their first day.

2.4.1 Induction through e-learning

Pailing (2002) explains how having induction as an e-learning module will cut not only the cost of inducting a new recruit but also the time, which concurs with already published research. E-learning courses as induction are centred on compliance, as this is seen as considerable and is a priority, so non-completion is not an option (CIPD, 2011). So if the new recruit completes the course, it is up to managers to ensure that new recruits understand what they have just learnt and that the mangers can answer any questions. Hays (2005) explains how they have integrated an induction programme for their new recruits, and see it as a solution for new recruits to dip in and out of their own learning as their schedule permits. Pailing (2002) agrees that employees can take their time and complete courses at convenient times which mean they won't have to take a full day off to do so. Charles Gould, managing director for BrightWave, says: "Using e-learning as part of a blended induction experience can help companies improve employee performance and build on their high motivation right from the start" (Hays, 2005).

A blended induction experience is suggested by Priego and Peralta, who explain how "learning has both a single and a social component that contribute to the development of operational autonomy and self management process" (Priego and Peralta, 2013, p. 454); without these components the rate of dropouts and disengagement may increase. With this in mind, Priego and Peralta (2013) highlight that a manager who encourages learning tasks and skills will reduce dropout rates and improve employees' level of engagement.

2.5 Employee Engagement

Kahn (1990) conceptualised the term *engagement* when he defined it as an employee's enthusiasm within their working roles. Kahn believes that people will "employ and express themselves physically, cognitively and emotionally through their performance". (Kahn, 1990, p.700)

Many researchers have since come up with different terms and definitions for engagement, such as Lawson, McKinsey and Company (2009) who define employee engagement as when an employee is committed and will go above and beyond, who demonstrates passion and ownership for their work while pursuing the organisation's goals, and who speaks positively about the organisation. Cook describes employee engagement as the willingness and ability of employees and when their effort is purely to help their organisation succeed (Cook, 2008, p. 3).
Kruse (2013) concurs, saying employees who actually care about their work and are willing to go the extra mile are engaged, motivated and committed to the organisation.

Similarly, Mone, Eisinger, Guggenheim, Price and Stine (2011) agree that employee engagement is about passion and empowerment; employees feel involved with and committed to their work. Employee engagement can be defined as a "positive fulfilling work-related state of mind which is characterised by vigour, dedication and absorption" (Ugwu Fabian, Onyishi Ike and Rodriguez-Sanchez Alma, 2014, p. 3); this is agreed with by Schaufeli, Salanova, Gonzalez-Roma and Bakker (2002). Quirke (2008) writes that this dedication will give employees an emotional bond with their employer and that as a result they will recommend the organisation to others and commit their time and effort to help it succeed (Quirke, 2008). Truss, Soane, Edwards, Wisdom, Croll, and Burnett (2006) define employee engagement simply as "passion for work", a psychological state which is seen to encompass the three dimensions of engagement discussed by Kahn (1990). Schaufeli et al. (2002) agree that employee engagement is a form of psychological presence at work.

If these definitions are taken into consideration, we can assume that employees who are engaged are much more likely to contribute to a high-performance organisation. So for many organisations, employee engagement is regarded as a positive attitude held by employees towards the organisation and its values and will result in their staying loyal to the organisation. It is important to note, however, that the one-size-fits-all approach to engagement won't work for everyone, so organisations should understand that what may engage one employee may not engage another, and try to engage employees from the beginning (Robison, 2012).

2.6 Are employees engaged?

Organisations, as we have discussed, should understand the effect of employee engagement and what it can do for organisations. However, one cannot always identify whether employees are truly engaged in their working environment. Just because they smile does not mean they are engaged, so it is important that there be procedures in place to evaluate whether a workforce is engaged.

Cook (2008) suggests surveys as a way to establish this, and to identify if particular departments or roles are more engaged than others. Macey, Schneider, Barbera, and Young (2009) agree, saying that surveys are an efficient way to capture employees' views and honest feedback.

E-learning can be used as an effective measuring tool for evaluating employee engagement. Berk (2003) refers to activity measures, which look at completion rates and enrolled versus attended ratios. These measures can provide a clear evaluation of how engaged employees are. Macpherson et al. (2004) agree with Berk's quantitative evaluation measures, and believe that focusing on the number of hits in a particular module will give a real measure of how engaged employees are in a module. According to Saks and Burke (2012), however, to evaluate the effectiveness of training and see if there is engagement, there should be observation and records of the actual behaviours and results of the learners in an organisation. An important part of employees' development is to receive support and feedback on their training and performance. These can be identified through evaluating and should be done by managers (Park, Young and McLean, 2008).

Gross (2012) talks about how you can "lead a horse to water, but you can't make it drink". This is relevant for new employees: you can show them the e-learning courses, but you need to encourage, motivate and support them to actually take part in and complete modules with a full understanding. Lim and Johnson (2002) believe that engaging with employees before the training, and giving them support and feedback during and after the training, will ensure that the training is effective and that learners are engaged.

2.7 Benefits of an engaged workforce

In recent years there has been evidence suggesting that engagement has a positive impact on performance, productivity, and individual well-being (Truss et al, 2014), while Maylett and Nielson (2012) suggest that employee engagement has a clear link with return on investment and increased customer service. Organisations must establish how an engaged workforce can improve not only their productivity and service but also their brand image and reputation.

The annual Best Place to Work awards look at how engaged employees are in the workplace, so if an organisation even gets recognised then that is a reward in itself and a boost for the organisation's brand. Purcell puts it simply: "Engaged workers perform better than disengaged workers" (Purcell, 2014, p. 243).

2.8 Disengagement

Disengagement can be regarded as the decoupling of the psychological self from the work role and involves people retracting and guarding themselves during role performances (Kahn, 1990). The term is used to describe employees who are uninterested in their job and in the organisation and are "checked out on duty". As a result, a disengaged employee can break the spirit of other employees in the process (Pater & Lewis, 2012). This suggests that these disengaged employees float through their working day with little energy or passion and in turn affect the rest of the organisation's engaged employees.

2.9 Support

Employees who feel supported by their manager work harder and are committed to the organisation (Harter, Schmidt & Hayes, 2008). Rooney, Gottlieb and Newby-Clark (2009) report shows how employees saying that having supportive managers means they will experience "higher levels of job satisfaction, organisational loyalty, and work-life balance as well as less stress" (Rooney et al., 2009, p. 410).

So it is fair to say that supportive managers have a positive impact on employees' job-related attitudes and reduce job strain by enhancing employees' perceptions of the job and of them as managers. It gives employees confidence to carry out job-related tasks and improve their perception that they are highly regarded and valued by their managers (Rooney et al., 2009).

The amount of support employees perceive has been proved to influence their job attitudes (Krishhan and Mary, 2012). Studies have confirmed that employees' perception of how an organisation values and supports them may be vital in determining their attitudes towards their role performance. When employees become aware of their organisation's support, attention and respect towards them, they will reciprocate with a positive attitude (Jing-zhou, et al. 2007 cited Beheshtifar, and Zare, 2012). In addition, the perceived support will reflect in the quality of the relationship between the organisation and the employee (Konijnenburg, 2010).

According to Beheshtifar and Zare, this perceived support is what affects his/her attitudes and behaviour (Beheshtifar, and Zare, 2012). Bass, Church and Waclawski believe that employees prefer and benefit from managers who encourage them, ask for their input and who looks for innovations (Bass, 1998; Church and Waclawski, 1999 cited in Rooney 2009 p.411) which are different ways to show support and engage with their employees. As Luthans and Peterson write, "The level of engagement of a manager is a major factor in the ability of him/her to engage their team or group (2002, p. 379). Macey et al. (2009) explain that when employees receive insufficient support from their manager, they become disengaged and see no challenge to their work. This disengagement, as we have seen, can increase absenteeism and employee turnover.

2.9.1 Employee engagement and managerial support during induction

Employees have a high level of engagement when they start a new job, so it is important that the organisation engage with them right from the start; engagement will drop as early as the first year and for up to five years after entry (Trahant, 2009). When a new recruit joins an organisation, how they are engaged with has an impact on them and on their productivity (Magoon and De St Aubin, 2007, cited in Clement-Okooboh, 2010).

This is when managers play a key role in encouraging engagement and motivation in new recruits. Saks (2006) writes that when employees perceive greater support from their managers, they respond positively – which leads to higher engagement levels in their role. Employee engagement is a two-way relationship between employer and employee (Robinson, Perryman and Hayday, 2004), so it is critical that managers too are engaged in their role and committed to supporting their employees' journey.

2.10 Chapter summary

From the different articles and research carried out, it is clear that employee engagement is seen as a beneficial component of an organisation, with links to increased performance, productivity and customer satisfaction. During the author's research, she came across many articles stating how an employee's engagement levels are high during their first few weeks of employment and that building a rapport and having a support structure in place will help maintain that level of engagement.

In this chapter, the author speaks about the impact a managers support can have on an employee which is encouraged by Krishhan and Mary (2012) who said that the amount of support employees perceive has been proved to influence their job attitudes. One way in which some organisations today are showing they are supportive and that they want their employees to be engaged is through e-learning. By having a structured e-learning system is in place, it shows that an organisation supports the employees development, encourages them to learn and will get them engaged. Fleet (2013) explains how e-learning delivers an interactive learning experience. However from this research, the common theme was that managers need to encourage, motivate and support the participant so the learning becomes blended (e-learning and face to face training). Lim and Johnson (2002) believe that engaging with employees and giving them support will ensure that the training is effective and that learners are engaged.

Throughout the literature review, the author identified that there was a gap in the literature from an employee's perspective of e-learning and managerial support and that majority of the literature was from a student's perspective of e-learning in college and lecturers support.

Chapter Three: Methodology

3.0 Introduction

Williams (2007) states that research is the process of collecting, recording, analysing, and interpreting data in order to understand. Similarly, Crotty (1998) identifies research methodology as the strategy, plan of action, process, or design lying behind the choice and use of particular methods and linking choice and use of methods to the desired outcomes. This chapter will identify the reasons for conducting the research and how the research process was identified and conducted. The chapter discusses the research method the author used. This chapter will discuss survey as the method for data collection, the sampling and limitation that arise with this method of data collection will also be discussed. The reasoning and rationale behind the use of quantitative research method over qualitative research method will be discussed in this chapter.

3.1 Research question Revised

The research question in this study is: "The role of a manager support in successful e-induction and engagement".

The study will focus on a cross-section of individuals who have completed the induction e-learning modules. As part of the e-learning induction, employees must complete it even if they have been with the company for years. The study was conducted in a medium-sized hospitality organisation with a diverse population of employees in terms of age, demographics, experience, and job level.

3.2 Research Design

The research design sets out the procedure needed to complete the steps in the research process. Research can be divided into three main categories: exploratory, descriptive and causal, each has its advantages and disadvantages and has its optimal use in certain types of situation Malhotra (2008).

Malhotra (2008) classifies exploratory research as a way to utilise a number of different research situations while gaining background information, clarifying existing problems, defining terms, and to establish research priorities. Descriptive research does not attempt to show or establish any causal links between variables, it merely describes them (Boyle and Schmierbach, 2015). From a methodological point of view it is feasible to use a combination of exploratory (qualitative) and descriptive (quantitative) research so that the objectives of the research can be fulfilled. The purpose of this research is to establish the cause and effect a manager's support may have on employee engagement. Descriptive research design allows for categories and casual relationship to be gained therefore it will be utilised for this research. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute the area of research (Creswell, 2003, p. 153). The author will use mathematical models as the methodology of data analysis.

3.3 Data Collection Method: Quantitative

Quantitative research, according to Saunders, Lewis and Thornhill (2012), is associated with positivism and usually takes the form of survey research. The survey is measured using numbers, for example scoring or rating, which can be statistically measured and analysed. Saunders et al. (2012) outline how surveys can examine the relationships between variables which are then measured numerically and analysed using a range of statistical techniques. Its intent is to "establish, confirm, or validate relationships and to develop generalisations that will contribute to the theory" (Leedy and Ormrod, 2001, p. 102). Quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. The findings from quantitative research can be predictive, explanatory, and confirming.

Quantitative research methods are relevant here as this study aims to identify an overall level of employee perception of managerial support during induction and engagement levels within an organisation.

3.4 Ethical considerations

Ethical considerations have been taken into account for this research and were understood and addressed in advance throughout. They were taken into account before the survey was distributed, by ensuring participants' anonymity. The author considered her position in the company, as she was responsible for the employee e-learning portal and this could affect participants' feedback. With this in mind, the author sent the link via an email which communicated that the survey was anonymous and was not connected to the organisation itself.

The author sent an email invitation to all employees to participate in the survey, as all employees would have completed the induction training. Employees to whose email addresses the author did not have access were encouraged by their HR manager to complete the survey using the link in a private area if they wished. Participants completed this process on a totally voluntary and anonymous basis.

3.5 Survey Development

The survey questionnaire is divided into four different sections containing 51 questions, all directly linked to the research question. The four clusters are: Demographics, Induction, Engagement Levels and Perceived Managerial Support (see Appendix B). These surveys can be reproduced for non-commercial research and educational purposes without seeking written permission.

Cluster 1 - Demographics

The demographic questions are in the areas of age, gender, year of service, region, department and e-induction modules. These areas will allow for further quantitative research in relation to gender, age groups, department and years of service.

Cluster 2- Induction

The induction questions looked at the employees experience with the induction process and to see if they received the adequate induction training. The rationale for this was to get an indication if induction took place and in particular if they received support during their induction.

Cluster 3 –Engagement Levels

The questions that were asked within this cluster are in relation to the experience that the participants have on their normal working day and to see if they are engaged in their role. This cluster of questions was designed to have the participant reflect on their own experience and for them to self assess their engagement levels. These questions were taken from Schaufeli et al. (2002) research.

Cluster 4 – Perceived Managerial Support

These questions were taken from Kottke, J. and Sharafinski, C. (1998). The questions in this cluster were intended for the participant (employee) to reflect on their perception of managerial support given and whether they felt supported and supported to complete the learning (e-induction) activities, this cluster also explored whether the facilitator helped the participant (employee) feel competent and confident to complete their learning (e-induction) activities through relevant feedback from their managers

3.5.1 Validity and Reliability

To ensure reliability of the survey, Cronbach's Alpha was tested for the following clusters 'The Induction Scale' scored .895, 'The Utrecht Work Engagement Scale 17' scored .934, and 'The Survey of Perceived Support' scored.934. Values of over .8 are normally regarded as indicating reliability in this context. The scales that were used in this research have been used and tested in other researches. These scales were obtained through NCI's PsycTESTS (NCI, 2015). PsycTESTS is a database that provides information about psychological tests and measures (PsycTESTS, 2015)

3.6 The Survey Instrument

The reasoning behind using a survey for this study was to measure and analyse the individuals' rating of their induction training, to establish whether they are engaged, and to assess their engagement levels and their perception towards managerial support. Using a survey would enable the author to identify common threads and could indicate further areas of research. The author chose to use a Likert-style ratings scale for the questionnaire, with 1 = "Strongly disagree", 2 = "Disagree", 3 = "Neutral", 4 = "Agree", and 5 = "Strongly agree". Closed questions on demographics were included to see if there were common threads – for example, employees may be more engaged in the offices than in the kitchen.

A survey link via email was an efficient method of data collection. It enabled the author to cover a wide geographical area and a variety of job roles; it was also easier for the respondents to complete in their own time, as they work shift hours. The author was able to gain the respondents details due to her role, rapport with the respondents and from previously sending out survey links to establish internal employee engagement results.

All employees have access to computers, and IT verified that they could open the link on any of the browsers. With support from the HR managers in each location, the employees were able to take time out of their shift to complete the survey. The email outline explained what the survey was about and invited any interested participants to complete it (see Appendix A). Those who had any further questions, information or suggestions were requested to contact the author directly. The data was entered into the Lime Survey system and the link was sent out to the participants. Lime Survey is an open source online survey application which enables the user to develop, publish and collect responses from their surveys and provide basic statistical analysis of survey results Lime Survey, 2015). The information from Lime Survey would later be fed into SPSS to allow data analysis. SPSS is a comprehensive system for analysing data (SPSS, 2002).

3.6.1 Sampling

The sample used in the survey was stratified sample. Mendenhall, Ott and Scheaffer (1971, p. 53) suggests a "stratified sample" as a way to separate "the population elements into non-overlapping groups, called strata". For this research, a stratified sample was used to identify gender, generational areas, length of service and various departments.

3.6.2 Defining the Target Population

The first step in the sampling process is to identify the target population for the study, in other words the group of individuals who possess the information sought after by the researcher Malhotra (2008). The target population for the survey were employees who work in front of house and back of house within the hotels and are based within the UK and Ireland. The reason Czech Republic was excluded from this survey was due they have a separate e-learning system and access to the system is limited from the author. E-induction training has to be completed by all employees so meant that all front of house and back of house employees have had some form of induction and that they would all have an opinion on the induction process. In total over 1,000 employees from Jurys Inn were deemed eligible for the study, however some of those were on maternity and sick leave, while others did not provide email address and others simply did not respond to the survey. In total, 124 employees filled out the survey, however a total of 112 employees completed the survey. The difference of 12 employees was due to them only filling out certain sections which will be seen in Chapter 4 results.

3.7 Limitations of the research design

Some researchers use a mixed method combination of quantitative and qualitative methods. The author would have liked to have done this and introduced the qualitative method after the survey, to get a better understanding of why certain employees were engaged and others disengaged. The survey contains closed-ended questions which will allow the author to collect the numerical data and then the author would conduct an interview using open-ended questions to collect the narrative data.

This became impossible due to time constraints, with the author leaving the organisation and unable to use this approach. As a result, the author believes that the findings will lack the deep understanding that the qualitative approach would provide and that there is definitely scope for further research to be carried out on this topic.

3.8 Chapter summary

This chapter has detailed the methodology chosen for this research study, and has justified that methodology and described its limitations in this research. The chapter has also expanded on the survey questions and on the sample population for the chosen methodology.

Chapter Four: Results and Analysis

4.0 Introduction

This chapter presents the results of this study, which are broken down into three broad categories. The first category presents the results of the induction in an organisation, the second explores the factors that influence employees' engagement levels, and the third documents the perceived support results that are associated with the factors that influence levels of employee engagement. These results are taken from the employees in the Jurys Inn organisation. Under each category, the characteristics of each variable are presented along with the results of all statistical tests. This section sets forth the participants' gender, age, length of service and department.

4.1 Results

For the purpose of this research, the author will concentrate on the following areas in the study:

- Induction- Gender, Length of Service and Department
- Engagement- Age
- Support- Length of service

These categories were chosen because they show the areas where there is normality and significant difference between the variables. All other results from this survey are contained in Appendices D.

4.1.1 Scale Reliability Results

The section below presents the results from tests of reliability for each of the three scales under consideration in this study; in particular, the Induction, the Utrecht Work Engagement Scale 17, and the Survey of Perceived Support.

4.1.1.1 Induction Scale Reliability results

Tables 1 and 2 below depict the results of a Reliability analysis for the Induction Scale. There were 119 valid responses across 6 items that contributed to the overall Induction Scale composite score. A Cronbach reliability value of .895 is reported.

Case Processing Summary

		N	%
Cases	Valid	119	97.5
	Excluded[a]	3	2.5
	Total	122	100.0

a. Listwise deletion based on all variables in the procedure.

Table 1: Induction Scale Case Summary

Reliability Statistics

Cronbach's Alpha	N of Items
.895	6

Table 2: Induction Scale Reliability Results

4.1.1.2 Engagement Scale Reliability results

Tables 3 and 4 below depict the results of a Reliability analysis for the Utrecht Work Engagement Scale (UWES). There were 114 valid responses across 17 items that contributed to the overall UWES composite score. A Cronbach reliability value of .934 is reported.

Case Processing Summary

		N	%
Cases	Valid	114	93.4
	Excluded[a]	8	6.6
	Total	122	100.0

a. Listwise deletion based on all variables in the procedure.

Table 3: Engagement Scale Case Summary

Reliability Statistics

Cronbach's Alpha	N of Items
.934	17

Table 4: Engagement Scale Reliability Results

4.1.1.3 Support Scale Reliability results

Tables 5 and 6 below depict the results of a Reliability analysis for the Survey of Perceived Support. There were 112 valid responses across 21 items that contributed to the overall composite score. A Cronbach reliability value of .934 is reported.

Case Processing Summary

		N	%
Cases	Valid	112	91.8
	Excluded[a]	10	8.2
	Total	122	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5: Support Scale Case Summary

Reliability Statistics

Cronbach's Alpha	N of Items
.934	21

Table 6: Support Scale Reliability Results

4.1.2 Induction process and gender differences

This study included 119 valid responses from employees of Jurys Inn, of whom 38 were male and 81 female. The case summary is shown in Table 7. Histograms of induction distributions levels by both male and female employees are presented in Figures 1 and 2 respectively. In both cases the horizontal axis represents employee satisfaction with induction in Jurys Inn, and the vertical axis shows the number of employees who completed the induction scale. On the horizontal axes, 10 indicates how dissatisfied the employee is with the induction, 30 indicates how satisfied.

For example, Figure 1 indicates that of the 38 males in the study, 7 were completely satisfied with the induction process.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Gender	N	Percent	N	Percent	N	Percent
InductionScaleCompositeScore	Male	38	100.0%	0	0.0%	38	100.0%
	Female	81	97.6%	2	2.4%	83	100.0%

Table 7: Gender Induction Sample Sizes

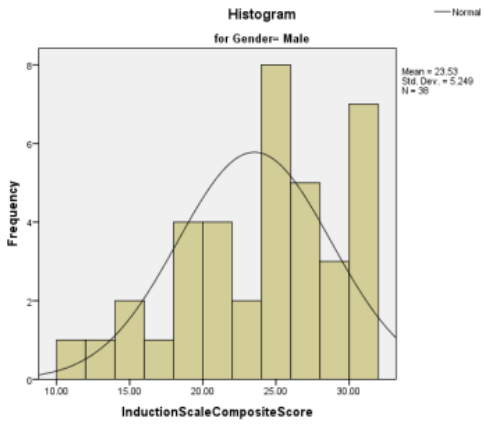

Figure 1: Induction Male Distribution

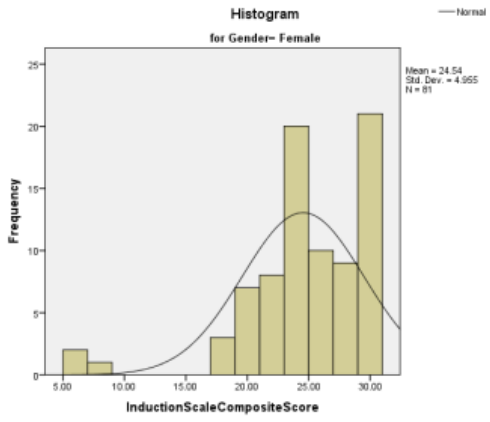

Figure 2: Induction Female Distribution

All associated descriptive statistics, for both the male and female sample distributions, are shown in Table 8 which can be found in Appendix C.

The results of tests of normality are presented in Table 9. We rely on the results of the Shapiro–Wilk test to test the hypothesis that the distribution is normal or that there is an

absence of normality in both male and female sample distributions. The null hypothesis associated with this test assumes normality of the sample under consideration. In both cases our results indicate significant deviations from normality (W_{MALE} = .934, df = 38, p = .027), (W_{FEMALE} = .840, df = 81, p < .000).

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig.
InductionScaleCompositeScore	Male	.141	38	.054	.934	38	.027
	Female	.135	81	.001	.840	81	.000

a. Lilliefors Significance Correction

Table 9: Induction Normality Results

There is a difference in normality, which means the Mann–Whitney U test must be used to test if there is a significant difference between the levels of induction given to males and to females. The Mann–Whitney U test tests for differences in mean ranks of both groups. The results of the Mann–Whitney U test, shown in Tables 10 and 11, indicates that there exist no significant differences between the perception of the success of the induction programme as expressed by males (Mdn=55.75) compared to their females counterparts (Mdn=61.99), (U = 1377.5, p = .355).

Ranks

	Gender	N	Mean Rank	Sum of Ranks
InductionScaleCompositeScore	Male	38	55.75	2118.50
	Female	81	61.99	5021.50
	Total	119		

Table 10: Mann–Whitney Test: mean

Test Statistics[a]

	InductionScaleCompositeScore
Mann-Whitney U	1377.500
Wilcoxon W	2118.500
Z	-.925
Asymp. Sig. (2-tailed)	.355

a. Grouping Variable: Gender

Table 11: Grouping Variable: Gender

The next section looks at the results presented when the differences in employees' age and satisfaction with the induction were analysed.

4.1.2.1 Induction and Length-of- Service Differences

Of the 119 employees in this study, 10 were in the organisation under 3 months, 10 between 3 and 6 months, 13 between 6 months and a year, 61 between 1 and 5 years, and 25 between 5 and 10 years. A case summary is shown in Table 12.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Length of Service	N	Percent	N	Percent	N	Percent
InductionScaleCompositeScore	1month to under 3 months	10	100.0%	0	0.0%	10	100.0%
	Over 3 months to under 6months	10	100.0%	0	0.0%	10	100.0%
	Over 6months to under a year	13	100.0%	0	0.0%	13	100.0%
	Over a year to under 5 years	61	96.8%	2	3.2%	63	100.0%
	5 years to10 years plus	25	100.0%	0	0.0%	25	100.0%

Table 12: Length of Service Induction Sample Sizes

Figures 3–7 present histograms of the distributions of employees' length of service and their satisfaction with the induction process. The horizontal axis represents satisfaction with the induction; the vertical axis depicts the number of employees who completed the induction scale. The ticks on the horizontal axes can be interpreted as follows: 6 indicates how dissatisfied an employee is with the induction, 30 how satisfied. For example, Figure 7 indicates that of the 10 employees with less than 3 months' service, 6 were completely satisfied with the induction process.

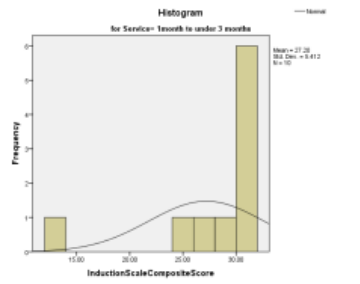

Figure 3: Induction 1–3 months' service distribution

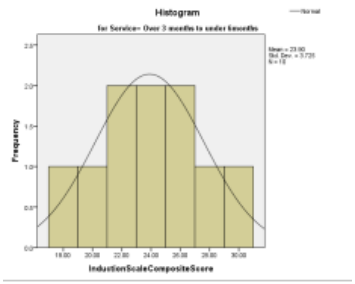

Figure 4: Induction 3–6 months' service distribution

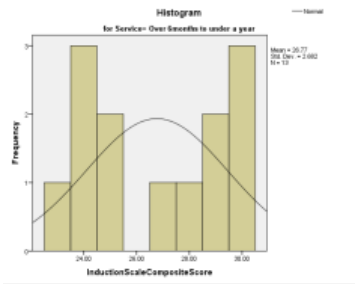

Figure 5: 6 months–1 year service distribution

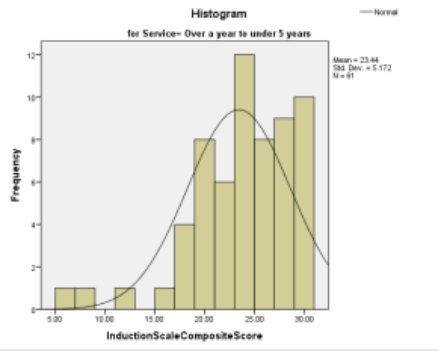

Figure 6: Induction 1–5 years' service distribution

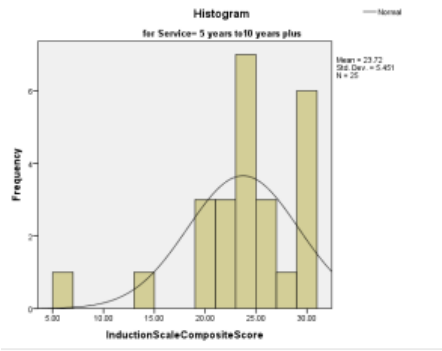

Figure 7: Induction 5–10 years' service distribution

All associated descriptive statistics for the length of service sample distributions are shown in Table 13, which can be found in Appendix C.

The results of normality are presented in Table 13. The Shapiro–Wilk test of normality was carried out to identify the presence or absence of normality in the different length-of-service sample distributions. The null hypothesis associated with this test assumes normality of the sample under consideration.

Our results indicate significant deviations from normality for the ($W_{1–3months}$ = .613, df = 10, p < .000), ($W_{6\ mths–1\ year}$ = .867, df = 13, p = .047), ($W_{1–5\ years}$ = .908, df = 61, p < .000), and ($W_{5–10+\ years}$ = .866, df = 25, p = .004) with no significant deviations from normality shown for the remaining groups ($W_{3–6mths}$ = .983, df = 10, p = .978)

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Length of Service	Statistic	df	Sig.	Statistic	df	Sig.
InductionScaleCompositeScore	1month to under 3 months	.330	10	.003	.613	10	.000
	Over 3 months to under 6months	.114	10	.200*	.983	10	.978
	Over 6months to under a year	.207	13	.132	.867	13	.047
	Over a year to under 5 years	.105	61	.090	.908	61	.000
	5 years to10 years plus	.176	25	.044	.866	25	.004

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 14: Induction Normality Results

Deviations in normality were identified in four groupings. The Kruskal–Wallis H Test if there are significant differences between satisfactions with the induction process from

one employee's length of service to another.It tests for differences in mean ranks of all groupings. The null hypothesis associated with the Kruskal-Wallis H test for difference between mean ranks.

The results of the Kruskal–Wallis H test, shown in Tables 15 and 16, indicate that there exists a significant differences between the perception of the success of the induction programme between employees with 1 month to under 3 months service years (Mdn=88.25), over 3 months to under 6 months (Mdn=53.55), over 6 months to under a year in service years (Mdn=78.08), over a year to under 5 years in service years' (Mdn=53.98), and with 5 years to over 10 years service' (Mdn=56.58), (H = 12.863, p = .012).

Ranks

	Length of Service	N	Mean Rank
InductionScaleCompositeScore	1month to under 3 months	10	88.25
	Over 3 months to under 6months	10	53.55
	Over 6months to under a year	13	78.08
	Over a year to under 5 years	61	53.98
	5 years to10 years plus	25	56.58
	Total	119	

Table 15: Kruskal–Wallis H Test: mean

Test Statistics[a,b]

	InductionScaleCompositeScore
Chi-Square	12.863
df	4
Asymp. Sig.	.012

a. Kruskal Wallis Test

b. Grouping Variable: Length of Service

Table 16:Grouping Variable: Length of Service

The final section of Induction presents the results of analysing the differences in an employee's department and their satisfaction with the induction process.

4.1.2.2 Induction and departments differences

Of the 119 employees in this study, 14 worked in the accommodation department, 15 in food and beverages (F&B) including the kitchen department, 8 in the maintenance and security department, 27 in an office, 23 on reception, and 32 who are "other": this would include conference and banqueting, duty manager and accounts. A case summary is shown in Table 17.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Department	N	Percent	N	Percent	N	Percent
InductionScaleCompositeScore	Accommodation	14	100.0%	0	0.0%	14	100.0%
	F&B/Kitchen	15	100.0%	0	0.0%	15	100.0%
	Maintenance&Security	8	100.0%	0	0.0%	8	100.0%
	Office Based	27	96.4%	1	3.6%	28	100.0%
	Reception	23	95.8%	1	4.2%	24	100.0%
	Other	32	100.0%	0	0.0%	32	100.0%

Table 17: Department Induction Sample Sizes

Figures 8–13 present histograms of the distributions of employees' age categories and their satisfaction towards the induction process. The horizontal axes represent their satisfaction with induction; the vertical axes depict the number of employees who completed the induction scale. The ticks on the horizontal axes can be interpreted as follows: 6 indicates how dissatisfied the employee is with the induction process, 30 how satisfied. For example, Figure 13 shows that of the 32 employees from "other departments", 4 were satisfied with the induction.

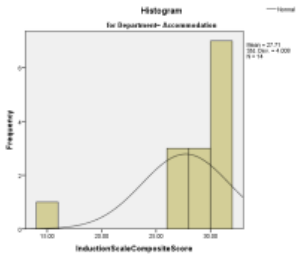

Figure 8: Induction Accommodation Department Distribution

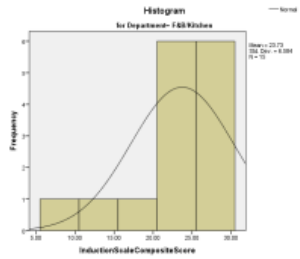

Figure 9: Induction F&B/Kitchen Department Distribution

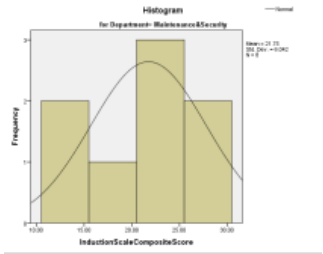

Table 10: Induction Maintenance/Security Department Distribution

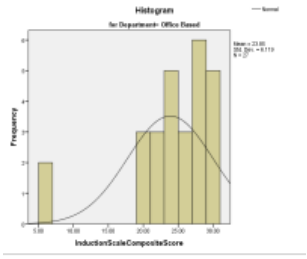

Table 11: Induction Office-Based Department Distribution

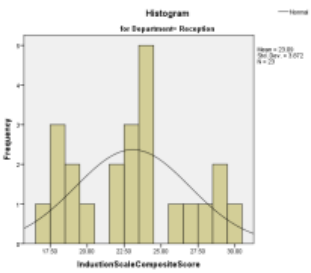

Figure 12: Induction Reception Department Distribution

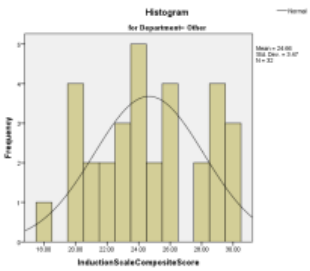

Figure 13:Induction Other Departments Distribution

All associated descriptive statistics for all departments' sample distributions are shown in Table 18, which can be found in Appendix C.

The results of tests of normality are presented in Table 18. The Shapiro–Wilk test is taken to test for normality in the departments' sample distributions. The null hypothesis associated with this test of normality assumes normality of the sample under consideration. In this case our results indicate significant deviations from normality for the (W_{ACCOM} = .614, df = 14, p < .000), ($W_{F\&B}$ = .821, df = 15, p = .007), (W_{OFFICE}= .792, df = 27, p < .000), with no significant deviations from normality shown for the remaining groups ($W_{MAINTENANCE}$ = .948, df = 8, p = .689), ($W_{RECEPTION}$ = .943, df = 23, p = .213) and (W_{OTHER} = .947, df = 32, p = .120)

Tests of Normality

	Department	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
InductionScaleCompositeScore	Accommodation	.284	14	.003	.614	14	.000
	F&B/Kitchen	.249	15	.013	.821	15	.007
	Maintenance&Security	.150	8	.200*	.948	8	.689
	Office Based	.190	27	.013	.792	27	.000
	Reception	.146	23	.200*	.943	23	.213
	Other	.114	32	.200*	.947	32	.120

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 19: Induction Normality Results

A difference in normality has been identified in the groupings. The Kruskal–Wallis H Test if there is a significant difference between the levels of satisfaction with the induction process from one department to another. The results of this test are shown in Tables 20 and 21. The results of the Kruskal–Wallis H Test show a significant difference between the levels of satisfaction with induction from employees in different departments: Accommodation (Mdn=89.89), F&B/Kitchen (Mdn=61.80), Maintenance and Security (Mdn=45.50), Office-Based (Mdn=59.96), Reception (Mdn=46.89) and other departments (Mdn=59.16), (H = 15.464, p = .009).

Ranks

	Department	N	Mean Rank
InductionScaleCompositeScore	Accommodation	14	89.89
	F&B/Kitchen	15	61.80
	Maintenance&Security	8	45.50
	Office Based	27	59.96
	Reception	23	46.89
	Other	32	59.16
	Total	119	

Table 20: Kruskal–Wallis H Test: mean

Test Statistics[a,b]

	InductionScaleCompositeScore
Chi-Square	15.464
df	5
Asymp. Sig.	.009

a. Kruskal Wallis Test

b. Grouping Variable: Department

Table 21: Grouping Variable: Department

The next section presents the results of analysing the Utrecht Work Engagement Scale 17 against different groupings.

4.1.3. Engagement and Age Differences

Out of 114 employees in this study, 31 were aged 18–24 years old, 47 were 25–34, 21 were 35–44, and 15 were 45–64. A case summary is shown in Table 22.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Age	N	Percent	N	Percent	N	Percent
EngagementScaleCompositeScore	18-24	31	96.9%	1	3.1%	32	100.0%
	25-34	47	90.4%	5	9.6%	52	100.0%
	35-44	21	95.5%	1	4.5%	22	100.0%
	45-64	15	100.0%	0	0.0%	15	100.0%

Table 22: Age Engagement Sample Sizes

Figures 14–17 present histograms of the distributions of employees' age categories and engagement levels. The horizontal axes represent employees' engagement levels; the vertical axes depict the number of employees who completed the Utrecht Work Engagement Scale. The ticks on the horizontal axes can be interpreted as follows: 17 indicates how disengaged the employee is in the workplace, 85 how engaged. For example, Figure 14 indicates that of the 31 employees aged 18–24 years old, 10 gave a mark of 65 out of a potential 85.

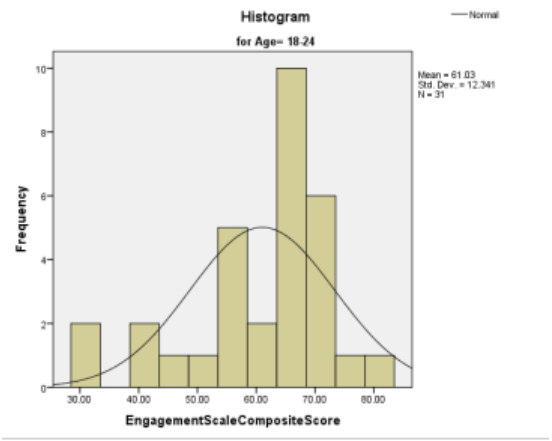

Figure 14: Engagement Levels 18–24 yrs. Age Distribution

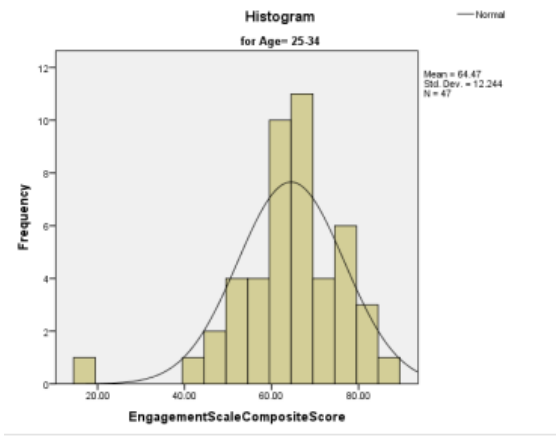

Figure 15: Engagement Levels 25–34 yrs. Age Distribution

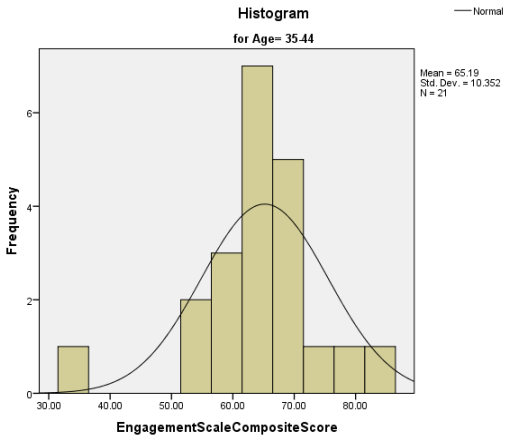

Figure 16: Engagement Levels 35–44 yrs. Age Distribution

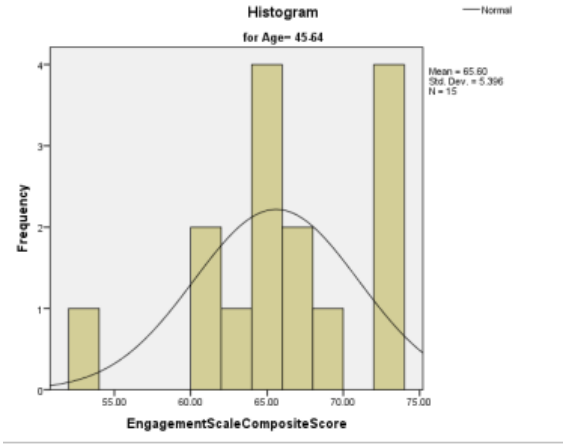

Figure 17: Engagement Levels 45–64 yrs. Age Distribution

All associated descriptive statistics for both male and female sample distributions are shown in Table 23, which can be seen in Appendix C.

The results of tests of normality are presented in Table 24. We rely on the results of the Shapiro–Wilk test of normality for inferring the presence or absence of normality in all age categories' sample distributions. The null hypothesis associated with this test assumes normality of the sample under consideration. In these cases our results indicate significant deviations from normality ($W_{18\text{-}24yrs}$= .919, df = 31, p = .022), ($W_{25\text{-}34yrs}$ = .926, df = 47, p = .006), ($W_{35\text{-}44yrs}$= .908, df = 21, p = .050) with no significant deviations from normality from the remaining group ($W_{45\text{-}64yrs}$ = .916, df = 15, p = .170).

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Age	Statistic	df	Sig.	Statistic	df	Sig.
EngagementScaleCompositeScore	18-24	.176	31	.016	.919	31	.022
	25-34	.102	47	.200*	.926	47	.006
	35-44	.165	21	.139	.908	21	.050
	45-64	.149	15	.200*	.916	15	.170

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 24: Engagement Normality Results

Deviations in normality in the majority of the age categories were identified. The Kruskal–Wallis H Tests if there are significant differences between satisfaction levels with the induction process from one age category to another. It tests for differences in mean ranks of all four age categories. The null hypothesis associated with the Kruskal-Wallis H test is one of no difference between mean ranks.

The results of this test are shown in Tables 25 and 26. The results of the Kruskal–Wallis H test indicate that there exist no significant differences between the induction given to those aged 18–24 years (Mdn=51.13), 25–34 years (Mdn=59.09), 45–64 years (Mdn=60.90), and 35–44 years (Mdn=60.93) (H = 1.618, p = .648).

Ranks

	Age	N	Mean Rank
EngagementScaleCompositeScore	18-24	31	51.13
	25-34	47	59.09
	35-44	21	60.90
	45-64	15	60.93
	Total	114	

Table 25: Kruskal–Wallis H Test: mean

Test Statistics[a,b]

	EngagementScaleCompositeScore
Chi-Square	1.648
df	3
Asymp. Sig.	.648

a. Kruskal Wallis Test

b. Grouping Variable: Age

Table 26: Grouping Variable: Age

The author will look now at the results of analysing the differences in employees' length of service and their engagement levels in the workplace.

4.1.4.1 Perceived Support and Departmental Differences

Of the 112 employees involved in this study, 12 worked in the accommodation department, 14 in food and beverages (F&B) including the kitchen department, 8 in the maintenance and security department, 26 office-based, 21 on reception and 31 who are "other": this would include conference and banqueting, duty manager and accounts. A case summary is shown in Table 27.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Department	N	Percent	N	Percent	N	Percent
SupportScaleComposite Scale	Accommodation	12	85.7%	2	14.3%	14	100.0%
	F&B/Kitchen	14	93.3%	1	6.7%	15	100.0%
	Maintenance&Security	8	100.0%	0	0.0%	8	100.0%
	Office Based	26	92.9%	2	7.1%	28	100.0%
	Reception	21	87.5%	3	12.5%	24	100.0%
	Other	31	96.9%	1	3.1%	32	100.0%

Table 27: Perceived Support Length of Service Sample Sizes

Figures 18–23 present histograms of the distributions of employees' department and their perceived support from managers. The horizontal axes represent employees' perceived support; the vertical axes depict the number of employees who completed the Survey of Perceived Support. The ticks on the horizontal axes can be interpreted as follows: 21 indicates that the employee does not perceive managerial support as strong; 105 indicates that the employee perceives managerial support as strong. For example, Figure 19 indicates that of the 14 employees in the F&B/Kitchen department, 1 does not perceive managerial support as strong.

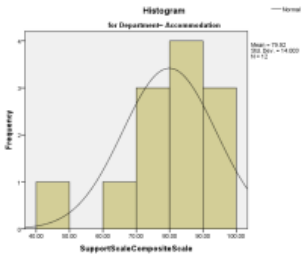

Figure 18: Perceived Support from Accommodation Department Distribution

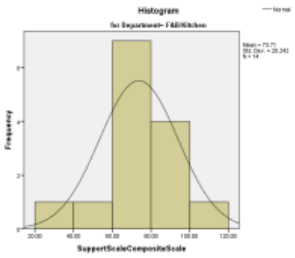

Figure 19: Perceived Support from F&B/Kitchen Department Distribution

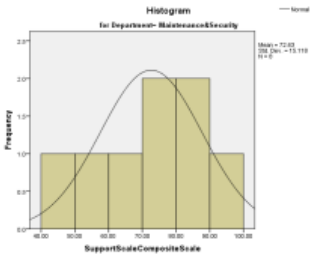

Table 20: Perceived Support from Maintenance/Security Department Distribution

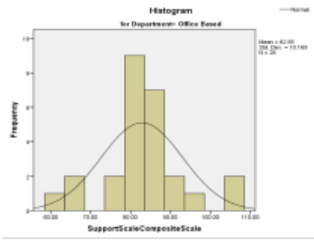

Table 21: Perceived Support from Office-Based Department Distribution

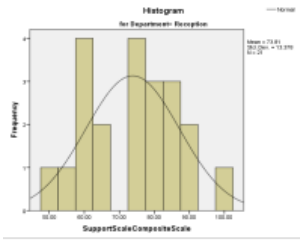

Figure 22: Perceived Support from Reception Department Distribution

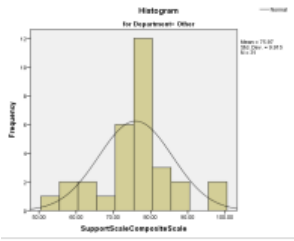

Figure 23: Perceived Support from Other Departments Distribution

All associated descriptive statistics for the length of service sample distributions are shown in Table 28, which can be found in Appendix C.

The results of normality are presented in Table 29. The Shapiro–Wilk test is taken to test for normality in the departments sample distributions. The null hypothesis associated with this test of normality assumes normality of the sample under consideration. Our results indicate significant deviations from normality (W_{ACCOM} = .691, df = 12, p = .120), ($W_{F\&B}$ = .462, df = 14, p = .462), ($W_{MAINTENANCE}$ = .970, df = 8, p = .898), (W_{OFFICE}= .930, df = 26, p = .077), ($W_{RECEPTION}$ = .967, df = 21, p = .670) and (W_{OTHER} = .941, df = 31, p = .087).

Tests of Normality

	Department	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SupportScaleComposite Scale	Accommodation	.196	12	.200*	.891	12	.120
	F&B/Kitchen	.119	14	.200*	.943	14	.462
	Maintenance&Security	.130	8	.200*	.970	8	.898
	Office Based	.160	26	.084	.930	26	.077
	Reception	.107	21	.200*	.967	21	.670
	Other	.163	31	.035	.941	31	.087

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 30: Perceived Support Normality Results

A difference in normality was identified in the groupings. The Kruskal–Wallis Test H tests if there is a significant difference between perceived managerial supports from one employee's department to another. The results of this test, shown in Tables 31 and 32 indicate that there is a difference between perceived support from employees in different departments: Accommodation (Mdn=67.04), F&B/Kitchen (Mdn=51.07), Maintenance and Security (Mdn=46.38), Office-Based (Mdn=72.17), Reception (Mdn=48.81) and other departments (Mdn=49.55), (H = 11.100, p = .049).

Ranks

	Department	N	Mean Rank
SupportScaleComposite Scale	Accommodation	12	67.04
	F&B/Kitchen	14	51.07
	Maintenance&Security	8	46.38
	Office Based	26	72.17
	Reception	21	48.81
	Other	31	49.55
	Total	112	

Table 31: Kruskal–Wallis Test H: mean

Test Statistics[a,b]

	SupportScaleCompositeScale
Chi-Square	11.100
df	5
Asymp. Sig.	.049

a. Kruskal Wallis Test

b. Grouping Variable: Department

Table 32: Grouping Variable: Department

4.2 Chapter summary

This chapter has detailed the different results from the different variables in this research study, and has highlighted those variables that had a difference. The chapter shows how that there was a few participants who started the survey but as this progressed they did not complete.

Chapter Five: Findings and Discussions

5.0 Introduction

This chapter gives an overview of the research and its context. The research questions are discussed in terms of the literature review, the survey results and findings. Finally, the study will identify practical recommendations for organisations in improving their employees perception on managerial support.

5.1 Research Overview and Context

The objective of the research study was to explore if management support effect employee's engagement in particular new recruits participating in e-learning; the focus was on how employees perceive managerial support and if this affects the levels of engagement. The research examines the effectiveness of managerial support in employee's engagement in e-learning.

5.1.1 Research Results

The findings in the research show very positive attitudes from employees engaged in training and e-induction in particular. This would indicate a high level of managerial support of the employees during the training and e-induction process. The research showed that gender and age had no bearing on how each variable was viewed by the respondents. Both males and females from all ages answered similarly.

Further examination of these results show that the emergence of key themes or patterns, these are the correlation between

- positivity towards induction and length of service,
- the relationship between engagement and support and length of service
- perceptions of induction and engagement between different departments.

5.1.2 Variations of Induction between Length of Service

Further analysis of the results indicates that there is a correlation between employees' responses to question on "induction" and their length of service. The employees with less than a year service responded positively to the induction programme, whereas those employees whose service ranged from one to five years responded negatively as shown in Table 15. One mitigating factor for these negative responses is the majority of respondents in the five plus years of service category were pre e-induction era, therefore may not have been given a structure induction programme.

This level of negativity and dissatisfaction of the one to five years of service is in sharp contrast to the employees with less than one year service. The research findings show these individuals to be positive towards the organisation and its values, satisfied with the e-induction programmes and have a high level of engagement. ACAS explains how having a great induction process the organisation will reap such benefits as a more settled employee, a more effective response to training, lower and improved employment relations" (ACAS, 2009, p.30) which may explain why they new recruits have a positive view on induction. Literature has suggested that an individual is engaged when they arrive at an organisation they are engaged in their work for the first few years, however this wears off after a period of time as early as the first year and up to five years after entry (Trahant, 2009).

5.1.3 Variations in Induction and Support between Departments

The research findings also indicate that the respondents' job title or department has an effect on their responses. Employees who work in the offices and in the accommodation area have slightly higher perceptions of support and induction than those who work reception, maintenance and security. This may be addressed through a structured induction process, with particular emphasis on their job and more frequent managerial support. These differences between perceived managerial support and satisfaction of the induction process based on the department can be seen in Table 20 and Table 31.

5.1.4 Engagement and Support

There is a strong positive link between employee engagement and perceptions of managerial support. This study highlights that those employees with high perceptions of managerial support are also likely to be highly engaged. The results of this part of the survey indicate a high degree of similarity with Trahant et al findings that employees have a high level of engagement when they start a new job (Trahant, 2009) and Harter et al. (2002) findings that employees are engaged when they feel supported by their manager. This is then supporting the hypothesis; that a manager's support during induction will lead to employee engagement.

Using the engagement scale for the purposes of this study, it was found that the organisation has quite a high engagement score. It is evident that, perceptions of managerial support can be an issue in an organisation, this can lead to dissatisfaction and disengagement if not managed effectively and equally across the organisation. If support is not given or is not continuous, it may hinder an employee's engagement level. Management cannot effectively engage employees' unless employees' perceive that there is managerial support and that support is high. This concludes that the organisation continues to focus on improving the effectiveness of their management support, specifically the areas which the findings address, the engagement levels may also increase.

5.2 Summary of Findings

There are many things which influence an employee's decision to become engaged in their role, the author decided to research the area of managerial support which could help or hinder employee engagement. Quirke states that employee engagement can lead to an emotional bond with their employer and as a result the employees will commitment their time and effort to help the organisation succeed (Quirke, 2008). A way to build on this bond and influence an employee's decision to become engaged in their role is through the support of their managers. As Krishhan and Mary stated the amount of support employees perceive has been proved to influence employees' job attitudes (Krishhan and Mary, 2012).

When employees become aware of their managers'support, they will reciprocate with a positive engaging attitude (Jing-zhou, et al. 2007 cited Beheshtifar, and Zare, 2012). This perceived support will reflect in the quality of the relationship between the organisation and the employee (Konijnenburg, 2010)

5.3 Implications of findings

It is accepted that this study may have implications, one being the study sample size. If the study was replicated with a larger sample, it would increase the reliability and confidence in the results. The study captures the employee's perception to their own induction experience, engagement and managerial support. There may be an implication of potential bias, inaccuracy and common method. Additionally, it is important to recognise a selection basis in the study because engaged employees are more likely to do a survey, therefore the results are likely to present employees with high levels of engagement.

5.4 Chapter summary

This chapter gave an overview of the context of the survey and its findings. The results of which were mostly positive the area of employee engagement and the areas that scored lower and less positive were around the induction process.

Chapter 6- Conclusion

6.0 Introduction to Chapter Content

This research sought to explore the link between managerial support in a successful e-induction programme and how it affected employee engagement. The author will state the research context and findings and limitations from the analysis of the results, the author aims to undertake further research on the managerial role and how it impacts it on employee engagement.

6.1 Further Research

The focus of this paper was to measure the role of a manager's support in a successful e-induction programme and how it affected employee engagement. The results showed strong evidence of engagement and a positive effect on employee's development. However, the support of the manager is just one aspect to why an employee is engaged in their work. Other factors also influence engagement which warrants further research to gain a better understanding of why some employees are engaged and others are not.

There were a number of areas of interest that the study touched upon but did not explore fully, such as the importance of the relationship between an employee and their manager; this could have been looked into further through a qualitative research to gain deep and meaningful insight into employee/manager relationship. Compare those employees who strongly disagree against those employees who strongly agreed and evaluate their relationship with their manager.

The scope of this research could be to survey the employees who left the organisation with a six month period to establish if they had completed the e-induction programme. To establish the reason behind their leaving, if they were engage in their role and what level of support they had received from their line manager and establish their perception towards e-learning

6.2 Research Limitations

This research was confined to one organisation and some of the questions within the survey could have been expanded through an interview style session or focus group to gather in depth information. This qualitative data would have resulted in-depth answers which would have given the author more details of the impact of managerial support in the organisation.

Another limitation of the study was the survey design. The survey was based on a number of themes that had appeared throughout the literature of employee induction, engagement and support, however the author would have liked to amend and ask different questions to measure responses in certain areas to gain a deeper insight.

6.3 Concluding Thoughts

From this research it verifies that managers can increase employees' engagement by giving support and providing more development opportunities (Hakenen et al., 2006). It is evident from this research that management play a key role in driving employee engagement through support and supporting employee growth. Research undertaken on behalf of the CIPD (CIPD, 2011b) indicated that positive perceptions of managers are significantly related to employee engagement. It can be said that employees are disengaged if they feel that they don't have enough development opportunities and their managers don't proactively support their development. The engaged managers will make extra efforts and enjoying what he or she is doing and these positive behaviours will likely be mimicked by their employees (Schaufeli and Salanova, 2008), thus in turn creating an engaged employee and culture

As mentioned at the very beginning of this research, e-learning does have its benefits. The e-induction material used can be used and amended at any time, so even if the new recruit is overwhelmed on their first day or first week which means that the information was not taken in, there's no reason that they can't return to it again and again as a refresher. This shows that e-learning is an ongoing performance support (Fleet, 2013) and is this 'Lifelong Learning'

E-learning's major fault is that you cannot easily ask a question and that is why managerial support is necessary to ensure the user is receiving the correct information and answering those easily ask questions. The use of e-learning can enhance the learning experience of the user but managers are required for guidance and support. The level of support employee's perceive and how the organisation values them is vital for determining their attitude and engagement levels (Beheshtifar, and Zare, 2012)

The use of e-learning has certainly made information more readily available to users, but providing the users on how to effectively turn this information into knowledge and become a practical skill is still the responsibility of the manager. Manager can monitor the employee's engagement and participation through online forums, quizzes and multiple choice attempts in order to identify the employees who are actively getting involved. By introducing discussions with the employee after each module will help the manager to identify the employee's engagement levels. Gallup has found that managers are the key to an engaged workforce and one way to keep them engaged is by supporting them through appropriate training (Markos and Sridevi, 2010). As Beheshtifar, and Zare (2012) explains, the most important thing is for the employees to feel supported, as a result their outcomes towards the organisation is positive.

In terms of this research the overwhelming positive attitude and results in the quantitative findings would strongly indicate that employees are engaged within their workplace and that there is a linkage between managerial support and engagement levels. This research shows that the effectiveness of managerial support can encourage engagement among employees especially those respondents under one years' service who have high levels of engagement. Thus, supporting the hypothesis that manager support during induction will lead to employee engagement.

6.4 Chapter Summary

This chapter details the conclusions from the study in terms of the effectiveness of managerial support for new recruits participating in e-learning and employee's engagement level within the workplace succinctly as possible. It detailed the areas for future research that this study did not include, as well as the limitations of the research

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Appendix A: Email Request

Hi All,

Some of you may know who I am, but for those who don't, my name is Deirdre and I mainly work with the GROWonline system in Dublin Head Office

At the moment, I am working on a Masters Human Resources dissertation for NCI (National College of Ireland). My dissertation topic is to find out whether support from managers helps or hinders engagement levels, especially during the induction period (six months). As you know, the majority of our induction journey is done through GROWonline (minimum of 11 modules to be completed within 6 months), and what I want to identify is if managerial support was or was not given during this time and if you felt engaged in your role.

With this in mind, I am looking for your help and I am asking if you wouldn't mind filling out a short survey? The survey should take no longer than 8 mins tops and should be completed by the 3rd July 2015. Please see survey link below: https://crilt.ncirl.ie/limesurvey/index.php?sid=49621&lang=en

Answers to this survey are completely anonymous and the answers won't be shared to the Jurys Inn Group- so please be open and honest. All answers will be automatically sent to an analytical system to evaluate and from here I will receive overall feedback, not individual.

Your contribution will be invaluable to my research, so I just want to thank you in advance for taking the time to complete the survey. If you have any further questions regarding this survey, please feel free to email me on the Jurys email or Deirdre.Mccormack@student.ncirl.ie

Thanks,
Deirdre

Appendix B: Survey

Engagement Levels vs Support Levels

This survey was created by Deirdre McCormack as part of her MA Human Resources dissertation for NCI (National College of Ireland). The goal of the survey is to find out whether support from managers helps or hinders engagement levels especially during the induction period. This survey is divided into four sections: Demographics of the respondents, Induction, Engagement Level, Perceived Support. The responses will be used to establish if managerial support can have an effect on an employee's engagement especially during the induction period.

Hi, Thank you for taking the time to fill this survey out. The main objectives of this survey is to find out whether support from managers helped or hindered your engagement levels especially during the induction period. By identifying the levels of support and engagement, it will identify the link between the two and will help make improvements to the existing supporting tools. The survey should only take 8 minutes, and your responses are completely anonymous. This survey will be purely used for my dissertation to identify the overall link between managerial support and engagement levels. This survey is confidential and won't be used or shared within the Jurys Group Ltd. You can only take the survey once, but you can edit your responses until the survey is closed on July 10th 2015. Questions marked with an asterisk (*) are required. If you have any questions about the survey or would just like to give me additional information, please email me: deirdre_mccormack@jurysinns.com. I really appreciate your input!

There are 10 questions in this survey

Respondents Demographics

This section requires that the respondents provide information on their age, gender, length of service with the company, property they are based in and what e-learning modules they have completed.

1 [ITM0]Please state your consent to take part in this survey *

Please choose **only one** of the following:

- Yes

2 [ITM1]What is your gender? *

Please choose **only one** of the following:

- Female
- Male

3 [ITM2]What is your age? *

Please choose **only one** of the following:

- 18 – 24
- 25 – 34
- 35 – 44
- 45 – 54
- 55 – 64
- 65+

4 [ITM3]What is your length of service with the company? *

Please choose **only one** of the following:

- Less than one month
- Over one month to under three months
- Over three months to under six months
- Over six months to under a year
- Over a year to under five years
- Five years to under ten years
- Ten plus years

5 [ITM4]What hotel location are you based in? *

Please choose **only one** of the following:

- Jurys Inn Christchurch
- Jurys Inn Custom House
- Jurys Inn Parnell Street
- Jurys Inn Aberdeen
- Jurys Inn Belfast
- Jurys Inn Birmingham
- Jurys Inn Bradford
- Jurys Inn Brighton
- Jurys Inn Croydon
- Jurys Inn Derby
- Jurys Inn Edinburgh
- Jurys Inn Exeter
- Jurys Inn Glasgow
- Jurys Inn Leeds
- Jurys Inn Liverpool
- Jurys Inn Manchester
- Jurys Inn Milton Keynes
- Jurys Inn Newcastle
- Jurys Inn Newcastle Gateshead
- Jurys Inn Nottingham
- Jurys Inn Plymouth
- Jurys Inn Sheffield
- Jurys Inn Southampton
- Jurys Inn Swindon
- Jurys Inn Watford
- Jurys Inn Cork
- Jurys Inn Galway
- Other

6 [ITM5]What department do you work in within the hotel? *

Please choose **only one** of the following:

- Accommodation
- Kitchen
- F&B
- Maintenance
- Office Based
- Reception
- Security
- Other

7 [ITM6]Have you completed all employees Induction modules (11 modules)? *

Please choose **all** that apply:

- Belong at Home
- BELONG First Day
- BELONG - Fire Safety
- BELONG - Health and Safety
- BELONG - Key Security
- BELONG - Personal Safety
- BELONG - COSHH
- BELONG - BE Exceptional
- BELONG - BE Empowered
- BELONG - COOP
- BELONG - Employee Handbook

Induction

To reflect on your initial six months within the company

8 [ITM0]Please reflect back on your initial 6 months with the company in respect of the following *

Please choose the appropriate response for each item:

	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
I received adequate induction training when I started working					
I received adequate training since my induction					
I could easily ask for assistance from my manager					
I could easily ask for assistance from other members of the team					

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I had a structured support provided when I started my role					
I was treated with respect during my induction					

How would you rate your level of Engagement?

This sections is to identify how engaged you are in the working environment.

9 [ITM7]How much do you agree that the following statements accurately describe your engagement levels? Please answer each of the following statements. *

Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
At my work, I feel bursting with energy.					
I find the work that I do full of meaning and purpose.					
Time flies when I am working.					
At my job, I feel strong and vigorous.					
I am enthusiastic about my job.					
When I am working, I forget everything else around me.					
My job inspires me.					

	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
When I get up in the morning, I feel like going to work.					
I feel happy when I am working intensely.					
I am proud of the work that I do.					
I am immersed in my work.					
I can continue working for very long periods at a time.					
To me, my job is challenging.					
I get carried away when I am working.					
At my job, I am very resilient, mentally.					
It is difficult to detach myself from my job.					
At my work, I always persevere, even when things do not go well.					

How do you perceive the managerial support with your hotel?

This section is to establish how you perceive your managerial support

10 [ITM8]How much do you agree that the following statements accurately describe the support you receive? *

Please choose the appropriate response for each item:

	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
My manager values my contributions to the well being of our department.					
If my manager could hire someone to replace me at a lower salary he/she would do so					
My manager appreciates extra effort from me.					
My manager strongly considers my goals and values.					
My manager wants to know if I have any complaints.					
My manager takes my best interests into account when he/she makes decisions that affect me.					
Help is available from my manager when I have a problem.					

	Strongly Disagree	**Disagree**	**Neither Agree nor Disagree**	**Agree**	**Strongly Agree**
My manager really cares about my well being.					
If I did the best job possible, my manager would be sure to notice.					
My manager is willing to help me when I need a special favour.					
My manager cares about my general satisfaction at work.					
If given the opportunity my manager would take advantage of me.					
My manager shows a lot of concern for me.					
My manager cares about my opinions.					
My manager takes pride in my accomplishments.					
My manager tries to make my job as interesting as possible.					
I understood the manager's instructions on how to complete the activities					

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I felt supported by the manager during the training					
The manager helped me feel confident in my ability to complete the activities					
Feedback from the manager helped me complete the activities					
Feedback from my manager helped me feel competent as a learner during the activities					

Thank you so much for filling this survey out. Your response will be a huge help towards my dissertation. Again if you wish to ask me any further questions or provide additional information that you think will help with my dissertation, please feel free to email me: deirdre_mccormack@jurysinns.com. Deirdre
01.01.1970 – 03:00

Submit your survey.
Thank you for completing this survey.

Appendix C: Tables

Induction

Descriptives

Gender			Statistic	Std. Error
InductionScaleCompositeScore	Male	Mean	23.5263	.85152
		95% Confidence Interval for Mean — Lower Bound	21.8010	
		95% Confidence Interval for Mean — Upper Bound	25.2517	
		5% Trimmed Mean	23.8099	
		Median	24.0000	
		Variance	27.553	
		Std. Deviation	5.24913	
		Minimum	11.00	
		Maximum	30.00	
		Range	19.00	
		Interquartile Range	8.25	
		Skewness	-.608	.383
		Kurtosis	-.361	.750
	Female	Mean	24.5432	.55055
		95% Confidence Interval for Mean — Lower Bound	23.4476	
		95% Confidence Interval for Mean — Upper Bound	25.6388	
		5% Trimmed Mean	25.0700	
		Median	24.0000	
		Variance	24.551	
		Std. Deviation	4.95492	
		Minimum	6.00	
		Maximum	30.00	
		Range	24.00	
		Interquartile Range	7.00	
		Skewness	-1.671	.267
		Kurtosis	4.393	.529

Table 8: Induction Descriptive Statistics

Descriptives

Length of Service			Statistic	Std. Error
InductionScaleCompositeScore	1month to under 3 months	Mean	27.2000	1.71140
		95% Confidence Interval for Mean — Lower Bound	23.3285	
		95% Confidence Interval for Mean — Upper Bound	31.0715	
		5% Trimmed Mean	27.8333	
		Median	30.0000	
		Variance	29.289	
		Std. Deviation	5.41192	
		Minimum	13.00	
		Maximum	30.00	
		Range	17.00	
		Interquartile Range	4.50	
		Skewness	-2.419	.687
		Kurtosis	6.129	1.334
	Over 3 months to under 6months	Mean	23.9000	1.17804
		95% Confidence Interval for Mean — Lower Bound	21.2351	
		95% Confidence Interval for Mean — Upper Bound	26.5649	
		5% Trimmed Mean	23.8889	
		Median	24.0000	
		Variance	13.878	
		Std. Deviation	3.72529	
		Minimum	18.00	
		Maximum	30.00	
		Range	12.00	
		Interquartile Range	5.75	
		Skewness	.050	.687
		Kurtosis	-.876	1.334
	Over 6months to under a year	Mean	26.7692	.74381
		95% Confidence Interval for Mean — Lower Bound	25.1486	
		95% Confidence Interval for Mean — Upper Bound	28.3899	
		5% Trimmed Mean	26.7991	
		Median	27.0000	
		Variance	7.192	
		Std. Deviation	2.68185	
		Minimum	23.00	
		Maximum	30.00	
		Range	7.00	
		Interquartile Range	5.50	
		Skewness	-.016	.616
		Kurtosis	-1.858	1.191
	Over a year to under 5 years	Mean	23.4426	.68222
		95% Confidence Interval for Mean — Lower Bound	22.1180	
		95% Confidence Interval for Mean — Upper Bound	24.7673	
		5% Trimmed Mean	23.9117	
		Median	24.0000	
		Variance	26.751	
		Std. Deviation	5.17212	
		Minimum	6.00	
		Maximum	30.00	
		Range	24.00	
		Interquartile Range	7.00	
		Skewness	-1.201	.306
		Kurtosis	2.050	.604
	5 years to10 years plus	Mean	23.7200	1.09514
		95% Confidence Interval for Mean — Lower Bound	21.4701	
		95% Confidence Interval for Mean — Upper Bound	25.9699	
		5% Trimmed Mean	24.2667	
		Median	24.0000	
		Variance	29.710	
		Std. Deviation	5.45069	
		Minimum	6.00	
		Maximum	30.00	
		Range	24.00	
		Interquartile Range	6.50	
		Skewness	-1.467	.464
		Kurtosis	3.655	.902

Table 13: Induction Descriptive Statistics

Descriptives

Department			Statistic	Std. Error
InductionScaleCompositeScore	Accommodation	Mean	27.7143	1.07125
		95% Confidence Interval for Mean — Lower Bound	25.4008	
		95% Confidence Interval for Mean — Upper Bound	30.0278	
		5% Trimmed Mean	28.2937	
		Median	29.5000	
		Variance	16.066	
		Std. Deviation	4.00823	
		Minimum	16.00	
		Maximum	30.00	
		Range	16.00	
		Interquartile Range	4.00	
		Skewness	-2.766	.597
		Kurtosis	9.653	1.154
	F&B/Kitchen	Mean	23.7333	1.78935
		95% Confidence Interval for Mean — Lower Bound	20.0871	
		95% Confidence Interval for Mean — Upper Bound	27.3796	
		5% Trimmed Mean	24.2593	
		Median	24.0000	
		Variance	43.352	
		Std. Deviation	6.58625	
		Minimum	9.00	
		Maximum	30.00	
		Range	22.00	
		Interquartile Range	7.00	
		Skewness	-1.436	.590
		Kurtosis	1.725	1.121
	Maintenance&Security	Mean	21.7500	2.13800
		95% Confidence Interval for Mean — Lower Bound	16.8992	
		95% Confidence Interval for Mean — Upper Bound	26.6008	
		5% Trimmed Mean	21.7778	
		Median	23.0000	
		Variance	36.500	
		Std. Deviation	6.04152	
		Minimum	13.00	
		Maximum	30.00	
		Range	17.00	
		Interquartile Range	11.25	
		Skewness	-.349	.752
		Kurtosis	-1.025	1.481
	Office Based	Mean	23.9518	1.17755
		95% Confidence Interval for Mean — Lower Bound	21.4314	
		95% Confidence Interval for Mean — Upper Bound	26.2723	
		5% Trimmed Mean	24.5021	
		Median	25.0000	
		Variance	37.439	
		Std. Deviation	6.11872	
		Minimum	6.00	
		Maximum	30.00	
		Range	24.00	
		Interquartile Range	6.00	
		Skewness	-1.838	.448
		Kurtosis	3.983	.872
	Reception	Mean	23.8878	.88736
		95% Confidence Interval for Mean — Lower Bound	21.4126	
		95% Confidence Interval for Mean — Upper Bound	24.7613	
		5% Trimmed Mean	23.8611	
		Median	23.0000	
		Variance	14.982	
		Std. Deviation	3.87166	
		Minimum	17.00	
		Maximum	30.00	
		Range	13.00	
		Interquartile Range	7.00	
		Skewness	1.39	.491
		Kurtosis	-.991	.935
	Other	Mean	24.6563	.61237
		95% Confidence Interval for Mean — Lower Bound	23.4053	
		95% Confidence Interval for Mean — Upper Bound	25.9072	
		5% Trimmed Mean	24.6875	
		Median	24.0000	
		Variance	12.036	
		Std. Deviation	3.46977	
		Minimum	18.00	
		Maximum	30.00	
		Range	12.00	
		Interquartile Range	6.00	
		Skewness	.017	.414
		Kurtosis	-1.029	.809

Table 18: Induction Descriptive Statistics

Engagement

Descriptives

Age			Statistic	Std. Error
EngagementScaleComposite Score	18-24	Mean	61.8923	2.21650
		95% Confidence Interval for Mean — Lower Bound	56.5056	
		95% Confidence Interval for Mean — Upper Bound	65.5590	
		5% Trimmed Mean	61.6380	
		Median	65.0000	
		Variance	153.299	
		Std. Deviation	12.34095	
		Minimum	31.00	
		Maximum	93.00	
		Range	62.00	
		Interquartile Range	14.00	
		Skewness	-.950	.421
		Kurtosis	.658	.821
	25-34	Mean	64.4681	1.78592
		95% Confidence Interval for Mean — Lower Bound	60.8732	
		95% Confidence Interval for Mean — Upper Bound	68.0630	
		5% Trimmed Mean	65.1974	
		Median	66.0000	
		Variance	149.907	
		Std. Deviation	12.24363	
		Minimum	17.00	
		Maximum	85.00	
		Range	68.00	
		Interquartile Range	13.00	
		Skewness	-1.219	.347
		Kurtosis	3.786	.681
	35-44	Mean	65.1905	2.25897
		95% Confidence Interval for Mean — Lower Bound	60.4783	
		95% Confidence Interval for Mean — Upper Bound	69.9026	
		5% Trimmed Mean	65.7884	
		Median	66.0000	
		Variance	107.162	
		Std. Deviation	10.35190	
		Minimum	34.00	
		Maximum	85.00	
		Range	51.00	
		Interquartile Range	9.50	
		Skewness	-1.046	.501
		Kurtosis	3.572	.972
	45-64	Mean	65.6000	1.39318
		95% Confidence Interval for Mean — Lower Bound	62.6119	
		95% Confidence Interval for Mean — Upper Bound	68.5881	
		5% Trimmed Mean	65.9444	
		Median	65.0000	
		Variance	29.114	
		Std. Deviation	5.39577	
		Minimum	53.00	
		Maximum	72.00	
		Range	19.00	
		Interquartile Range	9.00	
		Skewness	-.687	.580
		Kurtosis	.636	1.121

Table 23: Engagement Descriptive Statistics

Survey of Perceived Support

Descriptives

Department			Statistic	Std. Error
SupportScaleComposite Scale	Accommodation	Mean	79.9167	4.04231
		95% Confidence Interval for Mean — Lower Bound	71.8196	
		95% Confidence Interval for Mean — Upper Bound	88.8137	
		5% Trimmed Mean	80.8519	
		Median	81.5000	
		Variance	196.083	
		Std. Deviation	14.00298	
		Minimum	45.00	
		Maximum	98.00	
		Range	53.00	
		Interquartile Range	15.25	
		Skewness	-1.439	.637
		Kurtosis	2.799	1.232
	F&B/Kitchen	Mean	73.7143	5.41803
		95% Confidence Interval for Mean — Lower Bound	62.8286	
		95% Confidence Interval for Mean — Upper Bound	85.4019	
		5% Trimmed Mean	74.7937	
		Median	76.0000	
		Variance	409.758	
		Std. Deviation	20.24249	
		Minimum	23.00	
		Maximum	105.00	
		Range	82.00	
		Interquartile Range	23.75	
		Skewness	-.965	.597
		Kurtosis	2.128	1.164
	Maintenance&Security	Mean	72.6250	5.34502
		95% Confidence Interval for Mean — Lower Bound	59.9980	
		95% Confidence Interval for Mean — Upper Bound	85.2520	
		5% Trimmed Mean	72.7500	
		Median	74.5000	
		Variance	228.554	
		Std. Deviation	15.11799	
		Minimum	49.00	
		Maximum	94.00	
		Range	45.00	
		Interquartile Range	26.00	
		Skewness	-.344	.752
		Kurtosis	-.643	1.481
	Office Based	Mean	82.8462	1.99437
		95% Confidence Interval for Mean — Lower Bound	78.7387	
		95% Confidence Interval for Mean — Upper Bound	86.9536	
		5% Trimmed Mean	82.7906	
		Median	82.5000	
		Variance	103.415	
		Std. Deviation	10.16934	
		Minimum	61.00	
		Maximum	105.00	
		Range	44.00	
		Interquartile Range	6.50	
		Skewness	.145	.456
		Kurtosis	1.116	.887
	Reception	Mean	73.8095	2.91925
		95% Confidence Interval for Mean — Lower Bound	67.7291	
		95% Confidence Interval for Mean — Upper Bound	79.8899	
		5% Trimmed Mean	73.6852	
		Median	76.0000	
		Variance	178.962	
		Std. Deviation	13.37766	
		Minimum	50.00	
		Maximum	100.00	
		Range	50.00	
		Interquartile Range	23.00	
		Skewness	-.036	.501
		Kurtosis	-.824	.972
	Other	Mean	75.9677	1.78871
		95% Confidence Interval for Mean — Lower Bound	72.3315	
		95% Confidence Interval for Mean — Upper Bound	79.6044	
		5% Trimmed Mean	76.9059	
		Median	77.0000	
		Variance	99.299	
		Std. Deviation	9.91486	
		Minimum	53.00	
		Maximum	99.00	
		Range	46.00	
		Interquartile Range	7.00	
		Skewness	-.076	.421
		Kurtosis	1.046	.821

Table 28: Perceived Support Descriptive Statistics

Appendix D: Results of additional tests

D.1 Induction and Age Differences

Of the 119 employees in this study, 32 were aged 18–24 years old, 50 were 25–34, 22 were 35–44, and 15 were 45–64. A case summary is shown in Table 32. Figures 23 to 26 present histograms of the distributions of employees' age categories and satisfaction with the induction process. The horizontal axis in all four represents employees' satisfaction with induction; the vertical axis depicts the number of employees who completed the induction scale.

The ticks on the horizontal axes can be interpreted as follows: 6 indicates how dissatisfied an employee is with the induction, 30 how satisfied. For example, Figure 3 indicates that of the 32 employees aged 18–24, 6 were completely satisfied with the induction process.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Age	N	Percent	N	Percent	N	Percent
InductionScaleCompositeScore	18-24	32	100.0%	0	0.0%	32	100.0%
	25-34	50	96.2%	2	3.8%	52	100.0%
	35-44	22	100.0%	0	0.0%	22	100.0%
	45-64	15	100.0%	0	0.0%	15	100.0%

Table 32: Age Induction Sample Sizes

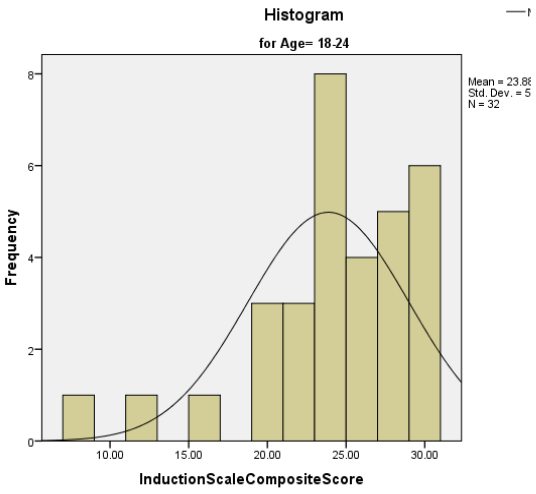

Figure 23: Induction 18–24 yrs. Age Distribution

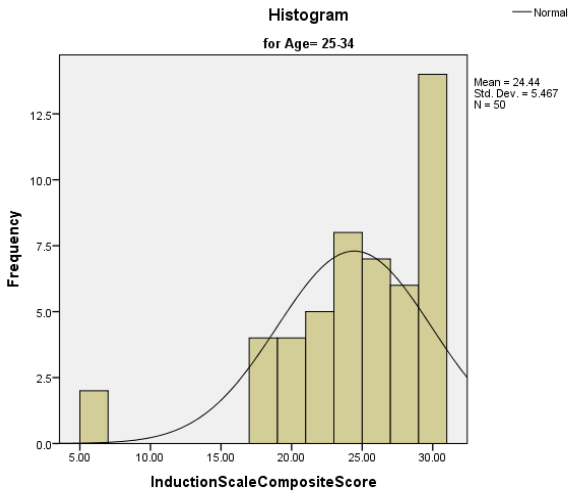

Figure 24: Induction 25–34 yrs. Age Distribution

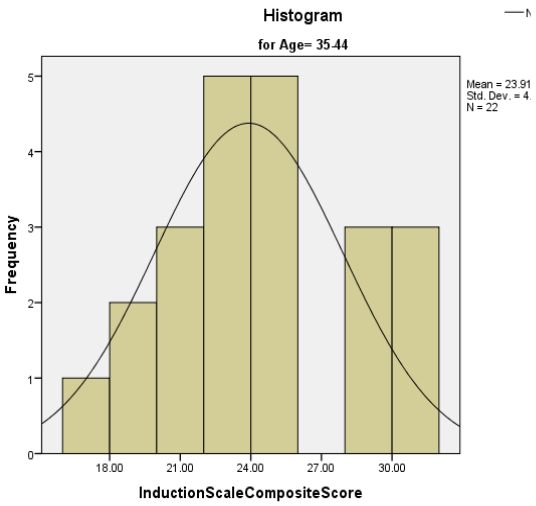

Figure 25: Induction 35–44 yrs. Age Distribution

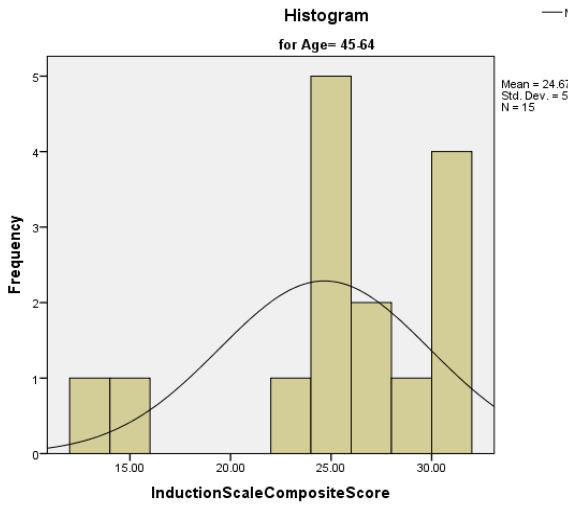

Figure 26: Induction 45–64 yrs. Age Distribution

All associated descriptive statistics, for all four age categories' sample distributions, are shown in Table 33

Table 33: Induction Descriptive Statistics

The results of tests of normality are presented in Table 34. The Shapiro–Wilk test of normality was used to test for inferring the presence or absence of normality in all age categories' sample distributions. Results indicate significant deviations from normality in all four age categories for the ($W_{18–24yrs}$= .866, df = 32, p = .001), ($W_{25–34yrs}$ = .845, df = 50, p < .000), ($W_{35–44yrs}$= .934, df = 22, p = .145) and ($W_{45–64yrs}$ = .820, df = 15, p =

.007) with no significant deviations from normality shown for the remaining group ($W_{35–44yrs}$= .934, df = 22, p = .145).

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Age	Statistic	df	Sig.	Statistic	df	Sig.
InductionScaleCompositeScore	18-24	.170	32	.020	.866	32	.001
	25-34	.155	50	.004	.845	50	.000
	35-44	.125	22	.200*	.934	22	.145
	45-64	.249	15	.013	.820	15	.007

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 34: Induction Normality Results

Deviations in normality in most of the age categories were identified. The Kruskal–Wallis H tests for significant differences between the satisfactions of the induction process from one age category to another. It tests for differences in mean ranks of all four age categories. The null hypothesis associated with the Kruskal–Wallis H test is one of no difference between mean ranks.

The results of this test, shown in Tables 35 and 36, indicate that there exists no significant differences between the perception of the success of the induction programme across the age groups 18–24 years (Mdn=57.89), 25–34 years (Mdn=62.47), 45–64 years (Mdn=65.87), and 35–44 years (Mdn=53.45) (H = 1.618, p = .655).

Ranks

	Age	N	Mean Rank
InductionScaleCompositeScore	18-24	32	57.89
	25-34	50	62.47
	35-44	22	53.45
	45-64	15	65.87
	Total	119	

Table 35:Kruskal–Wallis H Test: mean

Test Statistics[a,b]

	InductionScaleCompositeScore
Chi-Square	1.618
df	3
Asymp. Sig.	.655

a. Kruskal Wallis Test

b. Grouping Variable: Age

Table 36: Grouping Variable: Age

D.2 Engagement levels and gender differences

This study included 114 valid responses from employees of the organisation, of whom 36 were male, 78 female. A case summary is shown in Table 37. Figures 27 and 28

present histograms of engagement distributions levels by male and female employees respectively.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Gender	N	Percent	N	Percent	N	Percent
EngagementScaleCompositeScore	Male	36	94.7%	2	5.3%	38	100.0%
	Female	78	94.0%	5	6.0%	83	100.0%

Table 37: Gender Engagement Levels Sample Sizes

In both cases below, the horizontal axis represents employees' engagement levels, and the vertical axis shows the number of employees who completed the Utrecht Work Engagement Scale. The ticks on the horizontal axes can be interpreted as follows: 30 indicates how disengaged the employee is in the workplace, 90 how engaged they are. For example, Figure 27 indicates that of the 36 males in the study, 1 was engaged with a score of 89.

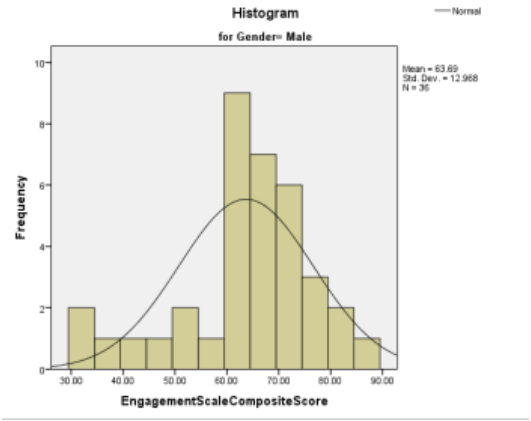

Figure 27: Engagement Levels of Male Distribution

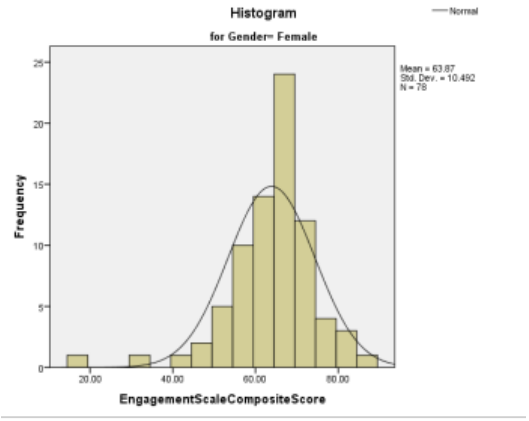

Figure 28: Engagement Levels of Female Distribution

All associated descriptive statistics for both male and female sample distributions are shown in Table 38

Descriptives

Gender				Statistic	Std. Error
EngagementScaleCompositeScore	Male	Mean		63.6944	2.16128
		95% Confidence Interval for Mean	Lower Bound	59.3068	
			Upper Bound	68.0821	
		5% Trimmed Mean		64.2469	
		Median		65.0000	
		Variance		168.161	
		Std. Deviation		12.96769	
		Minimum		32.00	
		Maximum		85.00	
		Range		53.00	
		Interquartile Range		12.75	
		Skewness		-.771	.393
		Kurtosis		.481	.768
	Female	Mean		63.8718	1.18801
		95% Confidence Interval for Mean	Lower Bound	61.5062	
			Upper Bound	66.2374	
		5% Trimmed Mean		64.4986	
		Median		66.0000	
		Variance		110.087	
		Std. Deviation		10.49225	
		Minimum		17.00	
		Maximum		85.00	
		Range		68.00	
		Interquartile Range		11.00	
		Skewness		-1.486	.272
		Kurtosis		5.174	.538

Table 38: Engagement Levels Descriptive Statistics

The results of tests of normality are presented in Table 39. We rely on the results of the Shapiro–Wilk test of normality for inferring the presence or absence of normality in both male and female sample distributions. The null hypothesis associated with this test of normality assumes normality of the sample under consideration. In both cases our results indicate significant deviations from normality (W_{MALE} = .940, df = 36, p = .052), (W_{FEMALE} = .899, df = 78, p < .000).

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig.
EngagementScaleCompositeScore	Male	.166	36	.014	.940	36	.052
	Female	.146	78	.000	.899	78	.000

a. Lilliefors Significance Correction

Table 39: Engagement Levels Normality Results

Due to identified differences in normality, the Mann–Whitney U test was relied upon to test if there exist significant differences between the levels of engagement by males and females. In particular, it tests for differences in mean ranks of both groups. The null hypothesis associated with the Mann-Whitney U test is one of no difference between mean ranks. The results, shown in Tables 40 and 41, indicate that there exist no significant differences between the engagement levels of males (Mdn=58.83) and females (Mdn=56.88), (U = 1356.000, p = .770).

Ranks

	Gender	N	Mean Rank	Sum of Ranks
EngagementScaleCompositeScore	Male	36	58.83	2118.00
	Female	78	56.88	4437.00
	Total	114		

Table 40: Mann–Whitney Test: mean

Test Statistics[a]

	EngagementScaleCompositeScore
Mann-Whitney U	1356.000
Wilcoxon W	4437.000
Z	-.293
Asymp. Sig. (2-tailed)	.770

a. Grouping Variable: Gender

Table 41: Grouping Variable: Gender

Next we look at the results of analysing the differences in employee's length of service and engagement levels in the workplace.

D.2.1 Engagement and length-of-service differences

This survey considered a total of 114 valid responses from employees; 9 were in the organisation less than 3 months, 9 had worked 3–6 months, 13 had worked 6 months–1 year, 60 had 1–5 years' service, and 23 had 5–10+ years' service. A case summary is shown in Table 42.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Length of Service	N	Percent	N	Percent	N	Percent
EngagementScaleCompositeScore	1month to under 3 months	9	90.0%	1	10.0%	10	100.0%
	Over 3 months to under 6months	9	90.0%	1	10.0%	10	100.0%
	Over 6months to under a year	13	100.0%	0	0.0%	13	100.0%
	Over a year to under 5 years	60	95.2%	3	4.8%	63	100.0%
	5 years to10 years plus	23	92.0%	2	8.0%	25	100.0%

Table 42: Length of Service Engagement Sample Sizes

Figures 29–33 present histograms of the distributions of employees' length of service and their engagement levels. The horizontal axes represent employees' engagement levels; the vertical axes depict the number of employees who have completed the Utrecht Work Engagement Scale 17. The ticks on the horizontal axes can be interpreted as follows: 17 indicates how disengaged the employee is, 85 how engaged they are. For example, Figure 29 indicates that of the 9 employees in the study with less than 3 months' service, 1 is completely engaged in the workplace

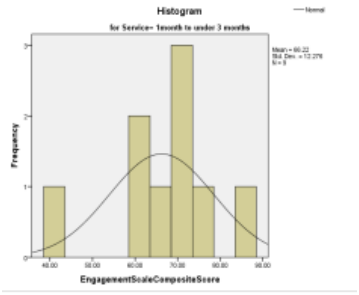

Figure 29: Engagement Levels 1–3 months' service distribution

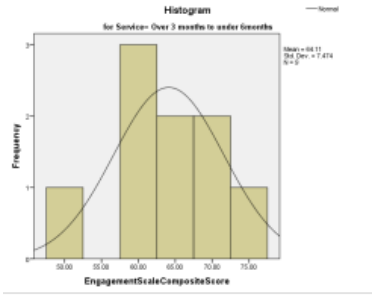

Figure 30: Engagement Levels 3–6 months' service distribution

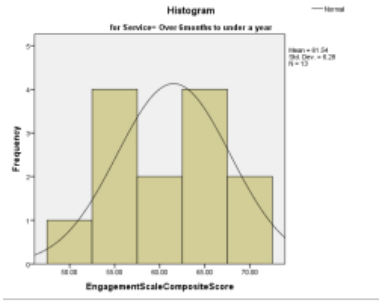

Figure 31: Engagement Levels 6 months–1 year service distribution

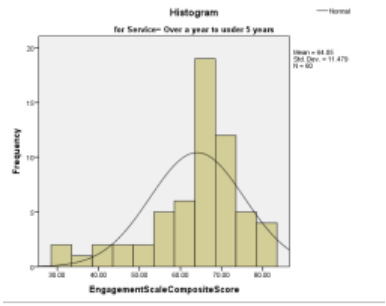

Figure 32: Engagement Levels 1–5 years' service distribution

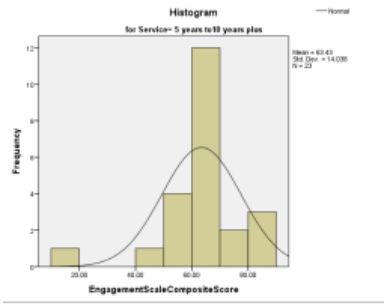

Figure 33: Engagement Levels 5–10+ years' service distribution

All associated descriptive statistics for the length of service sample distributions are shown in Table 43.

Descriptives

	Length of Service			Statistic	Std. Error
EngagementScaleCompositeScore	1 month to under 3 months	Mean		66.2222	4.89192
		95% Confidence Interval for Mean	Lower Bound	56.7862	
			Upper Bound	75.6582	
		5% Trimmed Mean		66.5802	
		Median		69.0000	
		Variance		158.694	
		Std. Deviation		12.27577	
		Minimum		41.00	
		Maximum		85.00	
		Range		44.00	
		Interquartile Range		14.00	
		Skewness		-.793	.717
		Kurtosis		1.903	1.400
	Over 3 months to under 6months	Mean		64.1111	2.49134
		95% Confidence Interval for Mean	Lower Bound	58.3661	
			Upper Bound	69.8562	
		5% Trimmed Mean		64.4012	
		Median		64.0000	
		Variance		55.861	
		Std. Deviation		7.47403	
		Minimum		50.00	
		Maximum		73.00	
		Range		23.00	
		Interquartile Range		11.50	
		Skewness		-.567	.717
		Kurtosis		-.027	1.400
	Over 6months to under a year	Mean		61.5385	1.74170
		95% Confidence Interval for Mean	Lower Bound	57.7436	
			Upper Bound	65.3333	
		5% Trimmed Mean		61.5983	
		Median		62.0000	
		Variance		39.436	
		Std. Deviation		6.27980	
		Minimum		50.00	
		Maximum		72.00	
		Range		22.00	
		Interquartile Range		10.50	
		Skewness		-.156	.616
		Kurtosis		-.711	1.191
	Over a year to under 5 years	Mean		64.0500	1.48199
		95% Confidence Interval for Mean	Lower Bound	61.0846	
			Upper Bound	67.0154	
		5% Trimmed Mean		64.8333	
		Median		66.0000	
		Variance		131.777	
		Std. Deviation		11.47942	
		Minimum		31.00	
		Maximum		83.00	
		Range		52.00	
		Interquartile Range		11.00	
		Skewness		-1.197	.309
		Kurtosis		1.542	.608
	5 years to10 years plus	Mean		63.4348	2.92720
		95% Confidence Interval for Mean	Lower Bound	57.3841	
			Upper Bound	69.5054	
		5% Trimmed Mean		64.5918	
		Median		64.0000	
		Variance		197.075	
		Std. Deviation		14.03834	
		Minimum		17.00	
		Maximum		85.00	
		Range		68.00	
		Interquartile Range		9.00	
		Skewness		-1.388	.481
		Kurtosis		4.714	.935

Table 43: Engagement Descriptive Statistics

Table 44 presents the results of tests of normality. The Shapiro–Wilk test of normality was carried out to identify the presence or absence of normality in the different length-of-service sample distributions. The null hypothesis associated with this test of normality assumes normality of the sample under consideration.

Our results indicate significant deviations from normality for the '1 – 5 years' group ($W_{1–5\ years}$ = .900, df = 60, p < .000) and '5 – 10 years' group ($W_{5–10+\ years}$ = .870, df = 23, p = .007) with no significant deviations from normality shown for the remaining groups ($W_{1–3months}$ = .945, df = 9, p = .636), ($W_{3–6mths}$ = .920, df = 9, p = .392) and ($W_{3mths–1\ year}$ = .958, df = 13, p = .718).

Tests of Normality

	Length of Service	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
EngagementScaleCompositeScore	1month to under 3 months	.167	9	.200*	.945	9	.636
	Over 3 months to under 6months	.180	9	.200*	.920	9	.392
	Over 6months to under a year	.171	13	.200*	.958	13	.718
	Over a year to under 5 years	.197	60	.000	.900	60	.000
	5 years to10 years plus	.159	23	.138	.870	23	.007

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 44: Engagement Normality Results

Deviations in normality have been identified in the groupings. The Kruskal–Wallis H tests if there are significant differences between engagement levels from one employee's length of service to another. It tests for differences in mean ranks of all groupings. The null hypothesis associated with the Kruskal–Wallis H test for difference between mean ranks. The results of this test, shown in Tables 45 and 46, indicate that there are no significant differences between the engagement levels of employees who have worked 1–3 months (Mdn=66.44), 3–6 months (Mdn=56.22), 6 months–1 year (Mdn=44.46), 1–5 years (Mdn=60.06), and 5–10+ years (Mdn=55.20), (H = 3.174, p = .529).

Ranks

	Length of Service	N	Mean Rank
EngagementScaleCompositeScore	1month to under 3 months	9	66.44
	Over 3 months to under 6months	9	56.22
	Over 6months to under a year	13	44.46
	Over a year to under 5 years	60	60.06
	5 years to10 years plus	23	55.20
	Total	114	

Table 45: Kruskal–Wallis H Test: mean

Test Statistics[a,b]

	Engagement ScaleCompositeScore
Chi-Square	3.174
df	4
Asymp. Sig.	.529

a. Kruskal Wallis Test

b. Grouping Variable: Length of Service

Table 46: Grouping Variable: Length of Service

D.2.2. Engagement and departmental differences

This study considered a total of 114 employees of the organisation, of whom 12 worked in the accommodation department, 15 in food and beverages (F&B) including the kitchen department, 8 in maintenance and security, 26 in an office, 21 on reception, and 32 who are "other": this would include conference and banqueting, duty manager and accounts. A case summary is shown in Table 47.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Department	N	Percent	N	Percent	N	Percent
EngagementScaleCompositeScore	Accommodation	12	85.7%	2	14.3%	14	100.0%
	F&B/Kitchen	15	100.0%	0	0.0%	15	100.0%
	Maintenance&Security	8	100.0%	0	0.0%	8	100.0%
	Office Based	26	92.9%	2	7.1%	28	100.0%
	Reception	21	87.5%	3	12.5%	24	100.0%
	Other	32	100.0%	0	0.0%	32	100.0%

Table 47: Length of Service Engagement Sample Sizes

Figures 34–39 present histograms of the distributions of employees' age categories and their satisfaction towards the induction process. The horizontal axes represent employees' engagement levels; the vertical axes depict the number of employees who completed the Utrecht Work Engagement Scale. The ticks on the horizontal axes can be interpreted as follows: 17 indicates how disengaged the employee is in the workplace, 85 how engaged they are. For example, Figure 34 indicates that of the 12 employees in the study from the accommodation department, 6 gave a mark of 65 out of a potential 85.

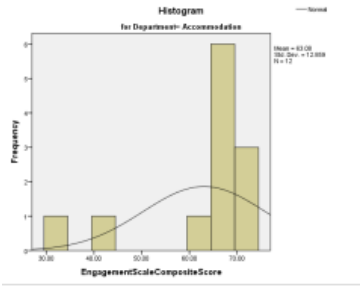

Figure 34: Engagement Levels Accommodation Department Distribution

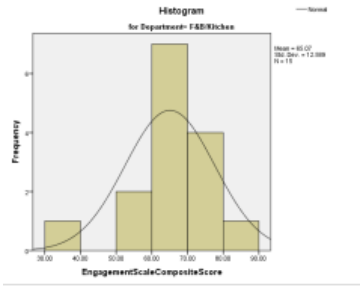

Figure 35: Engagement Levels F&B/Kitchen Department Distribution

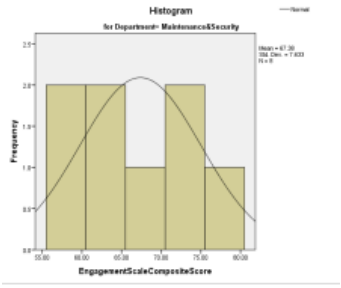

Table 36: Engagement Levels Maintenance/Security Department Distribution

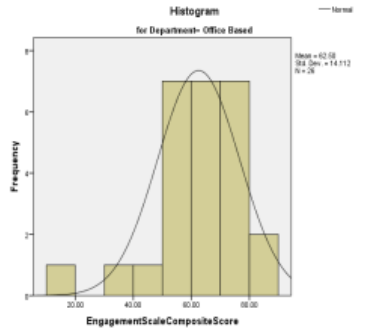

Table 37: Engagement Levels Office-Based Department Distribution

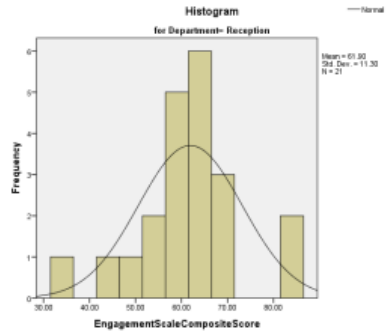

Figure 38: Engagement Levels Reception Department Distribution

Figure 39: Engagement Levels Other Departments Distribution

All associated descriptive statistics for all departments' sample distributions are shown in Table 48.

Descriptives

	Department			Statistic	Std. Error
EngagementScaleComposite Score	Accommodation	Mean		63.0833	3.71219
		95% Confidence Interval for Mean	Lower Bound	54.9131	
			Upper Bound	71.2536	
		5% Trimmed Mean		64.2593	
		Median		67.0000	
		Variance		165.356	
		Std. Deviation		12.85808	
		Minimum		32.00	
		Maximum		73.00	
		Range		41.00	
		Interquartile Range		6.75	
		Skewness		-1.945	.637
		Kurtosis		2.860	1.232
	F&B/Kitchen	Mean		65.0667	3.25059
		95% Confidence Interval for Mean	Lower Bound	58.0948	
			Upper Bound	72.0385	
		5% Trimmed Mean		65.9074	
		Median		67.0000	
		Variance		158.495	
		Std. Deviation		12.58949	
		Minimum		31.00	
		Maximum		84.00	
		Range		53.00	
		Interquartile Range		13.00	
		Skewness		-1.398	.580
		Kurtosis		3.097	1.121
	Maintenance&Security	Mean		67.3750	2.69879
		95% Confidence Interval for Mean	Lower Bound	60.9934	
			Upper Bound	73.7566	
		5% Trimmed Mean		67.1944	
		Median		67.5000	
		Variance		58.268	
		Std. Deviation		7.63334	
		Minimum		58.00	
		Maximum		80.00	
		Range		22.00	
		Interquartile Range		12.50	
		Skewness		.347	.752
		Kurtosis		-.934	1.481
	Office Based	Mean		62.5000	2.76753
		95% Confidence Interval for Mean	Lower Bound	56.8802	
			Upper Bound	68.1998	
		5% Trimmed Mean		62.5342	
		Median		65.5000	
		Variance		199.140	
		Std. Deviation		14.11170	
		Minimum		17.00	
		Maximum		85.00	
		Range		68.00	
		Interquartile Range		16.50	
		Skewness		-1.318	.456
		Kurtosis		3.237	.887
	Reception	Mean		61.9048	2.46587
		95% Confidence Interval for Mean	Lower Bound	56.7611	
			Upper Bound	67.0485	
		5% Trimmed Mean		62.1534	
		Median		63.0000	
		Variance		127.690	
		Std. Deviation		11.30002	
		Minimum		34.00	
		Maximum		85.00	
		Range		51.00	
		Interquartile Range		9.50	
		Skewness		-.321	.501
		Kurtosis		1.692	.972
	Other	Mean		64.9375	1.45215
		95% Confidence Interval for Mean	Lower Bound	61.9758	
			Upper Bound	67.8992	
		5% Trimmed Mean		64.9861	
		Median		65.0000	
		Variance		67.480	
		Std. Deviation		8.21461	
		Minimum		46.00	
		Maximum		83.00	
		Range		37.00	
		Interquartile Range		10.75	
		Skewness		-.136	.414
		Kurtosis		.295	.809

Table 48: Engagement Descriptive Statistics

The results of tests of normality are presented in Table 49. The Shapiro–Wilk test is taken to test for normality in the departments' sample distributions. The null hypothesis associated with this test of normality assumes normality of the sample under consideration. Our results indicate significant deviations from normality (W_{ACCOM} = .685, df = 12, p = .001), (W_{OFFICE}= .914, df = 26, p = .033), with no significant deviations from normality shown for the remaining groups ($W_{F\&B}$ = .899, df = 15, p = .091), ($W_{MAINTENANCE}$ = .945, df = 8, p = .660), ($W_{RECEPTION}$ = .927, df = 21, p = .117) and (W_{OTHER} = .983, df = 32, p = .883)

Tests of Normality

	Department	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
EngagementScaleCompositeScore	Accommodation	.362	12	.000	.685	12	.001
	F&B/Kitchen	.200	15	.111	.899	15	.091
	Maintenance&Security	.173	8	.200*	.945	8	.660
	Office Based	.135	26	.200*	.914	26	.033
	Reception	.170	21	.116	.927	21	.117
	Other	.105	32	.200*	.983	32	.883

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 49: Engagement Normality Results

A difference in normality has been identified in the groupings. The Kruskal–Wallis H tests if there is a significant difference between the satisfactions with engagement levels from one department to another. The results of this test are shown in Tables 50 and 51. The results of the Kruskal–Wallis H test indicate that there are no significant differences between the engagement levels from employees in different departments: Accommodation (Mdn=63.54), F&B/Kitchen (Mdn=64.47), Maintenance and Security (Mdn=66.56), Office-Based (Mdn=55.52), Reception (Mdn=47.79) and other departments (Mdn=57.69), (H = 3.585, p = .611).

Ranks

	Department	N	Mean Rank
EngagementScaleCompositeScore	Accommodation	12	63.54
	F&B/Kitchen	15	64.47
	Maintenance&Security	8	66.56
	Office Based	26	55.52
	Reception	21	47.79
	Other	32	57.69
	Total	114	

Table 50: Kruskal–Wallis Test H: mean

Test Statistics[a,b]

	Engagement ScaleComposite Score
Chi-Square	3.585
df	5
Asymp. Sig.	.611

a. Kruskal Wallis Test

b. Grouping Variable: Department

Table 51: Grouping Variable: Department

The next section presents the results of analysing the Survey of Perceived Support against different groupings.

D.3 Survey of Perceived Support and gender differences

This study considered a total of 112 employees of an organisation, of whom 36 were male, 76 female. A case summary is shown in Table 52. Figures 40 and 41 present histograms of engagement distributions levels by male and female employees respectively.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Gender	N	Percent	N	Percent	N	Percent
SupportScaleComposite Scale	Male	36	94.7%	2	5.3%	38	100.0%
	Female	76	91.6%	7	8.4%	83	100.0%

Table 52: Gender Perceived Support Sample Sizes

The horizontal axis represent employees' engagement levels; the vertical axes depict the number of employees who completed the Survey of Perceived Support. The ticks on the horizontal axes can be interpreted as follows: 21 indicates that an employee does not perceive managerial support as strong; 105 indicates that an employee perceives it as strong. For example, Figure 40 indicates that of the 36 males in the study, 2 perceive managerial support as strong.

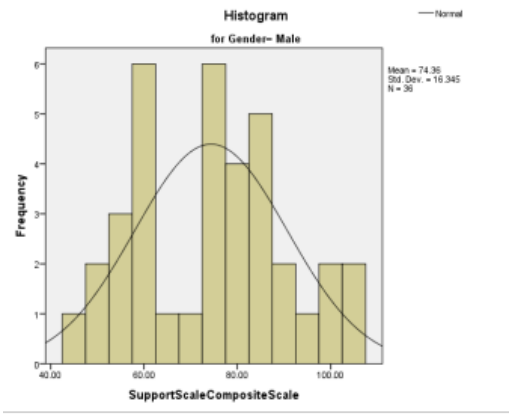

Figure 40: Perceived Support of Male Distribution

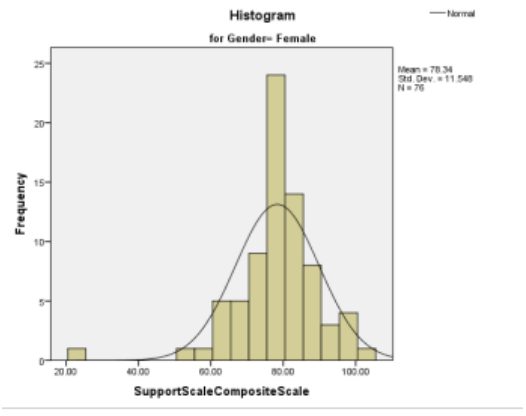

Figure 41: Perceived Support of Female Distribution

All associated descriptive statistics for both male and female sample distributions are shown in Table 53.

Descriptives

	Gender			Statistic	Std. Error
SupportScaleComposite Scale	Male	Mean		74.3611	2.72413
		95% Confidence Interval for Mean	Lower Bound	68.8308	
			Upper Bound	79.8914	
		5% Trimmed Mean		74.1914	
		Median		75.5000	
		Variance		267.152	
		Std. Deviation		16.34477	
		Minimum		45.00	
		Maximum		105.00	
		Range		60.00	
		Interquartile Range		26.50	
		Skewness		.070	.393
		Kurtosis		-.869	.768
	Female	Mean		78.3421	1.32461
		95% Confidence Interval for Mean	Lower Bound	75.7034	
			Upper Bound	80.9809	
		5% Trimmed Mean		78.8099	
		Median		79.0000	
		Variance		133.348	
		Std. Deviation		11.54764	
		Minimum		23.00	
		Maximum		105.00	
		Range		82.00	
		Interquartile Range		9.75	
		Skewness		-1.394	.276
		Kurtosis		6.259	.545

Table 53: Perceived Support Descriptive Statistics

The results of tests of normality are presented in Table 54. We rely on the results of the Shapiro–Wilk test of normality for inferring the presence or absence of normality in the male and female sample distributions. The null hypothesis associated with thistest of normality assumes normality of the sample under consideration. Our results indicate significant deviations from normality in (W_{FEMALE} = .906, df = 76, p < .000) with no significant deviations from normality shown for the male grouping (W_{MALE} = .965, df = 36, p = .301),

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig.
SupportScaleComposite Scale	Male	.116	36	.200*	.965	36	.301
	Female	.136	76	.001	.906	76	.000

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 54: Perceived Support Normality Results

Due to identified differences in normality, the Mann–Whitney U test was relied upon to test if there exist significant differences between the support perceived by males and females. In particular, it tests for differences in mean ranks of both groups.

The null hypothesis associated with the Mann–Whitney U test is one of no difference between mean ranks. The results of this test, shown in Tables 55 and 56, indicate that there exist no significant differences between support perceived by males (Mdn=50.58) and females (Mdn=59.30), (U = 1155.000, p = .184).

Ranks

	Gender	N	Mean Rank	Sum of Ranks
SupportScaleComposite Scale	Male	36	50.58	1821.00
	Female	76	59.30	4507.00
	Total	112		

Table 55: Mann–Whitney Test: mean

Test Statistics[a]

	SupportScale CompositeScale
Mann-Whitney U	1155.000
Wilcoxon W	1821.000
Z	-1.328
Asymp. Sig. (2-tailed)	.184

a. Grouping Variable: Gender

Table 56: Grouping Variable: Gender

Next we look at the results of analysing the differences in employees' age and their perceived managerial support in the workplace

D.3.1 Support and age differences

Of the 112 employees in this study, 31 were aged 18–24 years old, 47 were 25–34, 20 were 35–44, and 14 were 45–64. A case summary is shown in Table 57.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Age	N	Percent	N	Percent	N	Percent
SupportScaleComposite Scale	18-24	31	96.9%	1	3.1%	32	100.0%
	25-34	47	90.4%	5	9.6%	52	100.0%
	35-44	20	90.9%	2	9.1%	22	100.0%
	45-64	14	93.3%	1	6.7%	15	100.0%

Table 57: Age Perceived Support Sample Sizes

Figures 42–45 present histograms of the distributions of employees' age categories and engagement levels. The horizontal axes represent employees' perceived support from employees; the vertical axes depict the number of employees who completed the Survey of Perceived Support. The ticks on the horizontal axes can be interpreted as follows: 21 indicates the employee does not perceive managerial support as strong; 105 indicates that the employee perceives managerial support as strong.

For example, Figure 42 indicates that of the 31 employees aged 18–24, 1 perceived managerial support as strong.

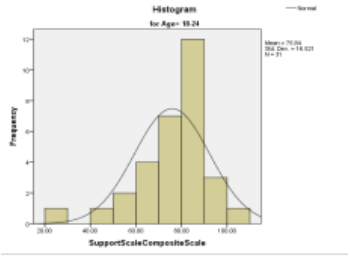

Figure 42: Perceived Support from 18–24 yrs. Age Distribution

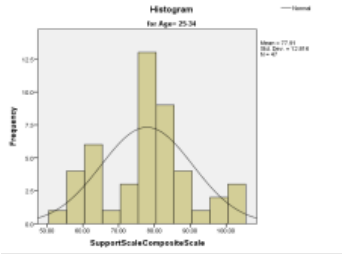

Figure 43: Perceived Support from 25–34 yrs. Age Distribution

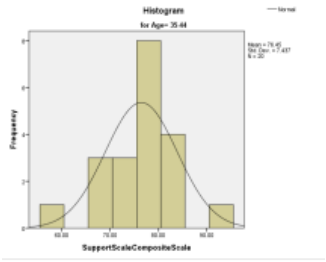

Figure 44: Perceived Support from 35–44 yrs. Age Distribution

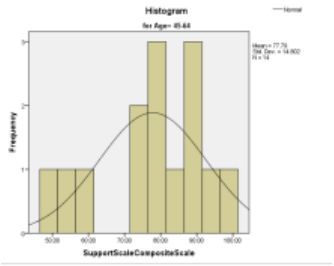

Figure 45: Perceived Support from 45–64 yrs. Age Distribution

All associated descriptive statistics for both male and female sample distributions are shown in Table 58.

Descriptives

	Age			Statistic	Std. Error
SupportScaleComposite Scale	18-24	Mean		75.9367	2.96724
		95% Confidence Interval for Mean	Lower Bound	69.7788	
			Upper Bound	81.9886	
		5% Trimmed Mean		77.0179	
		Median		80.0000	
		Variance		272.940	
		Std. Deviation		16.52089	
		Minimum		23.00	
		Maximum		100.00	
		Range		77.00	
		Interquartile Range		19.00	
		Skewness		-1.274	.421
		Kurtosis		2.365	.821
	25-34	Mean		77.9149	1.86943
		95% Confidence Interval for Mean	Lower Bound	74.1519	
			Upper Bound	81.6779	
		5% Trimmed Mean		77.6820	
		Median		77.0000	
		Variance		164.253	
		Std. Deviation		12.81614	
		Minimum		53.00	
		Maximum		105.00	
		Range		52.00	
		Interquartile Range		19.00	
		Skewness		.149	.347
		Kurtosis		-.154	.681
	35-44	Mean		76.4500	1.66303
		95% Confidence Interval for Mean	Lower Bound	72.9692	
			Upper Bound	79.9308	
		5% Trimmed Mean		76.6667	
		Median		77.5000	
		Variance		55.313	
		Std. Deviation		7.43726	
		Minimum		58.00	
		Maximum		91.00	
		Range		33.00	
		Interquartile Range		9.00	
		Skewness		-.608	.512
		Kurtosis		1.812	.992
	45-64	Mean		77.7857	3.95605
		95% Confidence Interval for Mean	Lower Bound	69.2392	
			Upper Bound	86.3322	
		5% Trimmed Mean		78.2619	
		Median		79.5000	
		Variance		219.104	
		Std. Deviation		14.80218	
		Minimum		49.00	
		Maximum		98.00	
		Range		49.00	
		Interquartile Range		18.75	
		Skewness		-.733	.597
		Kurtosis		-.276	1.154

Table 58: Perceived Support Descriptive Statistics

The results of tests of normality are presented in Table 59. We rely on the results of the Shapiro–Wilk test of normality for inferring the presence or absence of normality in all age groupings sample distributions. The null hypothesis associated with this test of normality assumes normality of the sample under consideration. Our results indicate significant deviations from normality ($W_{18–24yrs}$= .913, df = 31, p = .015) with no significant deviations from normality shown for the remaining groups ($W_{25–34yrs}$ = .961, df = 47, p = .118), ($W_{35–44yrs}$= .964, df = 20, p = .634) and ($W_{45–64yrs}$ = .923, df = 14, p = .245).

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Age	Statistic	df	Sig.	Statistic	df	Sig.
SupportScaleComposite Scale	18-24	.150	31	.073	.913	31	.015
	25-34	.133	47	.035	.961	47	.118
	35-44	.126	20	.200*	.964	20	.634
	45-64	.185	14	.200*	.923	14	.245

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 59: Perceived Support Normality Results

Deviations in normality in most age categories were identified. The Kruskal–Wallis H tests if there is a significant difference between the perceived managerial support from one age category to another. It tests for differences in mean ranks of all four age categories. The null hypothesis associated with the Kruskal–Wallis H test is one of no difference between mean ranks.

The results of this test, shown in Tables 60 and 61, indicate that there exist no significant differences between the induction given to those aged 18–24 (Mdn=57.11), 25–34 years (Mdn=57.09), 45–64 (Mdn=51.70), and 35–44 (Mdn=60.04) (H = .630, p = .890).

Ranks

	Age	N	Mean Rank
SupportScaleComposite Scale	18-24	31	57.11
	25-34	47	57.09
	35-44	20	51.70
	45-64	14	60.04
	Total	112	

Table 60: Kruskal–Wallis H Test: mean

Test Statistics[a,b]

	SupportScale CompositeSc ale
Chi-Square	.630
df	3
Asymp. Sig.	.890

a. Kruskal Wallis Test

b. Grouping Variable: Age

Table 61: Grouping Variable: Age

We will now look at the results of analysing the differences in employees' length of service and their perceived managerial support in the workplace.

D.3.2 Perceived support and length-of-service differences

Of the 112 valid responses from employees involved in this survey, 9 had less than 3 months' service in the organisation, 9 had 3–6 months, 13 had 6 months–1 year, 59 had 1–5 years, and 22 employees had 5–10+ years' service. A case summary is shown in Table 62.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Length of Service	N	Percent	N	Percent	N	Percent
SupportScaleComposite Scale	1month to under 3 months	9	90.0%	1	10.0%	10	100.0%
	Over 3 months to under 6months	9	90.0%	1	10.0%	10	100.0%
	Over 6months to under a year	13	100.0%	0	0.0%	13	100.0%
	Over a year to under 5 years	59	93.7%	4	6.3%	63	100.0%
	5 years to10 years plus	22	88.0%	3	12.0%	25	100.0%

Table 62: Departments Perceived Support Sample Sizes

Figures 46–50 present histograms of the distributions of employees' length of service and their perceived support from managers. The horizontal axes represent employees' perceived support from employees; the vertical axes depict the number of employees who completed the Survey of Perceived Support. The ticks on the horizontal axes can be interpreted as follows: 21 indicates that the employee does not perceive managerial support as strong; 105 indicates that the employee perceives managerial support as strong. For example, Figure 46 indicates that of the 9 employees with less than 3 months' service; 8 perceived managerial support as strong.

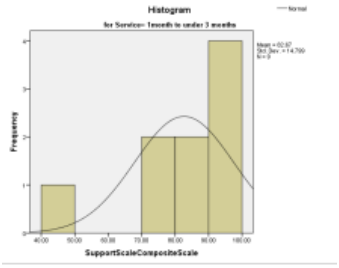

Figure 46: Perceived Support 1–3 months' service distribution

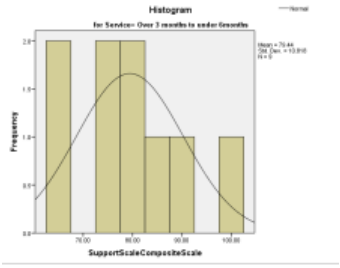

Figure 47: Perceived Support 3–6 months' service distribution

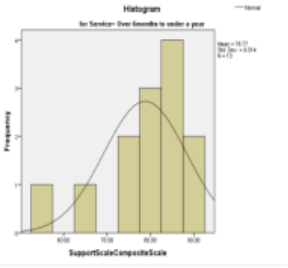

Figure 48: Perceived Support 6 months–1 year service distribution

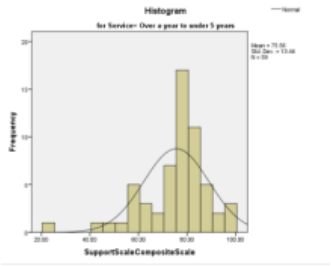

Figure 49: Perceived Support 1–5 years' service distribution

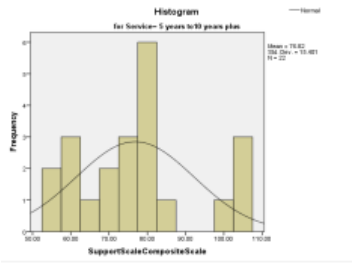

Figure 50: Perceived Support 5–10 years' service distribution

All associated descriptive statistics for the length of service sample distributions are shown in Table 63

Descriptives

	Length of Service			Statistic	Std. Error
SupportScaleComposite Scale	1month to under 3 months	Mean		82.6667	4.93288
		95% Confidence Interval for Mean	Lower Bound	71.2914	
			Upper Bound	94.0419	
		5% Trimmed Mean		83.6852	
		Median		86.0000	
		Variance		219.000	
		Std. Deviation		14.79865	
		Minimum		49.00	
		Maximum		98.00	
		Range		49.00	
		Interquartile Range		17.00	
		Skewness		-1.640	.717
		Kurtosis		3.100	1.400
	Over 3 months to under 6months	Mean		79.4444	3.60598
		95% Confidence Interval for Mean	Lower Bound	71.1290	
			Upper Bound	87.7598	
		5% Trimmed Mean		79.1049	
		Median		80.0000	
		Variance		117.028	
		Std. Deviation		10.81794	
		Minimum		65.00	
		Maximum		100.00	
		Range		35.00	
		Interquartile Range		15.00	
		Skewness		.483	.717
		Kurtosis		-.530	1.400
	Over 6months to under a year	Mean		78.7692	2.63885
		95% Confidence Interval for Mean	Lower Bound	73.0197	
			Upper Bound	84.5188	
		5% Trimmed Mean		79.5214	
		Median		81.0000	
		Variance		90.526	
		Std. Deviation		9.51450	
		Minimum		55.00	
		Maximum		89.00	
		Range		34.00	
		Interquartile Range		10.00	
		Skewness		-1.492	.616
		Kurtosis		2.310	1.191
	Over a year to under 5 years	Mean		75.5593	1.74972
		95% Confidence Interval for Mean	Lower Bound	72.0569	
			Upper Bound	79.0618	
		5% Trimmed Mean		76.3710	
		Median		77.0000	
		Variance		180.630	
		Std. Deviation		13.43997	
		Minimum		23.00	
		Maximum		99.00	
		Range		76.00	
		Interquartile Range		12.00	
		Skewness		-1.295	.311
		Kurtosis		3.101	.613
	5 years to10 years plus	Mean		76.8182	3.28359
		95% Confidence Interval for Mean	Lower Bound	69.9896	
			Upper Bound	83.6468	
		5% Trimmed Mean		76.4596	
		Median		76.0000	
		Variance		237.203	
		Std. Deviation		15.40141	
		Minimum		55.00	
		Maximum		105.00	
		Range		50.00	
		Interquartile Range		19.00	
		Skewness		.594	.491
		Kurtosis		-.368	.953

Table 63: Perceived Support Descriptive Statistics

The results of normality are presented in Table 64. The Shapiro–Wilk test of normality was carried out to identify the presence or absence of normality in the different length-of-service sample distributions. The null hypothesis associated with this test of normality assumes normality of the sample under consideration. Our results indicate significant deviations from normality ($W_{6mths–1\ year}$ = .861, df = 13, p = .040), ($W_{1–5\ years}$ = .916, df = 59, p = .001) with no significant deviations from normality shown for the remaining groups ($W_{1–3months}$ = .855, df = 9, p = .085), ($W_{3–6mths}$ = .954, df = 9, p = .739) and ($W_{5–10+\ years}$ = .916, df = 22, p = .064).

Tests of Normality

	Length of Service	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SupportScaleComposite Scale	1month to under 3 months	.229	9	.190	.855	9	.085
	Over 3 months to under 6months	.149	9	.200*	.954	9	.739
	Over 6months to under a year	.208	13	.128	.861	13	.040
	Over a year to under 5 years	.178	59	.000	.916	59	.001
	5 years to10 years plus	.145	22	.200*	.916	22	.064

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 64: Perceived Support Engagement Normality Results

Deviations in normality were identified in the groupings. The Kruskal–Wallis Test H tests if there are significant differences between the perceived managerial support from one employee's length of service to another. It tests for differences in mean ranks of all groupings. The null hypothesis associated with the Kruskal-Wallis Test H test being one of no difference between mean ranks. The results of this test, shown in Tables 65 and 66, indicate that there are no perceived managerial support differences between employees who have worked with the organisation for 1–3 months (Mdn=74.83), 3–6 months (Mdn=60.39), 6 months–1 year (Mdn=63.00), 1–5 years (Mdn=53.64), and 5–10+ years (Mdn=51.25), (H = 4.557, p = .336).

Ranks

	Length of Service	N	Mean Rank
SupportScaleComposite Scale	1month to under 3 months	9	74.83
	Over 3 months to under 6months	9	60.39
	Over 6months to under a year	13	63.00
	Over a year to under 5 years	59	53.64
	5 years to10 years plus	22	51.25
	Total	112	

Table 65: Kruskal–Wallis Test H: mean

Test Statistics[a,b]

	SupportScale CompositeScale
Chi-Square	4.557
df	4
Asymp. Sig.	.336

a. Kruskal Wallis Test

b. Grouping Variable: Length of Service

Table 66: Grouping Variable: Length of Service

Personal Learning

The area of support is an important aspect of the employee engagement especially during the induction period because it can either help or hinder your attitude, behaviour and performance.

By having no support, the induction process can be long, disengaged. Like Magoon and De St Aubin stated, when a new recruit joins an organisation, how they are engaged with has an impact on them and on their productivity (Clement-Okooboh, 2010). Saks (2006) concurs that when employees perceive greater support from their managers, they respond positively – which leads to higher engagement levels in their role.

In my previous role, I use to carry out New Recruit Buddy training and Management Induction training, both emphasised the importance of their role and how they must be supportive to a new recruit. However after carrying out many audits, it came to my attention that employees didn't perceive managerial support as strong and e-induction was seen as a chore. This is the main reason to why I chose these areas as my dissertation topic.

I have recently taken up employment within a large organisation and the previous incumbent in the role vacated it without having a transition or shadow period with me that would have introduced me to the procedures within the organisation. My initial reaction was that management was not very supportive and as a result I was becoming disengaged by the third week. There was an e-induction programme in place, but I felt that this did not relate to my specific job role and would have preferred face to face support, where I could have ask the questions that an e-induction could not answer for me.

As part of the research, one of the biggest challenges was collecting enough data from the surveys. When I first sent out the survey link to over 100 people and got 24 responses, I realised I needed to expand the demographics of the population and target the UK employees. This meant that I had a wider pool to target. During my first round of survey links, I also noticed that a few employees had no emails attached to their profile or that they were incorrect email addresses.

With this in mind, I contacted the HR managers from each hotel looking for their support to advertise this survey and get employees to manually print it off and scan back to myself. As a result I received over 100 responses.

On reflection ideally, I would have also included some qualitative methods in the forms of interviews or focus groups as may have helped to develop in-depth information and any issues which may exist within the organisation. In particular, I would also ask about their perception towards e-induction and if they find it beneficial. From this, I would suggest a further study on those who I surveyed in the earlier stage and to see if they are still with the organisation and if they are still with the organisation, track their e-learning activities, if there is progression and their performance review. The main reason I would change the timeline and ensure the interviews were included is to gain more in-depth knowledge of why certain people are engaged, why certain people perceive the managerial support as strong and to gain insights of people's perception of e–learning. I believe that having that face to face interview, you gain more insights by reading the person's body language, their tone of voice and by setting the interview as an informal meeting, I believe that they will become relaxed and be honest with their answers.

Although I found this dissertation challenging, it was extremely enjoyable and rewarding. I have learned a lot from undertaking this research, not only academically, but also about my ability to remain focused during a challenging process.

This research has provided me with an ample amount of information and ideas which I can apply to my day to day job, especially ensuring and implementing that there is a support mechanism in place for all new recruits in my new organisation.