

**An Examination of the Impact of Human Resource Management
Interventions on Employee Engagement in a Non-profit
Organisation in Ireland**

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Abstract

An Examination of the Impact of Human Resource Management Interventions on Employee Engagement in a Non-profit Organisation in Ireland

By Miriam Malone

This paper seeks to examine the impact of HRM interventions on employee engagement in a non-profit organisation in Ireland. This is achieved through a longitudinal study where results from an employee engagement survey conducted in 2013 are compared to results from the same study repeated in 2015, following the implementation of a set of HRM interventions in 2014. Six contributory factors of employee engagement emerged from the literature review; Communication, Training, Reward, Social, Management and Leadership, these were used as a framework for this study.

A quantitative methodology and analysis revealed that of the six scales, there was an increase in employee engagement in two; training and management. Of the nineteen interventions introduced, fourteen were deemed positive by all respondents. There were five interventions that indicated a differential in perception between manager and non-managers, while the other fourteen did not show any difference. Finally, in the test of overall employee engagement there was no statistically significant difference between 2013 and 2015.

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Introduction

This research is on employee engagement and specifically focuses on the potential impact on employee engagement levels associated with human resource management (HRM) interventions. The research is conducted on one small to medium sized organisation in the not-for-profit sector in Ireland (it will be referred to under the pseudonym of the Irish Sports Organisation (ISO) for the rest of this paper). This paper aims to assess if there are any changes in employee engagement levels in one organisation that can be associated with HRM interventions. This is achieved through a longitudinal study comparing the results of an employee survey carried out in October 2013 with the same survey as administered again in 2015, to reveal any difference in overall employee engagement in the ISO. HRM interventions implemented in 2014 are tested to assess if these can be deemed positive by employees and also to examine if there is any difference between the perceptions of managers and non-managers.

The rationale for the research is provided by highlighting how the concept of employee engagement has developed and evolved in academic literature as well as a gap identified in the literature and future research directions suggested. One future direction points to industry specific research, which this paper will reflect in the not-for profit sector. This sector, often described as the community and voluntary sector, has some unique elements associated with it such as their strong sense of purpose to change people's lives for the better, usually with a strong social impact and the fact that any profits made are re-invested back into the organisation (The Wheel, 2014) (UCDavis, 2014). This research will be of value to the non-profit industry in Ireland particularly as it will highlight what components of employee engagement are increased when HRM interventions are implemented within a non-profit organisation.

Employee Engagement in the literature

While the subject of employee engagement has been around for some time, interest in this area seems to have really increased since 2002 after the first publication of an academic paper which positively associates employee engagement with an increase in profitability (Harter, Schmidt & Hayes, 2002) There is a mounting body of evidence of the positive outcomes

associated with employee engagement such as a decrease in absenteeism (Gallup, 2015) and intention to quit (Saks, 2006) and an increase in productivity, customer satisfaction (Harter, et al., 2002) and shareholder value (Macey, Schneider, Barbera & Young, 2009). These results provide compelling evidence for all in business to strive to increase the level of engagement of their employees so as to benefit from these positive outcomes. While this literature supports the argument that it makes business sense to increase employee engagement levels, it does not provide conclusive agreement on exactly what is required in each organisation or individual's case, to achieve these increased engagement levels.

It is hardly surprising then, that this area has been a focus of interest for many business consultancy houses as a profitable business in itself, to assist organisations to drive employee engagement through measurement and introduction of interventions and processes of organisational management and change. Examples include Gallup, Blessing White, AON Hewitt, and Corporate Leadership Council. Research in the area of engagement has been conducted by some of these business houses with very large numbers involved, some of which is included in this study. A criticism of this research could be that their motivation is entirely different from that of an academic approach. There is some concern expressed on the potential element of bias here (Briner, 2014) as the consultancy houses provide engagement interventions and solutions there may be an inbuilt bias in their literature. It is worth acknowledging this influence when exploring research from this area.

The academic approach is somewhat different as its focus is on assessing the actual approach when an individual engages. The academic research is concerned with the definition and construct of engagement, antecedents to engagement, and testing in a science based approach to provide empirical outcomes. There is some concern around the gap that has emerged between the academic and practitioner based sides of research in this area which has led to a lack of a clear agreed definition of engagement (Shuck & Wollard, 2011) and some questions around the validity of the most popular measurement tool (Saks & Gruman, 2014).

Rather than viewing this gap in a negative light, it can also be seen as a great opportunity for human resource (HR) professionals to demonstrate the strategic importance of the human resources area within business. A number of studies have suggested directions for future study to assist to bridge this gap which this researcher has drawn upon to determine their research as demonstrated next.

Further research sections of academic literature have suggested more academic research be conducted in the area of employee engagement such as; the engagement of employees in various industries (Bhuvanaiah & Raya, 2014) and other potential predictors of job or organisational engagement (Saks, 2006). This paper is based on the not-for-profit sector which narrows down the scope when examining employee engagement as suggested. It was proposed that a focus be placed on the usability of the concept (Shuck & Wollard, 2011) and factors integrated into the organisation such as HRM practices (Saks, 2006) (Bhuvanaiah & Raya, 2014). This dissertation is directly in line with the suggestions made towards further research as it specifically examines the potential for HRM practices to have an influence on employee engagement. A gap in understanding how engagement emerges in practice and what strategies can be used to cultivate employee engagement was identified in the literature (Shuck & Rose, 2013). This paper attempts to assist in filling that gap identified by examining any change in employee engagement associated with HRM interventions introduced. It is hoped that this study will contribute to the larger body of knowledge in the area of employee engagement.

Not for Profit Sector

The not-for-profit or non-profit sector is often referred to as the 'third sector' or the 'community and voluntary sector' where profit is not a core motivator. The other two sectors are the private sector (business, for profit) and public sector (governmental). The major differences between these sectors is their rationale for existence, the constituents that they serve, and whether they distribute profits to their owners (UCDavis, 2014). Non-profit organisations objectives are social rather than economic and generally exist to change people's lives for the better (The Wheel, 2014). They fill a vital role in society catering for causes and groups that are not catered for by the other two sectors. A number of distinguishing factors for the third sector include the following; objectives can be vague and impacts hard to measure, organisations can be accountable to many stakeholders, volunteerism is essential, purpose can have a powerful impact on management approach, the financial 'bottom line' is not the main determinant of priorities and finally, in terms of management, there is only a weak link between those that provide funds and the service

users (Hudson, 2002). It is important to be aware of these differences in this sector as they may have a bearing on employee engagement. This sector often involves an element of rewarding work in that it can attract people that have a particular connection or high degree of similar values to the organisations involved. Similar to the strong sense of purpose described by Hudson (2002), an individual's association or link with the organisations mission could potentially have an effect on their engagement levels.

This may give an impression that the non-profit industry is somehow excluded from the harsh realities of the business world, however this is countered as the interconnectedness of the world causes a knock-on effect of environmental and organisational changes and therefore the importance of strategic planning for the third sector is emphasized as the boundaries between them blur and they face constant changes (Bryson, 2004). As this study is conducted in a not-for profit organisation in Ireland, the description on this sector provides some context for the reader for this study. To provide a more in depth background it is also important to highlight this particular industry in Ireland which will now follow.

[Profile of the Non-Profit Industry in Ireland](#)

The 'Irish Nonprofit Knowledge Exchange' was set up in 2007 and through its research has provided much information on the non-profit and charities sector in Ireland. Its last report in 2012 showed at least 11,700 formally constituted non-profit organisations in Ireland, involving 560,000 volunteers, employing over 100,000 people and managing a turnover of €5.75bn (INKEx, 2012). In 2010 Irish Gross National Product (GNP) was €130bn, which indicates that the non-profit sector accounted for over 3.2% of national income at that time (INKEx, 2012). It is clearly a significant part of the economy in Ireland. While these organisations are involved in a broad range of activities, the largest representative group had 'culture and recreation' as its primary focus (The Wheel, 2014).

These organisations raise funds from a variety of diverse sources, but many have a reliance on statutory funding for a proportion of their costs. This can be challenging in itself, but particularly during an economic downturn as experienced in Ireland in 2008 and 2009 with a cumulative fall in GNP of close to 14% (Barrett & Kelly, 2012). Research showed that there were some significant impacts on this sector such as 57% of organisations indicated that their

income had decreased between 2009 and 2012 and a reduction in donations from public and corporate donors was also reported (The Wheel, 2014). To adapt to this situation many organisations have had to come up with internal efficiencies and additional external resources. A number of strategies were also introduced to manage staff, with pay freezes and reduced pay being the two most common used in this regard (The Wheel, 2014).

Described as a deep and prolonged recession in Ireland, a study has been conducted to assess HR practices adopted by firms during this recession by Teague and Roche (2014). The results of the study highlighted huge importance assigned to employee voice and communicating the demands of the business to staff, widespread use of measures to reduce payroll costs, the reduction of training as part of retrenchment and the adoption of measures to maintain morale, motivation and commitment and engage employees (Teague & Roche, 2014). These four themes are reflected upon in this study to assess the extent to which these types of measures have any impact on employee engagement in the ISO.

The profile provides some insight into the size of this sector in Ireland and its importance to the economy in Ireland. It also indicates some of the impacts of the economic downturn which provides some relevance and background to the reader of the timing of the employee surveys that were carried out in 2013 and then again in 2015. The HR interventions that are examined on this study also emerged as themes in a study by Teague and Roche (2014), while the studies are different, a comparison can be made of the outcomes in these areas.

Organisation Profile

The ISO was founded in the 1950s and was set up similar to the majority of non-profits in Ireland as a company limited by guarantee with its primary focus on 'culture and recreation', and in this case, a sports governing body. With a total of 160 staff members, a large cohort of employees hold the belief that their work is somewhat vocational given their own history in the sport as former athletes at a high level. The ISO has a national remit covering 26 counties with its headquarters based in Dublin. Situated in the sports sector, its general mission is to provide the opportunity of sports participation for all. The ISO was in a growth phase up to 2008 when it reached over 200 employees however since then with the impact of the economic downturn it has reduced costs and focussed on management of tight

budgets. Similar to the research conducted by the Wheel (2014), it would have experienced redundancies, reduced pay and benefit cuts prior to the initial employee survey in 2013. In light of this, the timing of the interventions in 2014 was very appropriate for the ISO with the aim of increasing employee engagement.

Structure and Overview of Sections

The literature review will examine key themes from the literature in more detail including how engagement has evolved to date, individual versus organisational concept, antecedents to engagement, levels of engagement, drivers of engagement, communication and employee voice and finally the industry business case. Six themes emerged throughout the literature review that are used as a framework for this paper from which to explore employee engagement. These themes are Communication and employee voice, Training, Rewards, Social, Management and Leadership. The summary concludes that while there is certainly a case to be made for the extent to which human capital can bring significant impacts to business, more research is needed in the area to create a scientific approach, and HR professionals need to be aware of the changing nature of the workforce and be in a position to adapt to this.

The Research Aims layout four objectives for this study; 1. To assess six contributory factors of engagement to explore if there is any change in these in 2015 compared to 2013. 2. To test interventions to assess if the respondents perception of them was random or could be deemed positive. 3. To test interventions to ascertain if there is any difference in the responses of managers and non-managers and 4. To assess if there is any change in the overall level of employee engagement in the ISO measured in 2015 compared to 2013.

The Research Methodology outlines a positivist philosophy and epistemology, objectivist ontology and a deductive approach to this research. A longitudinal design was selected so that the same set of participants could be tested on a second occasion to assess an association with interventions between the first and second test. An engagement survey was conducted by the organisation in October 2013, and a number of HRM interventions were put in place subsequently in 2014, with the aim of increasing employee engagement. This provided an ideal opportunity to assess if these interventions had any impact, by conducting the same survey again, seventeen months later. The design used for this is a quantitative strategy

which is adopted by using a pre and post survey and using the SPSS statistical analysis package. The sample used was from all staff in the ISO, from which there were 103 that completed the survey. The tests carried out on the data are explained here and finally ethical considerations are included in this section.

Within the analysis section the following test results are displayed tests for reliability and validity (Cronbach's Alpha), frequency distribution, distribution analysis, tests of normality (Shapiro Wilk), tests of difference (Mann Whitney U and Independent samples t test), test of proportion and a paired sample test. These results reveal that of the six components of employee engagement, Training and Management are the only two that show an increase from 2013 to 2015. In the tests on the HR interventions, 14 of the 19 are deemed positive. Finally in the test of overall employee engagement there is no statistically significant difference recorded from 2013 to 2015.

The discussion section seeks to interpret the findings and results and relate them to the themes and concepts in the literature review. The discussion follows up each of the research objectives in turn and delves into the results in more detail, exploring rationale for the results. It finishes up by expressing some limitations to this study such as, sample limitations, the survey used and selection of quantitative over mixed or qualitative research.

This dissertation is wrapped up with a conclusion and set of recommendations drawing together the contribution of the work and a set of suggested priorities for future consideration. Finally a comprehensive reference list is included at the end of the paper.

Literature Review

Engagement

Within the human resource field, engagement is a relatively new area with increased writing on the topic over the last ten years, and in the last five years in particular. Much of the earlier research on engagement is in the field of psychology rather than management or HR. This was seemingly in line with the movement in psychology towards 'positive psychology', a strength based model instead of the previous illness base, which was perceived as a negative approach (Truss, 2014). In more recent years employee engagement is being reviewed and examined within multiple fields, however there are different perspectives on employee engagement at present from an academic and a practitioner viewpoint. One suggestion for this was the practitioner's realising the potential value of employee engagement and pursuing more knowledge in the area, in advance of much rigorous academic research being carried out on the topic (Macey & Schneider, 2008). This has provided some challenges, as an argument is made that without empirical research to test assumptions and interpretations of employee engagement, it can be a risk for organisations to implement positive sounding theories (Macey & Schneider, 2008). Nonetheless, a large body of knowledge is building up in the area, with increased interest and emphasis on its importance as work demographics evolve over time (Christian, Garza & Slaughter, 2011). The important message here is that it is believed that the area is in need of more academic research and HR professionals will need to be careful and selective about how they choose to adopt practices to promote employee engagement.

A number of definitions have been suggested for employee engagement, however there is no one general accepted definition or a definite conceptual understanding (Shuck & Wollard, 2011). Some definitions come from an individual perspective of employee engagement (Kahn, 1990) (Maslach, Schaufeli & Leiter, 2001) (Corporate Leadership Council, 2004) while others focus more on the organisational perspective (Harter, et al., 2002). The lack of consistency here may cause some problems in terms of agreement and ensuring a scientific based approach to forming a theory around employee engagement and may also provide a challenge for HR professionals in selecting an appropriate model of practice.

Individual versus Organisational concept

The seminal research on engagement was conducted by William Kahn as he explored individual integration with a work role. The focus was on the individual and the way in which they integrated with their assigned work, and this could be observed by additional opinions and ideas communicated by the employee (Kahn, 1990). In other words, Kahn assessed employee engagement by how much of 'themselves' an employee would put into the role. "The harnessing of organisational members' selves to their work roles" (Kahn, 1990, p. 7). At the other end of the scale, personal disengagement was described in terms of a withdrawal of self from the role. Engagement in Kahn's terms therefore, is very much dependent on the individual themselves and what they decide to input.

The notion of person-role fit was supported and the theme was further developed by (Maslach, et al., 2001) through research on six areas of work life balance and their relationship with burnout and engagement. These six areas of work life balance were deemed necessary to maintain engagement, thus enhancing the individual aspect of employee engagement. This was in turn supported by the Corporate Leadership Council as they showed that highly engaged employees are less likely to experience exhaustion and cynicism (Corporate Leadership Council, 2004). While examining the psychological aspects of work engagement Schaufeli and Bakker expressed engagement through three indicators; vigour, dedication and absorption in ones work (Schaufeli & Bakker, 2003). These are individual responses within a work situation where an individual giving intense effort and having high energy is seen as an engaged employee. All of the authors mentioned above refer to engagement in terms of the individual, which if narrowed down to the individual alone, would have certain connotations in practice that could be targeted.

Two themes that have emerged are addressed by Maslach which are 'reward and recognition' and 'community and social support'. These are described as two of the areas of work life balance that were identified as necessary to maintain engagement (Maslach, et al., 2001). This individual approach can also be referred to as 'work engagement' as it refers to an individual's psychological state of mind while at work (Purcell, 2014). Purcell is specifically distinguishing the individual approach and work engagement from 'employee engagement' which he would deem a broader reaching concept. A criticism of the individual approach

could be that results in this realm do not provide viable options to potentially rectify through HRM policies and practice as described by Purcell “being a study of states of mind it remains uncertain how employment policies and HRM can change outcomes” (Purcell, 2014, p. 223). This differs however, to an organisational approach as will be described next.

A different perspective is presented by Saks in his work on engagement as he suggests social exchange theory (SET) can be used as a rationale for why employees choose to engage and disengage with their work (Saks, 2006). This conveys an underlying sense of repayment by the employee to the organisation for providing them with their position and conditions. Saks also suggested that there were two types of engagement – job and organisational. Meaning that the function of carrying out ones job and the level of engagement in that role could be different to an employees’ role as an organisation member. This brings in another range of considerations beyond individual motivation, as described earlier. Saks (2006) described engagement as a distinct concept with an emphasis on core concerns. Figure 1.0 describes what Saks believes are the conditions necessary for employee engagement (antecedents) and also the positive results of employee engagement.

Figure 1.0 Antecedents of Employee Engagement and Consequences of Employee Engagement

Antecedents of Employee Engagement	Consequences of Employee Engagement
Job Characteristics	Job satisfaction
Perceived Organisational Supports	Organisational Commitment
Perceived Supervision support	Intention to stay (not quit)
Rewards and Recognition	Organisational Citizenship Behaviour
Procedural Justice	
Distributive Justice	(Saks, 2006)

The antecedents described by Saks (2006) clearly go beyond that of individual focus and motivation as they include organisational aspects such as perceived organisational support and procedural justice. Likewise while the consequences predictably include job satisfaction and intention to stay, the inclusion of organisational commitment and organisational citizenship behaviour again indicate a bigger picture here to be considered. Two further

themes emerge from this research; management and leadership, as they incorporate the wider elements of an organisational perspective.

Macey et al (2009) expressed concern over the differing types of engagement and with a view to clarifying the confusion, suggested a model with three facets to engagement; trait, state engagement and behavioural engagement. They expressed engagement as being multi-faceted in nature and not any one of psychological state, attitude or behaviour, but a combination that results in a complex construct (Macey, et al., 2009). AON Hewitt express three dimensions of engagement suggesting that employers engage employees to 'Say, Stay and Strive' referring to speaking positively about the organisation, feeling a sense of belonging and then being motivated towards success in their own job and for the company (AON Hewitt, 2014). This goes beyond the focus of the individual alone as it examines the relationship with the organisation and achieving company goals. The reason for highlighting the work of Saks (2006), Macey et al (2009), and AON Hewitt is that it shows three valid, yet very different approaches to employee engagement. Not all are in agreement with these approaches however, as the director of CIPD expresses his concern on the over simplification of employee engagement by some authors as they pigeon-hole employees into groups like 'say stay and strive' (Cheese, 2012), directly referring to AON Hewitt. This demonstrates once again, the variety of perspectives on employee engagement and the lack of focus on any one model or measurement tool. This may provide a challenge to organisations as a discerning HR professional may be required to take the research on board before deciding upon the most appropriate route to take.

[Antecedents to Employee Engagement](#)

Antecedents to employee engagement can be described as the forerunners or conditions necessary for employee engagement to exist. While there has been little in the way of academic research in employee engagement to develop models or theories (Saks, 2006), some authors that have reviewed antecedents of employee engagement are Kahn (1990), Maslach (2001) and Saks (2006).

In his research on psychological conditions associated with engagement at work Kahn found three; meaningfulness, safety and availability (Kahn, 1990). He concluded that where these antecedents were in place at work it allowed for an employee to be engaged and the converse is also the case, that employees are less engaged if these antecedents were not in place. This was tested in a study where all three antecedents were found to be significantly related to engagement (May, Gilson & Harter, 2004).

Another model in this area is where engagement is described as the positive antithesis to burnout. In this case, a model of six work-life factors are proposed that must be mediated in order to maintain a balance between engagement and burnout. If the six areas of workload, control, rewards and recognition, community and social support, perceived fairness and values are all in place in a positive frame, this facilitates engagement (Maslach, et al., 2001).

The academic knowledge in this area was increased by Saks (2006) who tested a number of antecedents in relation to job engagement and organization engagement including; job characteristics, rewards and recognition, perceived organisational supports, perceived supervision support, procedural justice and distributive justice. These antecedents were found to be related to job and organisational engagement (Saks, 2006). In addition, this research found the following positive consequences to job and organisational engagement; job satisfaction, organisational commitment, intention to stay and organisational citizenship behaviour. Similarly, these themes emerge with Saks (2006); rewards, leadership and management, with the latter two related to perceived organisational supports and perceived supervision support. All three were shown in the study by Saks (2006) to have a positive impact on employee engagement.

From the models described it is clear that certain conditions are at least helpful, if not necessary to facilitate employee engagement. While further research in this area would be beneficial to identify other antecedents to employee engagement, this information is valid and certainly useful for any HR professional in analysing an organisation's readiness to facilitate employee engagement. The antecedents alone do not provide a full picture however, a criticism could be that while they describe some conditions for employee engagement, they do not necessarily determine practical interventions that could be taken to bring these about. This paper will delve into that area more deeply as it reviews a number

of themes to examine if HRM interventions in these areas can be associated with a change in employee engagement.

Levels of Engagement

The degree to which an employee is deemed to be engaged or not, is generally depicted by a certain level of engagement. There are a number of levels suggested by different authors three of these will be summarised in this section. See Figure 1.1 below which provides a visual summary.

Figure 1.1
Levels of Engagement

Gallup	Blessing White	Towers Watson
Engaged	Engaged	Highly Engaged
Not Engaged	Almost Engaged	Unsupported
Disengaged	Honeymooners and Hamsters	Detached
	Crash Burners	Disengaged
	Disengaged	

Gallup 2015 suggests three potential levels; Engaged, Not engaged or Disengaged. Those that are engaged can be described as builders that strive for organisational excellence. Employees that are ‘not engaged’ focus on the tasks and ‘go through the motions’ but not on the goals of the organisation. Finally disengaged employees are not just unhappy at work but they may also be actively disruptive by voicing dissent or blocking progress.

Additional levels are described by Blessing White in their model which includes; Engaged, Almost engaged, Honeymooners and hamsters, Crash burners and Disengaged. In a report by Towers Watson (2012) employees are described as either Highly Engaged, Unsupported, Detached or Disengaged. It is helpful to see that the descriptions of some levels go a little further by explaining the type of behaviour that may be displayed at each level.

The rationale behind measuring employee engagement and narrowing this down to a score or particular level of engagement is heavily criticised by some authors. In a journal article “Disengaging from engagement”, Purcell highlights the negative descriptions of the majority of employees as measurements usually show only one third of employees as fully engaged,

and queries the lack of exploration into the evidence of conflict at work which emerges (Purcell, 2014).

It is important to recognise that different levels of engagement exist and employees at different levels can potentially have an impact either positive or negative on co-workers and the organisation in general. An understanding of what level staff are on, and the implications for each level including the potential examination of underlying conflicts at work, should assist an organisation to carry out appropriate actions to either, move staff towards being more engaged or exit, if necessary.

Drivers of Engagements

Earlier in this paper it was suggested that the body of knowledge on employee engagement was differentiated in terms of its emphases as either academic based or practitioner based. The term ‘drivers’ of engagement seems to come more from the practitioner side as authors look to determine what factors will increase employee engagement. Many of the consultancy houses have come up with their own list of drivers (Blessing White, 2013) (Gallup, 2015) (AON Hewitt, 2014) (Towers Watson, 2014) see example below Figure 1.2.

**Figure 1.2 Drivers of Engagement
Consultancy Houses**

Blessing White
Clarity of an organisations priorities
Feedback
Opportunities to use skills
Career Development

Towers Watson
Leadership
Goals and objectives
Workload and Work life
Image
Empowerment

Gallup
Expectation and basic materials
Feeling of contribution to organisation
Sense of belonging
Opportunity to progress

AON
Career Opportunities
Managing Performance
Organisation Reputation
Pay
Communication

Other researchers have also picked up on this and included the term ‘drivers of engagement’ into their research for example the large number of potential drivers are distilled into the Top 10 drivers of engagement in the UK (McLeod & Brady, 2008). In a recent study it was found that other factors were found to be valid determinants of employee engagement (Anthia, 2014). These are shown on table 1.3 below.

**Figure 1.3 Drivers of Engagement
Academics**

Top 10 Drivers of engagement in UK McLeod & Brady (2008)	Anthia (2014)
Senior mgt interest in employee wellbeing	Work Environment
Improved skills and capabilities	Leadership
Reputation as a good employer	Team and Co-worker
Input into dept. decision making	Training and Career Development
Benefit programmes	Compensation
Focus on customer satisfaction	Organisational Policies
Manager inspires enthusiasm for work	Workplace wellbeing
Fair salary	
Opportunities to learn and develop new skills	
Employees understanding of customer satisfaction	

Training and development features as the number two driver in the UK top ten list as well as appearing again as number nine as opportunities to learn and develop new skills. It is also recognised in the research by Anthia and Blessing White. During recessionary times training is often one of the first HR activities to be cut (Charlton, 2008), however it can be a key tool to assist in getting through this phase to support talent management and assist employees to become competent at a range of roles (Hallock, 2009).

The concept of aligning to a particular set of drivers to determine an organisations HR approach to engagement is criticised by some authors. It is described as a potential hazard measuring employee engagement against a standard list of drivers of employee engagement, instead of taking focussed actions that will provide an organisation with a bigger return on investment (Croston, 2008).

While the lists are different there are a number of recurring themes in each and the determination of the most suitable for each organisation will most likely depend on the industry, organisation type and culture.

Communication and Employee Voice

The concept of communication and employee voice has featured heavily in the literature on employee engagement. A number of authors list employee voice as an antecedent to employee engagement (Rees, Alfes & Gatenby, 2013) or a driver of engagement (CIPD, 2006) (CIPD 2010a) (Cheese, 2012) (Purcell, 2014) and it is also listed as one of four pillars of engagement (McLeod & Clarke, 2009). While it may have initially been associated with trade union membership and collective voice it has progressed on to a broader definition adopted by many authors to include employees having input into the organisation through formal or informal, direct or indirect channels (CIPD, 2010b). The importance to employee engagement, of employees having the opportunity as well as the belief that the environment and culture was open and receptive to suggested changes, was emphasised by many (CIPD, 2006) (Gallup, 2015) (McLeod & Clarke, 2009). In examining antecedents of employee engagement one study found that there was a direct connection between employee voice and engagement and that this was mediated by trust in senior management and the employee-line manager relationship (Rees, et al., 2013). The importance of communication is highlighted in the literature as being linked to employee engagement from an individual perspective (Kruse, 2015), during a recession (Teague & Roche, 2014), in the UK (McLeod & Brady, 2008) right through to trends on a global perspective (AON Hewitt, 2014). This is also in line with Social Exchange Theory as described earlier and supported by Saks (2006), as employees will give back more to the organisation if they feel that their employer values them and their contribution (Saks, 2006). Communication is presented as a key factor in strategy implementation, so that all employees fully understand the 'big picture' and a meaningful connection can be made between people and plans (Croston, 2008). Similarly, this view is supported by Johnson as he emphasises the importance of internal communication and the alignment of HR strategy with business strategy (Johnson, 2004).

This section highlights the prevalence of employee voice and communication in the literature, justifying its inclusion in this study, while the critique of employee engagement is examined in more detail in the next section, followed by the business case.

Critique of Employee Engagement

The overall concept of employee engagement is not without its critics. Some research from academics described as *work engagement* is mostly based on psychology as opposed to organisational or employee engagement. This corresponds with the earlier subsection on individual engagement. A strong conclusion in one paper suggests that work engagement should be ignored (Purcell, 2014). Saks was also not in favour of the concept of work engagement for employee engagement and instead suggested *behavioural engagement* where a focus is on managerial practice that appear to be linked with the employee becoming engaged (Saks, 2006). Similarly, a clear delineation is described between the concerns of the academics of the psychological construct of engagement while industry is focussed on the performance outcomes, leading to a question on whether employee engagement is a valuable construct at all? (Wefald & Downey, 2008). They do conclude however, that employee engagement is a work in progress and its utilisation is increasing across both fields (Wefald & Downey, 2008). These highlight different views on the meaning of employee engagement and question the validity or usefulness of the concept depending on the meaning taken.

In examining the constructs of employee engagement some argue that it is not new but a mixture of other well established and historic ideas such as job satisfaction, motivation, organizational commitment, discretionary behaviour, citizenship behaviours, emotions and job involvement (Briner, 2014). This is taken even further by the suggestion that due to the crossovers between employee engagement and other constructs that in its current form employee engagement is redundant (Truss, Alfes, Delbridge, Shantz & Soane, 2014). These comments seem to indicate a preference for the concept of employee engagement being an approach taken by organisations to manage their workforce rather than a psychological state experienced by employees in the performance of their work (Truss, et al., 2014).

A final criticism of employee engagement is due to the focus on increasing levels of engagement, it may become the norm that employers intensify work practice and expect their

employees to 'go that extra mile' as a matter of course (Rees, et al., 2013). While all employers would strive for maximum productivity and service this type of expectation may not be sustainable or reasonable.

Industry Business Case

To gain an understanding of why employee engagement has become a 'hot item' in the business world, a review of the writing shows a number of studies that provided evidence to show the positive link between employee engagement and an increase in productivity and profitability (Harter, et al., 2002) (Macey, et al., 2009) (Christian, et al., 2011) (Gallup 2015). The first of these was Harter, Schmidt and Hayes who conducted a meta- analysis of 7939 business units in 36 companies and examined the relationship between employee satisfaction and engagement and the business level units of customer satisfaction, productivity, profit, employee turnover and accidents (Harter, et al., 2002). When this study established a link between employee engagement and profit it began a much more intense focus on the topic, particularly from a business perspective. As most businesses are clearly focussed on profit and sustainable growth, this sparked off the interest as well as the research backup required in terms of return on investment, into the softer, intangible side of human capital.

The other business outcomes associated with employee engagement include intention to stay (Blessing White, 2013) (Saks, 2006), customer satisfaction (Harter, et al., 2002) and increased shareholder value (Macey, et al., 2009). One element that many seem to agree on, is that increased employee engagement leads to positive and beneficial organisational outcomes (Christian, et al., 2011). This is supported further by the actions of the government in the UK that commissioned a report on employee engagement (McLeod & Clarke, 2009). All of this research highlights how quickly the emphasis has grown on employee engagement and clearly how it is rising in importance across the business world as consultancy houses emphasise the need to embrace the concept and adapt.

One of the challenges could conceivably be for HR professionals to be in a position to adapt and provide appropriate models and support to keep up with the practitioners. While it has been shown that investing in human capital can provide significant organisational and financial benefits, the workforce is also changing and have different expectations (Higgs,

2006). This could imply that HR professionals that recognise these changes and are in a position to provide guidance and direction for organisations to adapt their work and organisation practice, would be better placed to support and facilitate employees to allow them to be engaged, thus bringing wider organisational benefits.

This literary review has examined engagement as it has emerged from some of the seminal research by Kahn (1990) towards the current research which is broad with a dearth of information now available on the topic. A number of concepts were explored such as an individual verses organisational approach, antecedents, levels and drivers of engagement, employee voice and finally the industry business case for engagement.

Throughout the review there were six themes that emerged consistently in the academic research from a number of authors on the topic of employee engagement. The six themes are:

1. **Communication and Employee voice**
2. **Training**
3. **Rewards**
4. **Social**
5. **Management**
6. **Leadership and future focus**

These six themes are used as the framework for this research to assess if there has been a change in employee engagement under these particular themes in the ISO after interventions were introduced in the first four of the six theme areas. It is hoped that this research topic will address some of the gaps identified such as the is a gap in understanding how engagement emerges in practice and what strategies can be used to cultivate employee engagement (Shuck & Rose, 2013) and add to the body of knowledge in the area.

Research Problem and Aims of Research

This section outlines four key objectives of this study and further breaks these down into hypothesis to be tested. The overall aim of this research is to examine whether human resource management interventions have an impact on employee engagement. This research is carried out in a sports organisation within the Non-Profit sector in Ireland, the ISO.

There is a vast amount of literature in the area of employee engagement, mostly built up over the last thirteen years, however it is argued that engagement has been operationalised and measured using many different factors which makes the literature difficult to follow (Schaufeli & Bakker, 2010). This is a major criticism of the area of employee engagement which is supported by others who have suggested that it lacks a clear accepted definition (McLeod & Brady, 2008). Within the academic literature there are a number of directions suggested for further studies to advance this area. This study will build on some of the areas of suggested research which will be described in the next section.

Research Question:

Did human resource management interventions introduced in the ISO have an impact on its employee engagement levels?

It was suggested that employee engagement be explored within particular industry areas (Bhuvanaiah & Raya, 2014) rather than generically. This study and research question above is conducted within the non-profit sector in Ireland making it quite distinct from generic studies and specific to the area of non-profit organisations. In the Future of Engagement Thought Piece Collection, there is a paper that proposes examining the link between engagement and human resource management (Truss, 2014). This is also supported by Shuck & Rose (2013) as they observe that there is little research linking engagement with concerns within HRM and that there is a gap in understanding how engagement emerges in practice and what strategies can be used to cultivate employee engagement (Shuck & Rose, 2013). This paper attempts to partially fill that gap identified by exploring any change in employee engagement associated with HRM interventions introduced.

Objective 1

To assess six contributory factors of engagement to explore if there was any change in these particular elements of employee engagement in 2015 compared to 2013.

Sub Objective 1a to 1f

To explore if there was any change in each of the following individual elements of employee engagement in 2015 compared to 2013; Communication and employee voice (a), Training (b), Reward (c), Social (d), Management (e) and Leadership (f).

Objective 2

To test the interventions to assess if the respondents perceptions of the interventions were random or could be deemed positive.

There were nineteen HRM interventions implemented in the ISO following the results of the 2013 Employee engagement survey. These interventions fall into four of the six framework themes for this study; communication and employee voice, training, rewards and social.

Objective 3

To assess if there was any difference in the perception of the managers and non-managers of the effectiveness of interventions.

Objective 4

To assess if there is any change in the overall level of employee engagement in the ISO measured in 2015 compared to a measurement in 2013.

Within the academic literature on employee engagement it is suggested that in order to advance the topic a focus should be placed on the usability of the concept (Shuck & Wollard,

2011). Positive changes in engagement within the specific areas where interventions were introduced could justify the use of these HR interventions and warrant their continued use in the future. “So far, no study to our knowledge has directly analysed how employee perceptions of voice are related to engagement” (Rees, et al., 2013, p. 2784). Where there are not positive changes in engagement under particular themes it may be worth reviewing the interventions used if they are not having the desired impact or effect. It can be argued that this outcome focuses on the usability of the concept as suggested (Shuck & Wollard, 2011) and integrates HRM interventions as suggested in the literature (Saks, 2006) (Bhuvanaiah & Raya, 2014). The four objectives in this study attempt to address both those areas of focus by re-testing employee engagement in the ISO after implementing a number of HRM interventions.

Hypothesis

Objective1: Individual factors that contribute to engagement

H0a: There is no change in the Communication and Employee voice element of employee engagement levels measured in 2015 compared to levels measured in 2013

H1a: Employee engagement levels have changed in the Communication and Employee voice element measured in 2015 compared to levels measured in 2013

H0b: There is no change in the Training element of employee engagement levels measured in 2015 compared to levels measured in 2013

H1b: Employee engagement levels have changed in the Training element measured in 2015 compared to levels measured in 2013

H0c: There is no change in the Rewards element of employee engagement levels measured in 2015 compared to levels measured in 2013

H1c: Employee engagement levels have changed in the Rewards element measured in 2015 compared to levels measured in 2013

H0d: There is no change in the Social element of employee engagement levels measured in 2015 compared to levels measured in 2013

H1d: Employee engagement levels have changed in the Social element measured in 2015 compared to levels measured in 2013

H0e: There is no change in the Management element of employee engagement levels measured in 2015 compared to levels measured in 2013

H1e: Employee engagement levels have changed in the Management element measured in 2015 compared to levels measured in 2013

H0f: There is no change in the Leadership element of employee engagement levels measured in 2015 compared to levels measured in 2013

H1f: Employee engagement levels have changed in the Leadership element measured in 2015 compared to levels measured in 2013

Objective 2: Test of interventions to assess respondent's perceptions

H02: Employees were equally likely to say yes or no (random)

H2: Employees perception of the interventions were positive

Objective 3: Test to assess if there was any difference in managers and non-managers perceptions

H03: There is no difference between managers and non-managers on their perception of the effectiveness of the interventions

H3: There was a difference between managers and non-managers on their perception of the effectiveness of the interventions

Objective 4: Overall employee engagement in the ISO over a period of seventeen months

H04: There is no change in Employee engagement levels measured in 2015 compared to levels measured in 2013

H4: Employee engagement levels measured in 2015 have changed from those measured in 2013

This section described the overall objectives of the study and the rationale behind them, while the methodology next will provide a detailed insight into how these objectives will be tested.

Methodology

Research Philosophy

This section will explain the choices the researcher has made in terms of research philosophy, strategy and instrument, as well as data collection, sample and ethical considerations.

There are a number of research philosophies such as positivism, realism, interpretivism, and pragmatism, the choice of which represents how the world is viewed and interpreted by the researcher (Saunders, Lewis & Thornhill, 2012). The researcher takes a positivist approach which can be described as “an epistemological position that advocates the application of the methods of the natural sciences to the study of social reality and beyond” (Bryman & Bell, 2007, p. 16). Ontology and Epistemology are two elements of research philosophy describing the concern with the nature of reality and the consideration of acceptable knowledge in a field of study, respectively. The reason that it is important to discern a research philosophy is that these choices highlight assumptions that the researcher makes which will have an influence on their approach, strategy and research procedure (Saunders, et al., 2012). In this case, the researcher selected a positivist epistemology, objectivist ontology and a deductive approach. The assumption made by the researcher here is that reality is objective and separate from the researcher as opposed to interpretivism which would assume reality as subjective as interpreted by the participants (Quinlan, 2011). A deductive methodology was used in line with a positivist approach, which follows a number of set stages and allows for the testing of a hypothesis. It moves from theory to a hypothesis, which is then tested by gathering data and it is by analysing the data that the hypothesis can be substantiated or rejected (Anderson, 2013). This lends itself to quantitative data collection for this research which will be described in the next section.

There are some criticisms of positivism, resulting in interpretivism being developed as an alternative approach, these include; “capturing complex phenomena in a single measure is misleading, it is impossible to separate people from the social contexts in which they live and also a highly structured research design imposes constraints on the results and may ignore other relevant findings” (Collis & Hussey, 2009, p. 56). An interpretive paradigm is more concerned with the quality and depth of data collected (Collis & Hussey, 2009) so that a qualitative data collection method would suit this approach. The researcher specifically

selected a positivist approach over an interpretive one, to enable the results to be value free and also to remove as much possible, any influence the researcher may bring to bear on the results. As discussed earlier in this paper, there have been concerns expressed by some authors on the level of research undertaken in the area of employee engagement and in particular the need for academic research to keep up with practitioners. In line with this concern the researcher selected a traditional, objective and scientific approach as the most suitable in this case, to add to the body of knowledge in this area, despite criticisms of positivism.

Research Strategy & Methodology

The research strategy that was taken for this thesis is a quantitative one, using a survey in the form of an on-line questionnaire for data collection. A quantitative strategy allows measurement between variables and also specific numerical measurement of data which is most suitable for the research question and testing of a hypothesis. The selection of quantitative analysis through a survey is supported by the fact that much of the academic research conducted in the area of employee engagement is conducted through quantitative research such as (Schaufeli & Bakker, 2003) (Anthia, 2014) (Bhuvanaiah & Raya, 2014) (Harter, et al., 2002). Traditional employee surveys are described as having a strong future (Stoneman, 2013), particularly if organisations are looking for an engaged workforce that deliver major commercial benefits (Cattermole, 2012).

A longitudinal design was selected so that the same set of participants could be tested on a second occasion to assess an association with interventions between the first and second test. The aim of a longitudinal study is “to examine the dynamics of a research problem by investigating the same variables or group of people several times over a period in which the problem runs its course” (Collis & Hussey, 2009, p. 78). This type of design provides a frame of reference of more than one point in time for the variable being examined, with a view to providing more detail around that variable – employee engagement in this case. In order to be called a longitudinal design a sample is surveyed and then surveyed again on a least one further occasion (Bryman & Bell, 2007). This can provide some information on the time order

of variables and may be more able to allow causal inferences to be made (Bryman & Bell, 2007). There are a number of potential issues associated with this type of research such as the four listed below by Bryman and Bell;

1. Sample attrition through employee job changes
2. Few guidelines as to when the best time is to conduct further waves of data collection
3. Many longitudinal studies are poorly thought out resulting in the collection of large amounts of data with little planning
4. There is evidence that a panel conditioning effect can occur (Bryman & Bell, 2007)

As this study contains only one repeat survey and is not over a very long time period, many of the issues above will not factor or have very little influence in this instance. This is not the first of this type of research as in a study on a similar topic 'employee attitudes', Bacon and Blyton selected a longitudinal approach (Bacon & Blyton, 2001). In a journal piece examining the future of engagement research by Truss (2014), different methods of future study are suggested to enrich the data on the topic, one of those suggested is a longitudinal study.

Other alternatives under a positivist paradigm include experimental studies or cross sectional studies. As experimental studies involve manipulating an independent variable to observe the effect on a dependant variable it can identify causal relationships (Bryman & Bell, 2007). It is not always possible however to maintain the level of control required in the laboratory or fake environment and therefore it is not suitable for this study. Cross sectional studies examine variables or different groups in different contexts at a single point in time (Collis & Hussey, 2009). This type of study is most often used where there are time constraints or limited funds and can produce a high volume of information although a disadvantage can be that depth is sacrificed for breadth (Anderson, 2013). It is acknowledged that longitudinal research is seldom used in business research mainly due to the cost and time however, as this study was seeking to determine an associated inference between employee engagement and HRM interventions it can be deemed a stronger and more suitable approach than cross sectional which would only show levels of engagement at one point in time.

An engagement survey was conducted by the ISO in October 2013, and a number of HRM interventions were put in place subsequently, with the aim of increasing employee

engagement. This approach is supported by Croston, (2008) who suggested that survey results should be used to determine where to focus efforts for employee engagement. This provided an ideal opportunity to assess if these interventions had any impact, by conducting the same survey again, seventeen months later, hence the selection of longitudinal design.

Data Collection

The ISO is a small to medium organisation with a total of 160 employees so rather than select a small representative sample, it was decided to include all employees in the survey to provide the best opportunity for a high level of replies and therefore, data to analyse. As the literature suggests, this sample reaches above the minimum required for quantitative analysis and is practical and feasible for this particular research (Saunders, et al., 2012). The survey did not require details such as gender and other questions such as role and name were optional, so it was not possible to analyse the data using some traditional splits or compare any specific individual results from one survey to the next. The data collection used was in the form of an online survey through a free web based tool called survey monkey. The advantages of this format is that a large amount of data can be collected in a precise format once the survey itself is formulated well, reply rates can be monitored and it removes interviewer bias (Anderson, 2013). On the downside, the researcher is dependent on technology, the types of questions asked can only provide limited explanation without context and those without access to technology cannot participate (Anderson, 2013) (Quinlan, 2011).

Alternative data collection method on the qualitative side of methodology are focus groups, one to one interviews or group interviews. These were considered by the researcher and the main reason for not selecting these was to reduce the risk of interviewer bias. As the researcher is on the executive management team in the ISO, the respondents may feel pressure to respond in a positive light towards the organisation rather than provide their genuine feelings or answers. The time constraints involved would also have limited the number of interviews or focus groups possible thus providing less research in which any theory could be based. Providing an on-line survey, while having some limitations in terms of the richness of data provided, did allow anonymity and confidentiality for respondents, thus allowing the researcher to be seen as independent from those being researched (Saunders,

et al., 2012), reducing the risk of interviewer bias and potentially providing more 'truthful' answers without fear of recourse.

When exploring employee engagement the initial starting point can be to determine some measurement of the existing level of employee engagement. The measurement tool to be used will be determined by each organisation depending on their individual needs and situation and level of data they wish to collect. It is acknowledged that where possible an established validated scale is most appropriate to use for academic research (Saunders, et al., 2012). One scale often used for employee engagement is the Utrecht Work Engagement Scale, or UWES (Schaufeli & Bakker, 2003), which it itself is not without its critics (Saks & Gruman, 2014). In order to apply a longitudinal design and be in a position to compare two sets of data results over a period of time it was necessary to use the same survey as originally administered for this particular research. As this survey was developed within the ISO, the researcher relied on the expertise of those in the organisation to select relevant topics and questions for employee engagement and thereafter, set about validating the reliability of the data and then testing for difference through null hypothesis testing. The original survey contained a total of forty nine items under ten different headings as well as some optional items of name, role, department and length of service [See Appendix 1]. This survey was collected by the HR department in the ISO in October 2013. For this paper the researcher gained permission to distribute the same survey again to all staff in the ISO in February 2015. The 2015 survey [See Appendix 2] included an additional section at the beginning where respondents were asked to rate the nineteen HR interventions that took place since the previous survey.

The researcher sought to bring this survey in line with the academic theory on engagement by grouping the items that related to the themes that have come out from the literature review. The six themes that emerged from the research referred to by numerous authors were;

1. **Employee voice and communication** (AON Hewitt, 2014), (McLeod & Brady, 2008), (Gallup, 2015), (Teague & Roche, 2014), (CIPD, 2006) (CIPD, 2010a) (Karson & Kruse, 2011)

2. **Training** (McLeod & Brady, 2008), (Anthia, 2014) (Kruse, 2015) (Hallock, 2009) (Charlton, 2008) (Hazelton, 2014)
3. **Rewards** (Maslach, et al., 2001) (AON Hewitt, 2014) (Saks & Gruman, 2014) (Saks, 2006) (Anthia, 2014) (Gallup, 2015) (Teague & Roche, 2014) (Kruse, 2015)
4. **Social** (Kahn, 1990) (May, et al., 2004) (Anthia, 2014) (Maslach, et al., 2001) (Gallup, 2015) (CIPD, 2010a).
5. **Management** (Saks, 2006) (AON Hewitt, 2014) (McLeod & Brady, 2008) (CIPD, 2010a).
6. **Leadership and future focus** (Towers Watson, 2014)(CIPD, 2010a) (CIPD, 2006) (Saks, 2006) (Anthia, 2014) (Blessing White, 2013) (AON Hewitt, 2014) (McLeod & Brady, 2008) (Kruse, 2015)

Of the forty nine items in the survey twenty eight could be directly linked with the academic research. A Likert scale was used with five possible responses to each question as suggested in the Kingston Report on Employee engagement being the standard approach recommended for academic research to record and code employees views (CIPD, 2010a) and also helpful to measure the direction and force of attitudes (Quinlan, 2011).

The twenty eight questions used in the survey are grouped into the six themes in a chart [See Appendix 3]. The following are sample items that respondents were asked to select their level of agreement to or rate from poor to excellent under each heading;

1. Employee voice and communication
 - a. At work I feel that my opinions count
 - b. Communications with the organisation
2. Training
 - a. I received the training I need to do my job
 - b. I am given opportunities to improve my skills
3. Rewards
 - a. I understand the performance management process
 - b. I receive praise/recognition for doing good work
4. Social
 - a. I feel we have a good team in my area
 - b. I enjoy working here
5. Management

- a. My manager provides me with continuous feedback
 - b. My manager addresses my concerns in a timely and thorough manner
6. Leadership and future focus
- a. I have a good understanding of the mission and goals of the organisation
 - b. Trust within the organisation

Finally the interventions were also grouped into the themes that emerged from the academic research however the interventions addressed only four of the six themes – Employee voice and communications, training, rewards and social [See Appendix 4].

Limitations

There are of course some limitations to this study, one of which was the choice of quantitative methodology which does not provide the depth and potential richness of data that can be explored using qualitative research. Another limitation is the survey used. While use of a survey that is not academically established is not ideal, it is interesting to note that in the Kingston report the suggestion is made that no matter what measurement tool is used the range of drivers and outcomes tend to be similar and that results show most employees tend to be moderately engaged with some room for increased engagement (CIPD, 2010). A third limitation is that the research is carried out on one organisation in the non-profit sector only, which a similar study across a number of non-profit organisations may have provided more data for that particular sector.

The longitudinal design adopted by using a pre and post survey and using SPSS statistical analysis package allowed for measurement of results under each theme in 2013 and also in 2015. The data could then be analysed to test if there was any change in results under each heading by the time of the second survey that could be associated with the HR interventions. In addition, because participants were asked to rate the HR interventions the data collected can be compared against the participant's perception of these interventions under four of the six headings. The analyses of the results will be explained in detail in the Analysis, Findings and Discussions sections.

Quantitative Tests

The data obtained from the two surveys was categorised into the six themes that emerged from the research undertaken and these were coded for use within an SPSS analysis package. A series of tests was then carried out to analyse the data. The initial tests completed were to assess the consistency and reliability of the scales used. Each scale had a total of five items and these were measured using a five point Likert scale with a lower value indicating a disagreement and higher values indicating agreement. The reliability of the data was assessed through the Cronbach's Alpha statistic where any value greater than 0.70 was deemed to be valid. The higher the result the more reliable the data is considered.

The shape of the distribution is important to ascertain if it is normal, a positive skew or a negative skew. Skewness is a measurement of the asymmetry in the distribution of the data (Quinlan, 2011). While parametric tests rely on a normal distribution, non-parametric tests must be used to assess data sets that do not have a normal distribution, therefore the shape of distribution determines the follow up tests necessary to assess the data. The shape of the distributions is shown graphically in histograms and also using descriptive tables for each area. A normal frequency distribution is one which the mean, median and mode coincide at the centre and represents perfect symmetry against which empirical data can be compared (Collis & Hussey, 2009). The values of mean, median, mode and standard deviation can be viewed in a descriptive table. Tests for normality were also carried out using Shapiro Wilks test. The results of the Shapiro Wilks test were relied on to inform those that deviated from normality. All tests were tested to a 5% significance level. If the probability statistic p is less than or equal to 0.05 then this can be interpreted as significant and the null hypothesis can be rejected and accept that the frequency distribution differs significantly from a normal distribution. If the p value is greater than 0.05 the null hypothesis can be accepted and conclude the distribution is normal.

Tests of Difference and Proportion

To establish whether there was a difference between the two samples (2013 and 2015) tests of difference were carried out for each of the scales. Where a normal distribution was assumed, an independent t test was conducted and where the distribution was deviated a Mann Whitney U test was carried out to determine results. The independent t test is to assess

if the means of two samples are significantly different from each other, whereas the Mann Whitney U test compares the median rank of two samples. Null hypotheses is that there is no difference between the two groups. If p is less than 0.05 then there is evidence to reject the null hypothesis and determine a difference between results from 2013 and 2015.

In addition, a measure of effect size (r) is also calculated, to provide further insight into the actual impact or effect that the results may have. On a scale of effect is as follows: -0.3 to 0.30 indicates no effect, 0.3 to 0.7 indicates a moderate effect, 0.7 to 1 indicates a strong effect and conversely up to -1 as a strong negative effect.

In order to investigate the interventions used in the study, Tests of Proportion were carried out on the interventions. A single sample test is conducted to ascertain whether the magnitude of respondents agreeing with the effect of the interventions was different to what would be expected if decisions were purely random. Null hypotheses assumes no difference and therefore responses could be random. If p is less than 0.05 then there is evidence to reject the null hypothesis and therefore support overall agreement with the interventions.

In addition, a paired sample tested the difference in proportion of managers and non-managers that agreed with the effectiveness of the interventions. If p is less than 0.05 then there is evidence to reject the null hypothesis and in this instance highlight a difference between responses of managers and non-managers.

The final test is of the composite scores of scales to indicate if there is a difference in employee engagement in the ISO between 2013 and 2015. This followed the same testing process as described above for the individual themes including test of reliability, distribution analysis and test followed by and independent sample t test.

[Ethical Considerations](#)

It was important to ensure that ethical considerations were taken into account when this research was undertaken. The rights of the people who are the subjects of the research were considered by the researcher and protected at all times as suggested by Bryman & Bell (2007). This also applies to HR as the CIPD set standards of relationships based on trust, confidence and respect (Anderson, 2013). Participants of this survey were provided with an information piece that described the intention of the survey, the use of the data and the option to remain

anonymous, thus protecting their anonymity and confidentiality. The decision to participate was optional and the fact that it was an on-line survey removed the potential influence or bias of the researcher. The reputation of the organisation was also considered and the name of the organisation was removed from the paper as well as permission received from senior management to complete the research.

Analysis and Findings

This section will outline the results found from the quantitative data tested. The order of the results are as follows: first a presentation of sample characteristics shows all basic data, next we present the Cronbach's Alpha test to validate the scale used, followed by distribution analysis, descriptive statistics and the Shapiro Wilks test for normality of distribution which was completed for each of the six scales. These are followed by tests of difference - non-parametric tests and a parametric test. A test of proportion was carried out on the interventions used in 2014 to determine if they were received positively. These are further analysed through a paired sample test to investigate any difference in managers and non-managers responses. Finally the overall rating of employee engagement in the ISO in 2015 compared to 2013 is assessed using the same tests as listed for the individual theme areas.

The first three headings and sets of tests (sample characteristics, scale validation and distribution analysis) are important to ensure that the statistical methods used are correct for this particular research and set of data, but do not in themselves provide results on employee engagement. It is the later set of tests (tests of difference and tests of proportion) that provide some interesting results that are analysed. Likewise, in the final heading 'Overall Engagement', it is the test of difference that provides some results to be analysed.

Findings indicated that there was an increase in employee engagement in 2015 under the headings Training and Management only, and not in Communication, Social, Reward or Leadership. Fourteen of the nineteen interventions were received positively. Responses from managers and non-managers were consistent for all but five interventions. Finally, in 'Overall Engagement' there was no change between 2013 and 2015.

Sample Characteristics

This subsection provides some detail of the number of survey respondents under each scale. The number of participants considered for each scale is presented in Table 1a through to Table 1f. In all cases, the first column depicts the year, N depicts the number of responses that were either valid, missing or total number and the percentage each figure represents is also expressed. For example in Communication in 2013 (Table 1a) from a total sample of 97 there were 91 responses and 6 that did not respond to the items under Communication. The

response rate in all six scales were quite high as they ranged from 93.2% at the lower end to 100% which is a positive response rate on all six scales. Table 1a to 1f - Sample Characteristics provides full details for all six scales.

Table 1a to 1f – Sample Characteristics

		Case Processing Summary					
		Cases					
		Valid		Missing		Total	
Year		N	Percent	N	Percent	N	Percent
CComposite	2013	91	93.8%	6	6.2%	97	100.0%
	2015	96	93.2%	7	6.8%	103	100.0%

Table 1a Communication

		Case Processing Summary					
		Cases					
		Valid		Missing		Total	
YearT		N	Percent	N	Percent	N	Percent
TComposite	2013	91	93.8%	6	6.2%	97	100.0%
	2015	100	97.1%	3	2.9%	103	100.0%

Table 1b Training

		Case Processing Summary					
		Cases					
		Valid		Missing		Total	
YearR		N	Percent	N	Percent	N	Percent
RComposite	2013	97	100.0%	0	0.0%	97	100.0%
	2015	101	98.1%	2	1.9%	103	100.0%

Table 1c Rewards

		Case Processing Summary					
		Cases					
		Valid		Missing		Total	
YearS		N	Percent	N	Percent	N	Percent
SComposite	2013	96	98.0%	2	2.0%	98	100.0%
	2015	103	100.0%	0	0.0%	103	100.0%

Table 1d Social

		Case Processing Summary					
		Cases					
		Valid		Missing		Total	
YearM		N	Percent	N	Percent	N	Percent
MComposite	2013	95	97.9%	2	2.1%	97	100.0%
	2015	99	96.1%	4	3.9%	103	100.0%

Table 1e Management

		Case Processing Summary					
		Cases					
		Valid		Missing		Total	
YearL		N	Percent	N	Percent	N	Percent
LComposite	2013	95	96.9%	3	3.1%	98	100.0%
	2015	100	97.1%	3	2.9%	103	100.0%

Table 1f Leadership

Scale Validation

This test is completed to ensure the data is reliable and valid. The reliability of the data was assessed through the Cronbach's Alpha statistic. The results of each of the 6 scales (communication, training, reward, social, management and leadership) was measured and are depicted in Tables 2a to 7b [See Appendix 5]. It can be seen from Tables 2a to 7b that all of the scales achieved a Cronbach's Alpha value in excess of 0.7 and can therefore be deemed valid. For example below in Table 2a Communication 2013 there were 6 items with a reported Cronbach's Alpha of 0.78 and in Table 2b Communication 2015 there were 6 items and the result was 0.86. The important outcome here is that all of the scales are deemed valid.

Table 2a and 2b Cronbach's Alpha – Reliability Statistics

Communication 2013			Communication 2015		
Cronbach's Alpha	N of Items		Cronbach's Alpha	N of Items	
.784	6		.856	6	

Table 2a

Table 2b

Distribution Analysis

Histograms are used to graphically show the distribution for each theme to ascertain if it is normal, a positive skew or a negative skew, which in turn determines the valid test to be used for that particular data. Each histogram has a normal curve imposed on top to provide a clearer visual. See Figures 2a to 7b. The horizontal axis indicates the variable e.g. Communication, and the vertical axis shows frequency. Higher values indicate stronger agreement with the variable. Figures 2b, 3a, 7a and 7b appear to have somewhat normal distributions, while the others appear to have negative distributions. This visual analysis alone is not sufficient to determine what statistical test is appropriate.

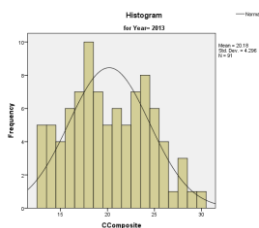


Fig. 2a 2013
Communication

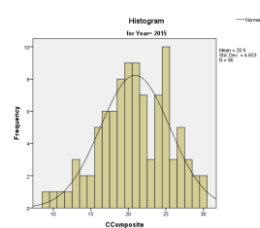


Fig. 2b 2015
Communication

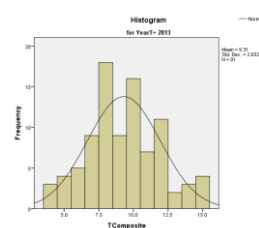


Fig. 3a 2013
Training

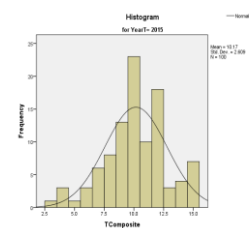


Fig. 3b 2015
Training

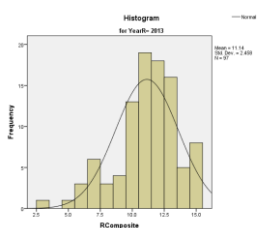


Fig. 4a 2013
Reward

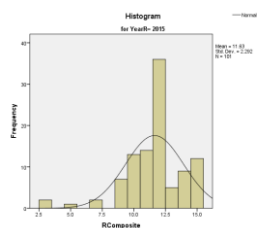


Fig. 4b 2015
Reward

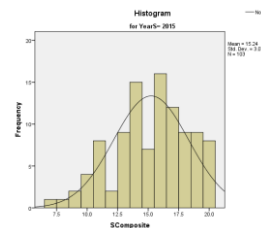


Fig. 5a 2013
Social

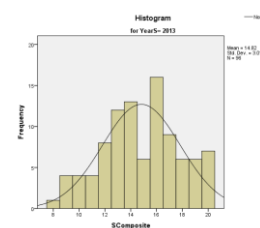


Fig. 5b 2015
Social

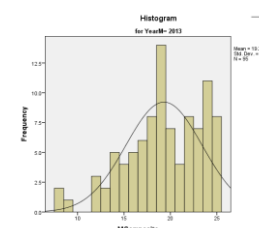


Fig. 6a 2013
Management

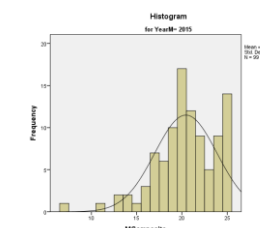


Fig. 6b 2015
Management

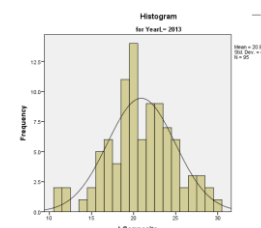


Fig 7a 2013
Leadership

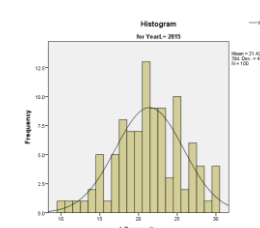


Fig. 7b 2015
Leadership

Descriptive Statistics for each theme within employee engagement are shown in Table 8 [See Appendix 6]. These show measurements of central tendency (mean, median and mode) and dispersion (range, standard deviation) as well as minimum and maximum statistics. Each table shows

the measurements in 2013 and in 2015 for the particular employee engagement theme or variable. These results would appear to indicate that all except Leadership have a negative distribution.

The first column indicates the measurement names for 2013 and the same measurements for 2015 tables, while the results can be seen in second column under the heading statistic. For example below Table Figure 8b is Training and shows the 2013 results to have an average of 9.31 ($SD = 2.63$). Training in 2013 was non-normally distributed with a skewness of 0.19 ($SE = 0.25$) and a kurtosis of -0.29 ($SE = 0.50$).

Table 8 Descriptives

Descriptives				Statistic	Std. Error		
YearT							
TComposite	2013	Mean		9.31	.276		
		95% Confidence Interval for Mean	Lower Bound	8.76			
			Upper Bound	9.86			
		5% Trimmed Mean		9.27			
		Median		9.00			
		Variance		6.926			
		Std. Deviation		2.632			
		Minimum		4			
		Maximum		15			
		Range		11			
		Interquartile Range		3			
		Skewness		.188	.253		
		Kurtosis		-.298	.500		
		2015	Mean			10.17	.261
				95% Confidence Interval for Mean	Lower Bound	9.65	
Upper Bound	10.69						
5% Trimmed Mean				10.24			
Median				10.00			
Variance				6.809			
Std. Deviation				2.609			
Minimum				3			
Maximum				15			
Range				12			
Interquartile Range				3			
Skewness				-.305	.241		
Kurtosis				.261	.478		

Table 8b Training

To confirm more precisely which factors have a normal distribution or not, a statistical test of normality called Shapiro Wilk was carried out. Tables 9a to 9f [See Appendix 7] show the composite values of 2013 and 2015 for each of the six variables. A significant result is shown for Leadership in Table 9f with values of 0.34 and 0.29 which indicates a normal distribution. The results of all others are less than 0.05 therefore a normal distribution is not assumed. The first column indicates the year while the last three columns show the Shapiro Wilk results of test statistic, the degree of freedom and the significance of the result. For example below Table 9b Training shows significance values of 0.047 and 0.007.

Tests of Normality

YearT	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TComposite 2013	.119	91	.003	.972	91	.047
2015	.124	100	.001	.963	100	.007

a. Lilliefors Significance Correction

Table 9b Training

Upon analysis of all three sets of information on distribution – histograms, descriptive and the Shapiro Wilks test result, it is now clear that the only scale with a normal distribution is Leadership. In order to accurately test the data on Leadership a parametric test called an Independent t test is conducted, while for all other scales a non-parametric test called a Mann Whitney U test is applied. These tests results follow in the next sections and will provide some findings on the specific employee engagement questions outlined in this study.

Tests of Difference - Non Parametric Tests

A Mann Whitney U Test was used to establish whether there is a significant difference between the two years 2013 and 2015 for five of the six scales (communication, training, reward, social, and management). These are non-parametric tests as these scales were not deemed to be normally distributed. In Figures 8a to 8e the results in in the table on the left hand side indicate the year in column one, number of respondents in column two followed by mean rank and sum of ranks for both years. The results in in the table on the right hand side shows the description of the measure in the first column and the results of each in the second column with the key figures being the Mann-Whitney U score and the significance level. The result of note is the significance level or *p* (Sig. 2-tailed) if it is less than 0.05 then the null hypothesis is rejected.

Figure 8a to 8e Mann Whitney U Tests

Communication

		Ranks		
Year	N	Mean Rank	Sum of Ranks	
CComposite 2013	91	88.77	8078.00	
2015	96	98.96	9500.00	
Total	187			

Test Statistics ^a	
Mann-Whitney U	CComposite 3892.000
Wilcoxon W	8078.000
Z	-1.290
Asymp. Sig. (2-tailed)	.197

a. Grouping Variable: Year

Fig. 8a Communication

The Mann Whitney U test on Communication indicated that there was not a significant difference in employee engagement in 2013 (*Mdn* = 88.77) compared to 2015 (*Mdn* =98.96), $U = 3892$, $p = 0.197$, $r = -0.09$. The result $r = -0.09$ indicates that statistically there was no effect or difference between 2013 and 2015. The null hypothesis is therefore carried;

H0a: There is no change in the Communication and Employee voice element of employee engagement levels measured in 2015 compared to levels measured in 2013

This is an interesting result as the expectation was that there would be an increase in employee engagement under communication. Seven out of the nineteen HR interventions implemented in 2014 were within communication which was largest number of interventions under any one heading. The other three headings had four interventions each. No change in employee engagement under Communication and employee voice would lead the researcher to question if the interventions themselves were of any benefit or if there was any issues around the way in which they were implemented? There is also the potential that the level of employee engagement was already high in 2013.

Training

	YearT	N	Mean Rank	Sum of Ranks
TComposite	2013	91	85.60	7789.50
	2015	100	105.47	10546.50
	Total	191		

	TComposite
Mann-Whitney U	3603.500
Wilcoxon W	7789.500
Z	-2.503
Asymp. Sig. (2-tailed)	.012

a. Grouping Variable: YearT

Fig. 8b Training

The Mann Whitney U test on Training indicated that employee engagement was lower in 2013 (*Mdn* = 85.6) compared to 2015 (*Mdn* =105.5), $U = 3603.5$, $p = 0.012$, $r = -0.18$. This result highlights an increase in employee engagement within training which supports the literature as there were 4 training interventions implemented in the interim time. The effect size however, indicates a very small effect here. The null hypothesis is rejected and the alternative is carried;

H1b: Employee engagement levels have changed in the Training element measured in 2015 compared to levels measured in 2013

Training was emphasised heavily in the literature with one piece specifically focussing on the benefit of training when emerging from a recession (Teague & Roche, 2014). This result

supports training in terms of its positive impact on employee engagement, as this is clearly recognised in these results. This results tell us that the specific interventions implemented under training or other measures within training, have had a positive impact on employee engagement in the ISO. It is clear from these results that Training is one area that employees within the ISO respond to and value.

Reward

	YearR	N	Mean Rank	Sum of Ranks
RComposite	2013	97	94.18	9135.50
	2015	101	104.61	10565.50
	Total	198		

	RComposite
Mann-Whitney U	4382.500
Wilcoxon W	9135.500
Z	-1.300
Asymp. Sig. (2-tailed)	.194

a. Grouping Variable: YearR

Fig. 8c Reward

The Mann Whitney U test on Reward indicated that there was not a significant difference in employee engagement in 2013 ($Mdn = 94.18$) compared to 2015 ($Mdn = 104.6$), $U = 4382.5$, $p = 0.194$, $r = -0.09$. Similar to the result in communication, the effect size again shows little difference even though there were four interventions under reward. The null hypothesis is therefore carried;

H0c: There is no change in the Rewards element of employee engagement levels measured in 2015 compared to levels measured in 2013

While Reward featured in the literature on employee engagement much of the emphasis was on fair compensation. The survey used by the ISO did not have any items around compensation while the interventions were based on benefits which may partially explain the lack of any change in the results.

Social

	YearS	N	Mean Rank	Sum of Ranks
SComposite	2013	96	95.26	9145.00
	2015	103	104.42	10755.00
	Total	199		

	SComposite
Mann-Whitney U	4489.000
Wilcoxon W	9145.000
Z	-1.127
Asymp. Sig. (2-tailed)	.260

a. Grouping Variable: YearS

Fig. 8d Social

The Mann Whitney U test on Social indicated that there was not a significant difference in employee engagement in 2013 (*Mdn* = 95.26) compared to 2015 (*Mdn* =104.42), $U = 4489$, $p = 0.260$, $r = -0.08$. As p is 0.26 and not < 0.05 then the null hypothesis cannot be rejected as there is no statistical difference indicated. The null hypothesis is therefore carried;

H0d: There is no change in the Social element of employee engagement levels measured in 2015 compared to levels measured in 2013

Similar to communication and rewards there were interventions implemented under social so an increase in this area would have been expected if the interventions were received positively. The results indicate that this is obviously not the case however, so another explanation could be explored such as they interventions themselves or other factors potentially at play.

Management

	YearM	N	Mean Rank	Sum of Ranks
MComposite	2013	95	89.31	8484.00
	2015	99	105.36	10431.00
	Total	194		

	MComposite
Mann-Whitney U	3924.000
Wilcoxon W	8484.000
Z	-2.000
Asymp. Sig. (2-tailed)	.046

a. Grouping Variable: YearM

Fig. 8e Management

The Mann Whitney U test on Management indicated that employee engagement was lower in 2013 (*Mdn* = 89.31) than in 2015 (*Mdn* =105.3), $U = 3924$, $p = 0.046$, $r = -0.14$. As the significance value here is lower than 0.05 this indicates a statistical difference and an increase in employee engagement within management. The null hypothesis is rejected and the alternative is carried;

H1e: Employee engagement levels have changed in the Management element measured in 2015 compared to levels measured in 2013

This result is somewhat surprising as there were no HR interventions implemented that were specifically targeted at the management element of employee engagement. In this instance one could conclude that the interventions as a whole had an impact on the management

element of employee engagement or else there may have been some other impact not captured in this study.

Tests of Difference - Parametric Tests

As one of the scales (Leadership) was deemed through the Shapiro Wilk test to be normally distributed an Independent t test was used. Table 10a and 10b depict the typical output from an Independent Samples t test. Table 10a shows a mean result for 2013 of 20.9 with a standard deviation of 4.02; and the mean result for 2015 of 21.42 with a standard deviation of 4.40. In Table 10b column one shows that there are two types of test results provided, for this scale the top row is used assuming equal variance as the sig. value 0.39 is greater than 0.05. The statistic of interest in this table is the column 'sig 2 tailed' with a result (in the top row) of 0.405.

Leadership

Tables 10a and 10b Leadership

Group Statistics

YearL	N	Mean	Std. Deviation	Std. Error Mean
LComposite 2013	95	20.92	4.015	.412
2015	100	21.42	4.404	.440

Table 10a Leadership

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
LComposite	Equal variances assumed	.744	.390	-.834	193	.405	-.504	.604	-1.696	.688
	Equal variances not assumed			-.836	192.678	.404	-.504	.603	-1.694	.685

Table 10b Leadership

An independent-samples t-test indicated that there was not a significant difference for employee engagement within Leadership in 2015 ($M = 21.42$, $SD = 4.40$) compared to 2013 ($M = 20.9$, $SD = 4.02$), $t(193) = -0.834$, $p > .05$, $r = -0.60$, $d = -0.12$. With an effect size $r = -0.60$ depicts a moderate negative effect on this scale. As the significance $p = 0.40$ is greater than

0.05 we infer that there is insufficient evidence to suggest that there is a significant difference between leadership in 2013 and 2015. The null hypothesis is accepted;

H0f: There is no change in the Leadership element of employee engagement levels measured in 2015 compared to levels measured in 2013

Of the nineteen HRM interventions implemented in 2014 none were targeted directly at the leadership element of employee engagement. It is not surprising therefore that the results here indicate no change.

Summary for Objective 1 **to assess six contributory factors of engagement to explore if there was any change in these particular elements of employee engagement in 2015 compared to 2013.** There was a statistical difference indicated in two of the six scales only – Training and Management which showed an increase in employee engagement. The other four Communication, Reward, Social and Leadership did not indicate any change in employee engagement in 2013 compared to 2015.

Tests of Proportion

Following the results of the first employee engagement survey in 2013, nineteen HR interventions were implemented in 2014 and these were categorised into the themes that emerged from the research results fitting four of the six themes [see Appendix 4]. The 2015 survey requested respondents to rate their perceptions of each of the interventions.

A single proportion test was applied to assess if the respondents perceptions of the interventions were random or could be deemed positive. Table 11 shows the sample characteristics for this test. The top row depicts the interventions, in the next row N provides the number of valid or missing responses and the remaining rows show the mean, median, mode and sum for each intervention. For example under the intervention ‘CEO team meetings’ there were 103 responses, median=3 and mode =3.

Table 11 Sample Characteristics – Interventions

		Statistics																		
		CEO team meetings	EE Survey results feedback	Project Mgt training	First Aid training	Performance review training	Health care options	Wellness Day for staff	Childrens Christmas party	Staff Christmas party	Summer staff night	New induction training programme	CRM explanation to staff	Staff pictures on emails	Standardised email signatures	Qtrly update from CEO	Player Development Plan consultations	Increase in gear allowance	New coaching policy	All phones replaced
N	Valid	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103	103
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mean	2.37	2.49	2.14	2.05	1.91	2.20	2.60	2.61	2.22	1.71	1.27	2.34	3.77	4.02	3.44	2.46	2.95	2.10	4.05
	Median	3.00	3.00	3.00	2.00	2.00	3.00	3.00	3.00	2.00	2.00	.00	2.00	4.00	4.00	3.00	3.00	3.00	2.00	5.00
	Mode	3	3	0	0	0	0	0 ^a	0	2	0	0	2	4 ^a	5	3	4	4	2	5
	Sum	244	256	220	211	197	227	268	269	229	176	131	241	388	414	354	253	304	216	417

^a Multiple modes exist. The smallest value is shown

Table 12 depicts the results of the single proportion test. The final column Sig. depicts the important results here. Where sig. is < 0.05 the interventions are deemed positive. Where sig is >0.05 there is no difference. In table 12 below there is no difference in 5 of the interventions, however it is clear that 14 out of 19 interventions were deemed positive by the respondents (highlighted in pink).

Table 12 Test of Proportion 1

Intervention	Scale	Yes	No	Applicable Amount	Z	Sig
CEO team meetings	Communication	53	31	84	2.400	0.01637730834
EE Survey results feedback	Communication	55	40	95	1.539	0.12381222382
Project Mgt training	Training	56	12	68	5.336	0.00000009513
First Aid training	Training	47	16	63	3.906	0.00009397910
Performance review training	Training	51	8	59	5.598	0.0000002167
Health care options	Reward	57	12	69	5.417	0.0000006048
Wellness Day for staff	Social	64	13	77	5.812	0.0000000617
Childrens Christmas party	Social	58	4	62	6.858	0.0000000001
Staff Christmas party	Social	41	40	81	0.111	0.91152823791
Summer staff night	Social	31	37	68	-0.728	0.46685427082
New induction training programme	Training	31	6	37	4.110	0.0003957025
CRM explanation to staff	Communication	45	48	93	-0.311	0.75573561757
Staff pictures on emails	Communication	94	5	99	8.945	0.0000000000
Standardised email signatures	Communication	100	2	102	9.703	0.0000000000
Qtrly update from CEO	Communication	85	18	103	6.602	0.0000000004
Player Development Plan consultations	Communication	59	23	82	3.976	0.00007022123
Increase in gear allowance	Reward	67	18	85	5.315	0.0000010678
New coaching policy	Reward	42	40	82	0.221	0.82519906709
All phones replaced	Reward	93	5	98	8.889	0.0000000000

In the case of 14 out of 19 HR interventions listed the null hypothesis was rejected and the alternative was carried:

H2: Employees perception of the interventions were positive

The results from this test tell us that the majority of the interventions are received positively with only 5 where this is not the case. In these results all 4 interventions under Training were deemed positive while in each of the other headings there is at least one intervention that is not deemed positive. This result reinforces the positive impact of training.

Summary for Objective 2 **To test the HR interventions to assess if the respondents perceptions of the interventions were random or could be deemed positive.** 14 out of 19 interventions were deemed positive.

A second test of proportion, a paired sample test, was applied to assess if there was any difference in the perception of the effectiveness of interventions between the managers and non-managers. Table 13 depicts the results. The column Sig. shows the important results where, similar to the previous test if sig. is < 0.05 there is a statistical difference and where sig is >0.05 there is no difference. For example the first intervention 'CEO team meetings' the z test result for the difference in proportions of managers ($P=0.52$) and proportion of non-managers ($P=0.5$) showed no difference ($z=0.2, p=0.813$). In table 13 below there is no difference in 14 of the interventions, however in 5 out of 19 interventions (highlighted in pink) there is a difference in the responses between managers and non-managers.

Table 13 Test of Proportion 2

		Proportion of Managers	Proportion of Non- Mgrs				
Intervention	Scale	p1	p2	SE	Z	Sig	Sig %
CEO team meetings	Communication	0.524	0.5	0.101	0.236	0.814	
EE Survey results feedback	Communication	0.524	0.55	0.101	0.260	0.795	
Project Mgt training	Training	0.587	0.475	0.101	1.115	0.265	
First Aid training	Training	0.524	0.35	0.101	1.726	0.084	*10%
Performance review training	Training	0.524	0.45	0.101	0.730	0.465	
Health care options	Reward	0.603	0.475	0.101	1.275	0.202	
Wellness Day for staff	Social	0.603	0.65	0.098	0.478	0.633	
Childrens Christmas party	Social	0.540	0.6	0.100	0.602	0.548	
Staff Christmas party	Social	0.397	0.4	0.099	0.032	0.974	
Summer staff night	Social	0.333	0.25	0.093	0.899	0.369	
New induction training programme	Training	0.365	0.2	0.093	1.780	0.075	*10%
CRM explanation to staff	Communication	0.540	0.275	0.100	2.640	0.008	**5%
Staff pictures on emails	Communication	0.937	0.875	0.057	1.077	0.281	
Standardised email signatures	Communication	0.984	0.95	0.034	1.004	0.315	
Qtrly update from CEO	Communication	0.794	0.875	0.077	1.060	0.289	
Player Development Plan consultations	Communication	0.667	0.425	0.100	2.416	0.016	**5%
Increase in gear allowance	Reward	0.714	0.55	0.096	1.704	0.088	*10%
New coaching policy	Reward	0.444	0.35	0.099	0.951	0.342	
All phones replaced	Reward	0.921	0.875	0.060	0.762	0.446	

In the case of 5 out of 19 HR interventions listed the null hypothesis was rejected and the alternative was carried; H3: There was a difference between managers and non-managers on their perception of the effectiveness of the interventions.

In the case of 14 out of 19 HR interventions listed the null hypothesis was accepted;

H03: There is no difference between managers and non-managers on their perception of the effectiveness of the interventions

This an interesting test as it highlights to an organisation if the perceptions of managers are different to non-managers on specific areas. Where there is a difference it is usually due to a belief within management that something is going well or is positive, whereas this same belief is not held by those outside management. These results indicate a difference in 5 interventions for the ISO which is certainly worth investigating why this might be the case for these particular interventions.

Summary for Objective 3 **To assess if there was any difference in the perception of the managers and non-managers of the effectiveness of interventions.** 14 out of 19 interventions indicated no significant difference between managers and non-managers.

Overall Engagement

The sample characteristics for this test is shown in Table 14. As explained previously it shows the number of occurrences for a particular data value in a variable. These are shown for the composite of engagement for 2013 as 82.5% and for 2015 at 80.8%.

Table 14 Sample Characteristics Overall Engagement

		Case Processing Summary					
		Cases					
		Valid		Missing		Total	
Year		N	Percent	N	Percent	N	Percent
Engagement	2013	80	82.5%	17	17.5%	97	100.0%
	2015	80	80.8%	19	19.2%	99	100.0%

The next figures examine the distribution of the data for each year. Histograms are used to graphically show the distribution and descriptive statistics are also provided. The histograms and the statistical results appear to be normally distributed for both years.

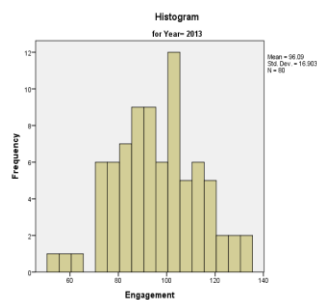


Figure 9a Engagement 2013

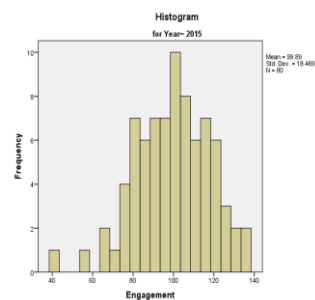


Figure 9b Engagement 2015

For example Table 15 Descriptive shows the 2013 results to have an average of 96.09 ($SD = 16.90$). Employee engagement in 2013 was normally distributed with a skewness of $-.019$ ($SE = -.269$) and a kurtosis of $.201$ ($SE = .532$).

Table 15 Descriptive for Overall Engagement

Descriptives							
Year			Statistic	Std. Error			
Engagement	2013	Mean	96.09	1.890			
		95% Confidence Interval for Mean	Lower Bound	92.33			
			Upper Bound	99.85			
		5% Trimmed Mean	96.14				
		Median	96.00				
		Variance	285.726				
		Std. Deviation	16.903				
		Minimum	53				
		Maximum	134				
		Range	81				
		Interquartile Range	24				
		Skewness	-.019	.269			
		Kurtosis	-.201	.532			
		2015	2015	Mean	99.89	2.065	
				95% Confidence Interval for Mean	Lower Bound	95.78	
					Upper Bound	104.00	
5% Trimmed Mean	100.46						
Median	102.00						
Variance	341.088						
Std. Deviation	18.469						
Minimum	41						
Maximum	134						
Range	93						
Interquartile Range	28						
Skewness	-.410			.269			
Kurtosis	.331			.532			

A Shapiro Wilk test result indicates a significance of 0.2 for both years, therefore a normal distribution is assumed.

Table 16 Shapiro Wilk for Overall Engagement

Tests of Normality						
Year	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Engagement 2013	.046	80	.200*	.992	80	.904
2015	.058	80	.200*	.983	80	.350

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

a. Lilliefors Significance Correction

An independent sample T Test was carried out to test if there is a statistically significant difference between the data from 2013 and 2015. As the significance level in Levenes test is 0.56 equal variances are assumed, therefore the 2 tailed significance result was 0.18. An independent-samples t-test indicated that there was no significant difference for overall employee engagement in 2015 ($M = 99.89, SD = 18.47$) compared to 2013 ($M = 96.09, SD = 16.9$), $t(1.36) = -0.56, p > 0.05, d = 0.18$.

Tables 17a and 17b Independent T Test for Overall Engagement

	Year	N	Mean	Std. Deviation	Std. Error Mean
Engagement	2013	80	96.09	16.903	1.890
	2015	80	99.89	18.469	2.065

Table 17a

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Engagement	Equal variances assumed	.339	.561	-1.358	158	.177	-3.800	2.799	-9.329	1.729
	Equal variances not assumed			-1.358	156.777	.177	-3.800	2.799	-9.329	1.729

Table 17b

As the significance $p = 0.561$ is greater than 0.05 we infer that there is insufficient evidence to suggest that there is a significant difference in overall employee engagement in 2013 compared to 2015. The null hypothesis is accepted;

H04: There is no change in Employee engagement levels measured in 2015 compared to levels measured in 2013

These results reveal no change in overall employee engagement in the ISO in 2015 despite the HRM interventions that were implemented. By the fact that only two of the individual components of employee engagement reflected an increase in earlier tests, overall employee engagement could not be any different. It does lead to questions around the value of the HRM interventions used, based on the lack of desired impact as recorded in these results.

Summary for Objective 4 **To assess if there is any change in the overall level of employee engagement in the ISO measured in 2015 compared to a measurement in 2013.** There is no statistically significant evidence to indicate a change in employee engagement in 2015 compare to 2013.

From the outset of this study the researcher expected to show an increase in overall employee engagement in 2015 as there were a number of HR interventions implemented in the intervening period. This is not the case however, despite the results indicating that the majority of the interventions were deemed positive by employees. The overall result at the end did not come as a surprise, as when individual elements of employee engagement were tested initially, only two (training and management) indicated an increase. These results will be examined and discussed in the next section.

Discussion

This section will seek to interpret the findings and results and link these back to the research objectives as well as the theory and concepts presented in the literature review. The data will be applied to each of the research objectives in turn. Objective one was to assess six contributory factors of employee engagement, to explore which of these factors contributed to a change in employee engagement. A discussion on the tests of difference results and academic literature on each individual factor will provide this detail. Objective two aims to test if respondents perceptions of the HR interventions implemented were positive. This provides some data around the HR interventions themselves and can be compared to the results from objective one. Objective three explores if there is any difference between perceptions of managers and non-managers results. Finally, objective four is an analysis of overall employee engagement in the ISO and whether there is any statistically significant change in these results from 2013 to 2015. The discussion on this final objective debates whether the HR interventions may have had any impact on the overall employee engagement results in the ISO.

Objective 1: To assess six contributory factors of engagement to explore if there was any change in these particular elements of employee engagement in 2015 compared to 2013. The six contributory factors were Communication, Training, Reward, Social, Management and Leadership. Test results showed a statistical difference in two of the six factors, training and management. The literature on employee engagement featured these contributory factors very strongly, each of these will be examined in turn based on the survey results and the supporting literature.

Communication and Employee Voice is emphasised by numerous authors as a very important factor of employee engagement (CIPD, 2006) (CIPD, 2010) (McLeod & Clarke, 2009) (Purcell, 2014) and in one study was shown to be directly associated with employee engagement (Rees, et al., 2013). Most refer to the importance of employees feeling 'involved', 'part of' and 'contributing to' an organisation (AON Hewitt, 2014) (Croston, 2008) (Gallup, 2015) (Kruse, 2015). This factor is one that the ISO was obviously conscious of because of nineteen HR interventions implemented in 2014, seven of these were based on communication and employee voice. Contrary to the literature however, the results of this test did not show any

statistically significant increase in employee engagement within communication. While there were some increases in individual communication items in 2015 compared to 2013, the composite scoring did not show an increase overall. In all cases where the results do not indicate any change it is worth exploring the interventions themselves, how appropriate they are and how they were implemented? The items in the survey are based on internal communication. As there is no scoring method linked to the level of employee engagement, perhaps it is the case that the ISO may benefit from focussing on their internal communications and interventions. Conversely, if the score was already high in 2013, it has remained static despite additional interventions.

Training featured in the literature particularly around the area of 'Drivers of Engagement' where providing employees with opportunities to learn and develop new skills was identified as positive towards employee engagement (Hallock, 2009) (McLeod & Brady, 2008) (Anthia, 2014). Training is also very much linked with the individual element of employee engagement (Kahn, 1990) as opposed to the concept of organisational engagement. The results of the Mann Whitney U test highlighted a significance of 0.012 and shows an increase in employee engagement. The results of an increase in employee engagement under training in the ISO supports the literature in this area.

The notion of reward was recognised particularly in the earlier literature linked with 'work engagement' or individual engagement in one's role (Maslach, et al., 2001). Reward and recognition was one of the areas identified as necessary for a work-life balance to maintain engagement (Maslach, et al., 2001). The result of the Mann Whitney U test under reward did not show any significant difference. While this result could be deemed as not supporting the literature in this area, another explanation could be that the interventions introduced by the ISO on reward were not of sufficient weight or value to indicate a resulting change in engagement.

The 'social' element of employee engagement as described in this study, involves community and social support within a work environment. Teamwork and liaising with co-workers has been emphasised (May, et al., 2004) (CIPD, 2010a) along with a supportive work environment (Gallup, 2015). Under this factor there was no significant difference between 2013 and 2015 for the ISO. The results in this factor are worth noting for the ISO as there are some key items including "I feel we have a good team", "I enjoy working for this organisation" and "I would

recommend this organisation” that report no improvement in employee engagement between 2013 and 2015. If one is in agreement with the literature on this topic, then it is perhaps an area that the ISO could focus on to assess if improvements are possible. Of the four interventions under the heading of social, 2 of the 4 were deemed positive while the other 2 were not. It is worth bearing in mind advice that the workforce is changing and we need to be in a position to adapt to this (Higgs, 2006). In this case, it would seem that the interventions themselves that can be reviewed and adapted to yield better outcomes.

The fifth factor of employee engagement explored was Management. Research under this theme depicted the line manager’s role as a key one to inspire enthusiasm and engage employees (Kruse, 2015) (McLeod & Brady, 2008) (Cheese, 2012). In this result an increase is shown in employee engagement under management. The items covered included employee work objectives and expectations, manager feedback and responses. It is positive for the ISO that there is an increase recorded here, although interestingly of the interventions implemented in 2014 there were none dedicated to management. The managers in the ISO appear to be doing well on setting employee expectations and following up with feedback and responses. There may also be other factors that had an impact here one potentially being training, which would tie in with the previous positive result, as some of the courses offered provided opportunities for managers to improve their own management skills.

Finally, Leadership as the sixth factor also covered ‘future focus’. The literature highlighted the need for clarity of priorities and future orientation (Blessing White, 2013) (CIPD, 2010a) (Towers Watson, 2014) as well as support of senior leaders (CIPD, 2006) (Saks, 2006). There was no change in leadership results for 2015. This factor had the lowest score with a significance of 0.41. This study coincided with a short gap between the organisations strategic plans which may partially explain this result.

Due to the fact that there is a longitudinal element to this study it has allowed the researcher to examine two sets of employee engagement results from the ISO and observe if there has been any statistically significant changes in 2015 compared to 2013. The overall results have shown that under six contributing factors examined, there has been a positive increase within two of these factors (training and management) with the other four factors showing no significant difference.

Objective 2: The 2015 survey requested respondents to rate their perceptions of each of the interventions. The interventions were tested to assess if the respondents perceptions were random or could be deemed positive. The results revealed that fourteen of the interventions were deemed positive, while five were not. When examined under the factor categorisation the training interventions were perceived as the most positive, followed by interventions on communication and reward. The positive association with training supports results found for objective one and the theory espoused that training has an important role to play even in times of recession or re-building (Teague & Roche, 2014). The results of the test of proportions will be valuable for the ISO from a practical perspective as it can assist in future planning to determine which types of interventions will have the highest perceived impact with employees and conversely, which do not. Statistics on individual interventions showed that under the heading of communication were amongst the highest and the lowest rated interventions. There may be some learnings here for the ISO that it may not be purely the type of intervention, but how it is introduced that matters to employees.

In terms of the antecedents to employee engagement as described in the literature, even though certain antecedents are described, it is difficult to assess if an organisation has these in place and to the level necessary to influence employee engagement. Some studies highlight factors that were found to be valid determinants of employee engagement (Anthia, 2014) while others discourage measuring against standard lists of drivers (Croston, 2008). Organisations can be guided by the literature, but tests such as those carried out in this study could assist an organisation to determine the antecedents and drivers that are most appropriate for them.

Objective 3: To assess if there was any difference in the perception of the managers and non-managers of the effectiveness of interventions.

The results of this test indicated that for the majority of the interventions (14 out of 19) there was no difference in the perception of managers and non-managers. This is positive as for these particular interventions it shows that managers and non-managers are basically 'on the same page' in terms of their agreement of the effect of interventions.

There were 5 interventions however that did indicate a difference, so these would be of interest to the ISO and worth exploring further for a possible explanation. In all 5 of these interventions the difference was that managers gave a higher rating than non-managers. This can be an issue if managers believe that an intervention is received positively, when in fact that is not the case, or certainly not to the same extent as non-managers. 2 of the 5 interventions indicate a 5% difference, (an explanation of the CRM system and a Player Development Plan consultation) while 3 indicate a larger 10% difference (First Aid training, new induction programme and a gear allowance). A cross analysis with the previous test shows that of these five only one (the CRM explanation to staff) was not received positively overall. There seems to be some issue with this particular intervention, so it is worth some exploration by the ISO on what they were hoping to achieve by this interventions and how they set about doing so.

The differential in the other four may be explained somewhat by the fact that these interventions only apply to a small cohort of employees, compared to others that apply to all employees. Nonetheless, it is still worth the ISO investigating internally why these four interventions were deemed positive, yet this was not reflected as much by non-managers. Such an investigation could consider the mechanism of communication, the quality of implementation and indeed, the weight of the intervention itself.

An additional observation was made when the data for this test was analysed. When the data was split, it indicated that out of a total of 103 respondents in 2015, 63 are managers and 40 are non-managers. From a total staff of 160 in the ISO, of the remaining employees that did not complete the survey the majority are non-managers. This would indicate that the study results perhaps reflect a bias towards the behaviour and views of those in management roles as opposed to non-managers, from whom there is a large percentage missing.

Objective 4: To assess if there is any change in the overall level of employee engagement in the ISO measured in 2015 compared to a measurement in 2013.

The increase in emphasis on this topic in recent times is likely due to research indicating a positive link between employee engagement and various business outcomes such as an increase in productivity and profitability (Harter, et al., 2002), intention to stay (Blessing

White, 2013) and positive and beneficial organisational outcomes (Christian, et al., 2011). It is clear from this why organisations want to increase employee engagement, but two other key questions are i) what level is employee engagement currently at? And ii) how can this be increased?

Let us look initially at the first key question what level is employee engagement currently at? Many of the consultancy houses provide detailed assessment tools and packages to organisations to facilitate this process of employee engagement analysis, however this is very costly, involves strict copyright and as a result is beyond the financial capacity of many (Briner, 2014) including the ISO. The ISO designed its own employee engagement survey back in 2013 and this study replicated that survey again in 2015 to assess if there were any changes in employee engagement reflected over that period of time. Due to this methodology there is not an outcome of a particular score or level of employee engagement for the ISO. Instead a judgement has to be made based on survey results. In support of this, boiling down employee engagement into one score is criticised heavily in the literature as not representing the reality or full picture of the situation (Purcell, 2014) .

To answer the second key question of what can be done to increase employee engagement, the ISO implemented a set of nineteen different HR interventions in 2014, and these addressed four factors identified as contributors to employee engagement. While the tests cannot show that any change is directly associated with these interventions it can be assumed that if the same survey is completed at two different points in time as a longitudinal research, that any changes in results must be due to some changes in the organisation whether that be structural, strategic, policy or procedures related to human resources.

The Independent sample t test results show there is insufficient evidence to suggest a difference in overall engagement levels between 2013 and 2015. This is in contrary to the literature, as with a focus on HR interventions with positive outcomes some increase in employee engagement would have been expected. Perhaps other factors have had an influence in the ISO that have not been captured due to the quantitative analysis methodology of this study. It is worth recapping on a message from the literature review that the workforce is changing and has different expectations (Higgs, 2006), it may be beneficial for the ISO to explore different expectations that their employees may have to see if they are in line with interventions being developed and offered.

Limitations and Future Research

This dissertation aimed to assess if there was any change in employee engagement levels in the ISO from 2013 to 2015 following the introduction of a number of HR interventions in 2014. The study aimed to focus on a number of areas suggested by previous research such as a focus on a specific industry area, and incorporating practical element of HR in order to add to the body of knowledge in the area. It is important however to also acknowledge some limitations to this dissertation.

The survey sample included all employees from the ISO and 103 out of a potential 160 responses were received. While this is a good response rate, a higher rate would be even more beneficial. The online administration of the survey allowed for anonymous responses therefore individual responses could not be tracked from one survey to the next, nor could the respondents be split by age, gender or length of service which limited the results that could be tested. The split of data into those that were managers and non-managers revealed that most of the managers in the ISO completed the survey, while of the 57 non-respondents the majority were non-managers. This would indicate that the results may be more in line with manager's views than that of non-managers.

The employee engagement survey used was one developed by the ISO and while there is a rationale for re-using this to gain benefits of longitudinal results, it is still a limitation of this study as opposed to use of an academically validated scale.

The methodology used for this study was based on a quantitative analysis approach with the aim of encouraging honest feedback which provided data on the specific items asked only. Future research could benefit from a mixed method or a qualitative approach that could potentially provide richer and more in-depth data, and perhaps may have highlighted other factors beyond the scope of those analysed in the quantitative analysis.

This was limited to one organisation only in the non-profit industry in Ireland. In order to infer results for the non-profit industry in Ireland, future research could draw data from a number of organisations in this sector.

Finally if the same interventions and tests were applied to a different industry the results may differ due to the unique nature of the non-profit industry and its characteristics.

Future research could consider the limitations listed above and apply the learning to a new methodology within this area.

Conclusion and Recommendations

This dissertation aimed to assess if there was any change in employee engagement levels in the ISO from 2013 to 2015 following the introduction of a number of HR interventions in 2014. Factors that contribute to employee engagement were categorised into six elements of Communication, Training, Rewards, Social, Management and Leadership. When these elements were tested, training and management were the only two that indicated a statistically significant increase in employee engagement from 2013 to 2015. Nineteen HR interventions were implemented, fourteen of which were deemed positive by employees, with training being perceived as the most positive factor when the interventions were also categorised into the same factors. Finally, in a test of difference of overall engagement in the ISO from 2013 to 2015 there was no significant difference recorded.

This research will be of value to the non-profit industry in Ireland particularly, as it highlights that training and management components of employee engagement can be readily increased when HRM interventions are implemented, targeting specific elements of employee engagement. A number of recommendations will be made under the headings of each of the six categories.

Communication – interestingly, when employee perceptions of the interventions were reviewed and then rated accordingly, two communication interventions were in the top three and two were also in the lowest four. This shows that while communications interventions certainly have the potential to have a very positive impact on employee engagement, it would perhaps be worthwhile to review the interventions themselves as well as the way in which they are introduced and disseminated. Communication is worth emphasising as many authors strongly rate its importance in employee engagement (Kruse, 2015) (Croston, 2008), and even named as the most important in a report by CIPD (CIPD, 2006).

Training – the training and courses offered were received very positively and provided a strong result with a positive increase in employee engagement as well as interventions that were received positively. The ISO will most likely want to build on this successful element of employee engagement as it has been shown to be positive, particularly for employees (Hazelton, 2014). Two recommendations would be (i) to conduct a skills analysis and training needs matrix so that appropriate training continues to be offered and (ii) put in place a

procedure to cascade the learning where possible. Where this is done well it could assist in maximising the impact of a course, help bring the learning into reality within the organisation and develop presentation and tutoring skills. It can also involve more employees in a training situation without the financial investment associated with external courses.

Reward – in this study the interventions under reward were received positively for the most part, however there was no difference recorded in employee engagement. Perhaps the interventions themselves did not carry sufficient weight, and there may be bigger issues at play here than those that emerged from this study. Much of the literature addressed salary and fair compensation (Maslach, et al., 2001) (Saks, 2006) (Gallup, 2015), however the survey used by the ISO did not contain any items related to compensation or benefits, which is a significant factor in terms of reward. The ISO has scope to enhance employee engagement under this heading.

Social – Similar to communications, when the social interventions were rated one was the second highest and two were very low and there was no difference recorded in employee engagement. The interventions themselves are worth reviewing here as the event with a family focus was rated the number two intervention, this could be an area worth pursuing for the ISO, particularly if the profile of employees matches. Staff involvement could also be considered to highlight the sense of teamwork and belonging as suggested (CIPD, 2010a) (Gallup, 2015) (Anthia, 2014).

Management – Results of the study highlighted an increase in employee engagement under management, albeit a small increase. This is an interesting result as there were no interventions directly targeting management, so one can only speculate on what may have supported that change. Two areas that could have influenced this change are (i) managers benefitted from a number of the training courses offered that were supporting management skills and behaviours (ii) of the sample of employees from the ISO that completed the survey in 2015 there was a higher percentage of managers which may have influenced the results. It is worth bearing in mind the unique traits of the non-profit industry as described in the introduction, as many employees have a strong affinity towards the purpose of the organisation (The Wheel, 2014) which can be encouraged by management to assist in employee engagement.

Leadership - In terms of test results for leadership and future focus there was no change recorded in employee engagement. Much of the research espouses the importance of having core strategic themes worked out (McLeod & Brady, 2008), and aligning the HR strategy with the business strategy (Johnson, 2004). In particular in the non-profit industry, the importance of strategic planning for this sector is emphasized (Bryson, 2004). Similar to the strong sense of purpose displayed by many employees in the non-profit sector an individual's association or link with the organisations mission could potentially have an effect on their engagement levels (Hudson, 2002). This is a potential area for the ISO to focus on, to assess if key strategic goals are clear and if all employees understand and feel part of the direction the organisation is going. Table 18 shows the suggested priority order for the recommendations listed and potential implications.

Table 18 Recommendations

Area of Employee Engagement	Recommendations in order of Priority	External Support	Financial Implication	Resources Required	Priority Rank
Communication /EE Voice	Review previous interventions and how they were implemented	No	Low	Low	6
	Apply learning to new internal communications plan	No	Low	Low	7
Training	Compile a Skills Analysis & Training Needs Matrix	No	Low	High	2
	Develop Annual Training Plan / Courses	Yes	Med /High	Low	3
	Design learning cascade system	No	Low	Med	10
Rewards	Analysis of overall reward structure and packages	No	Low	Med	8
	Prepare proposal of potential changes for senior management consideration	No	Med/High	Med	11
Social	Empower staff to organise social activity calendar	No	Med	Low	9
	Explore 'family friendly' options	No	Low	Low	13
Management	Encourage feedback and communication from employees on potential interventions	No	Low	Low	11
	Support implementation of recommendations	No	Low	Med	1
Leadership /Future focus	Review messaging and communication of key strategic goals	Yes	Med	Med	4
	Devise plan to communicate strategic priorities across the organisation	Yes	Med /High	Med	5

Most of the recommendations listed would not impose of major financial burden on the organisation, but follows on from the HR interventions explored in this study and is geared towards the positive benefits the HR department could bring with the support of management and organisation leaders.

“Create a culture of engagement. Engagement is not a survey score or a program. Engagement is about people. Building a culture of engagement is about what you do and how you do it.....companies need to take a holistic view beyond the employee engagement outcome alone” (AON Hewitt, 2014, p. 40).

This quote from the 2014 Trends in Global Employee Engagement Report re-enforces employee engagement as a complex construct that does not have a simple list of ‘quick fixes’ to achieve the ideal scenario, but rather the sum of many parts where a holistic view should be taken with each organisation to create their own individual culture of engagement.

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Appendices

Appendix 1 - ISO Employee Engagement Survey 2013

Employee Survey October 2013

We are committed to making ISO a great place to work. We appreciate your time in giving us your views. Your opinions matter. Along with the Performance Reviews and planned listening forums they will help us to form our training and development plan for 2014.

Please provide us with your feedback to help us know what areas need improvement if any. This survey is completely confidential. However, if you want us to know who you are please provide your details at the end of the survey. Surveys can be returned via the CONFIDENTIAL email link provided

*1. MISSION AND PURPOSE

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I have a good understanding of the mission and goals of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how my work contributes to the overall success of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is important in making the ISO a success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*2. TRAINING

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I receive the training I need to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ISO allows for mistakes as learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given opportunities to improve my skills in The ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My training needs were discussed at my last performance review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training is well planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training has been relevant to my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and Development is critical to the growth of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*3. PERFORMANCE & RECOGNITION

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strong Disagree
I understand the performance management process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive constructive feedback on my performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My objectives for next year are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what's expected of me in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager provides me with continuous feedback to help me achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive praise / recognition for doing good work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I feel that my opinions count	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I can make a difference to the success of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who to go to for clarity about my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who to go to for clarity about other areas of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel we have a good team in my area of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my area gets good support from other areas of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*4. ATTENDANCE

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strong Disagree
Importance is placed on attendance in my part of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of excellent attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellent attendance is recognised and highlighted in my part of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of good timekeeping during core hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***5. WORKING FOR THE ISO**

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strong Disagree
I feel confident suggesting changes to work practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Manager addresses my concerns in a timely and thorough manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can rely on issues remaining confidential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the ISO Policies and Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working for the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for the ISO is what I thought it would be like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the ISO as a good place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***6. How would you rate the following?**

	Excellent	Very Good	Good	Needs Improvement	Poor
Communications within the ISO generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications within my area of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications between head office/regional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge of ISO priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge to effectively convey information to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to deal with stakeholders' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge of the ISO information available online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Morale within the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trust within the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***7. How often do you attend staff meetings in your area of the ISO?**

- Daily
- Weekly
- Bi-Weekly
- Monthly
- Other

If Other (please specify)

***8. What are the main challenges currently facing you in your role or generally in The ISO?**

***9. Please provide any other suggestions you have to increase your satisfaction with working at The ISO?**

***10. What would you like to see implemented in the ISO?**

11. Optional – All information is completely confidential but feel free to complete as much or as little as you want in this section.

Name (Optional):

Job / Position:

Department:

***12. Number of Years Service (please select one)**

- Under 1 year service
- Between 1 year and 5yrs
- Over 5 years service

Thank you for time

Appendix 2 - ISO Employee Engagement Survey 2015

*2. MISSION AND PURPOSE

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I have a good understanding of the mission and goals of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how my work contributes to the overall success of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is important in making the ISO a success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*3. TRAINING

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
I receive the training I need to do my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ISO allows for mistakes as learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given opportunities to improve my skills in The ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My training needs were discussed at my last performance review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training is well planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training has been relevant to my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and Development is critical to the growth of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*4. PERFORMANCE & RECOGNITION

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strong Disagree
I understand the performance management process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive constructive feedback on my performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My objectives for next year are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what's expected of me in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager provides me with regular feedback to help me achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive praise / recognition for doing good work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I feel that my opinions count	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I can make a difference to the success of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who to go to for clarity about my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who to go to for clarity about other areas of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel we have a good team in my area of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my area gets good support from other areas of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Manager or someone at work cares about my wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*5. ATTENDANCE

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strong Disagree
Importance is placed on attendance in my part of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of excellent attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellent attendance is recognised and highlighted in my part of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of good timekeeping during core hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***6. WORKING FOR THE ISO**

	Strongly Agree	Agree	Somewhat Agree	Disagree	Strong Disagree
I feel confident suggesting changes to work practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Manager addresses my concerns in a timely and thorough manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can rely on issues remaining confidential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the ISO Policies and Procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working for the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for the ISO is what I thought it would be like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the ISO as a good place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***7. How would you rate the following?**

	Excellent	Very Good	Good	Needs Improvement	Poor
Communications within the ISO generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications within my area of the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications between head office/regional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication of change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge of ISO priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge to effectively convey information to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to deal with stakeholders' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge of the ISO information available online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Morale within the ISO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trust within the ISO Focus on Customers/Stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***8. How often do you attend staff meetings in your area of the ISO?**

- Daily
- Weekly
- Bi-Weekly
- Monthly
- Other

If Other (please specify)

***9. What are the main challenges currently facing you in your role or generally in The ISO?**

***10. Are there any other suggestions you have to increase your satisfaction with working at The ISO?**

11. What would you like to see implemented in the ISO?

***12. Are you responsible for managing people/teams?**

Yes

No

***13. Number of Years Service (please select one)**

Less than 1 year's service

Between 1 year and 2 years service

2 to 6 years service

6 years and over

14. Optional – All information is completely confidential but feel free to complete as much as you want in this section.

Name (Optional):

Job / Position:

Department:

Thank you for time

Appendix 3 - 2015 Survey Items categorised into six themes

Theme / Scale	Questions	Question No.	Questions
Communication & Employee Voice	13,14,18,21,22,23	Q1	I have a good understanding of the mission and goals of the ISO
Training	4,5,6,	Q2	I understand how my work contributes to the overall success of the ISO
Rewards	7,8,12	Q3	My job is important in making the ISO a success
Social	15,16,19,20	Q4	I receive the training I need to do my job
Management	9,10,11,17, 25	Q5	I am given opportunities to improve my skills in the ISO
Leadership/Future focus	1,2,3,24,26,27	Q6	Training has been relevant to my needs
		Q7	I understand the performance management process
		Q8	I receive constructive feedback on my performance
		Q9	My objectives for next year are clear
		Q10	I know what's expected of me in my job
		Q11	My manager provides me with continuous feedback to help me achieve
		Q12	I receive praise / recognition for doing good work
		Q13	At work, I feel that my opinions count
		Q14	I feel that I can make a difference to the success of the ISO
		Q15	I feel we have a good team in my area of the ISO
		Q16	I feel my area gets good support from other areas of the ISO
		Q17	My Manager addresses my concerns in a timely and thorough manner
		Q18	I can rely on issues remaining confidential
		Q19	I enjoy working for the ISO
		Q20	I would recommend the ISO as a good place to work
		Q21	Communications within the ISO generally
		Q22	Communications within my area of the ISO
		Q23	Communications between head office/regional staff
		Q24	My knowledge of ISO priorities
		Q25	My ability to deal with stakeholders' needs
		Q26	Morale within the ISO
		Q27	Trust within the ISO
		Q28	My Manager or someone at work cares about my wellbeing
			Do you manage people?

Appendix 4 - Interventions categorised into themes

Theme / Scale	Intervention		Intervention
Communication & Employee Voice	1,2, 12, 13, 14, 15, 16	1	CEO Team Meetings
Training	3,4,5,11	2	Employee Survey Results Feedback
Rewards	6,17,18,19	3	Project Management Training provided as requested
Social	7,8,9,10	4	First aid Training provided as requested
Management	n/a	5	Performance Review Training
Leadership/Future focus	n/a	6	Health Care Options Consultations
		7	Wellness Day for staff
		8	Children's Christmas Party
		9	Staff Christmas Party
		10	End of Summer Staff Night
		11	New Induction Programme for New staff
		12	Explanation of CRM to staff
		13	All staff pictures on emails to help us recognise each other
		14	Standardised email signatures
		15	Quarterly Activity Update from CEO
		16	Player Development Plan Consultation
		17	Increase in gear allowance to cover cost of Bench Jacket
		18	New Coaching Policy
		19	All ISO phones replaced

Appendix 5 – Tables 2a to 7b Cronbach’s Alpha – Reliability Statistics

Tables 2a to 7b Cronbach’s Alpha – Reliability Statistics

Communication 2013

Cronbach's Alpha	N of Items
.784	6

Table 2a

Communication 2015

Cronbach's Alpha	N of Items
.856	6

Table 2b

Training 2013

Cronbach's Alpha	N of Items
.783	3

Table 3a

Training 2015

Cronbach's Alpha	N of Items
.886	3

Table 3b

Rewards 2013

Cronbach's Alpha	N of Items
.716	3

Table 4a

Rewards 2015

Cronbach's Alpha	N of Items
.711	3

Table 4b

Social 2013

Cronbach's Alpha	N of Items
.733	4

Table 5a

Social 2015

Cronbach's Alpha	N of Items
.790	4

Table 5b

Management 2013

Cronbach's Alpha	N of Items
.876	5

Table 6a

Management 2015

Cronbach's Alpha	N of Items
.849	5

Table 6b

Leadership 2013

Cronbach's Alpha	N of Items
.801	6

Table 7a

Leadership 2015

Cronbach's Alpha	N of Items
.842	6

Table 7b

Appendix 6 – Table 8 Descriptives

Table 8 Descriptives

Descriptives					
Year		Statistic	Std. Error		
CComposite	2013	Mean	20.18	.450	
		95% Confidence Interval for Mean	Lower Bound	19.28	
			Upper Bound	21.07	
				20.10	
		5% Trimmed Mean	20.10		
		Median	20.00		
		Variance	18.458		
		Std. Deviation	4.296		
		Minimum	13		
		Maximum	30		
		Range	17		
		Interquartile Range	7		
		Skewness	.163	.253	
		Kurtosis	-.835	.500	
		2015	2015	Mean	20.90
95% Confidence Interval for Mean	Lower Bound			19.95	
	Upper Bound			21.84	
				20.99	
5% Trimmed Mean	20.99				
Median	21.00				
Variance	21.652				
Std. Deviation	4.653				
Minimum	9				
Maximum	30				
Range	21				
Interquartile Range	7				
Skewness	-.237			.246	
Kurtosis	-.325			.488	

Descriptives					
YearT		Statistic	Std. Error		
TComposite	2013	Mean	9.31	.276	
		95% Confidence Interval for Mean	Lower Bound	8.76	
			Upper Bound	9.86	
				9.27	
		5% Trimmed Mean	9.27		
		Median	9.00		
		Variance	6.926		
		Std. Deviation	2.632		
		Minimum	4		
		Maximum	15		
		Range	11		
		Interquartile Range	3		
		Skewness	.188	.253	
		Kurtosis	-.298	.500	
		2015	2015	Mean	10.17
95% Confidence Interval for Mean	Lower Bound			9.65	
	Upper Bound			10.69	
				10.24	
5% Trimmed Mean	10.24				
Median	10.00				
Variance	6.809				
Std. Deviation	2.609				
Minimum	3				
Maximum	15				
Range	12				
Interquartile Range	3				
Skewness	-.305			.241	
Kurtosis	-.261			.478	

Table 8a Communication

Descriptives					
YearR		Statistic	Std. Error		
RComposite	2013	Mean	11.14	.250	
		95% Confidence Interval for Mean	Lower Bound	10.65	
			Upper Bound	11.64	
				11.26	
		5% Trimmed Mean	11.26		
		Median	11.00		
		Variance	6.041		
		Std. Deviation	2.458		
		Minimum	3		
		Maximum	15		
		Range	12		
		Interquartile Range	3		
		Skewness	-.767	.245	
		Kurtosis	.670	.485	
		2015	2015	Mean	11.63
95% Confidence Interval for Mean	Lower Bound			11.18	
	Upper Bound			12.09	
				11.81	
5% Trimmed Mean	11.81				
Median	12.00				
Variance	5.254				
Std. Deviation	2.292				
Minimum	3				
Maximum	15				
Range	12				
Interquartile Range	3				
Skewness	-1.164			.240	
Kurtosis	3.155			.476	

Table 8c Rewards

Table 8b Training

Descriptives					
YearS		Statistic	Std. Error		
SComposite	2013	Mean	14.82	.308	
		95% Confidence Interval for Mean	Lower Bound	14.21	
			Upper Bound	15.43	
				14.87	
		5% Trimmed Mean	14.87		
		Median	15.00		
		Variance	9.095		
		Std. Deviation	3.016		
		Minimum	8		
		Maximum	20		
		Range	12		
		Interquartile Range	4		
		Skewness	-.125	.246	
		Kurtosis	-.639	.488	
		2015	2015	Mean	15.24
95% Confidence Interval for Mean	Lower Bound			14.64	
	Upper Bound			15.84	
				15.35	
5% Trimmed Mean	15.35				
Median	16.00				
Variance	9.460				
Std. Deviation	3.076				
Minimum	7				
Maximum	20				
Range	13				
Interquartile Range	5				
Skewness	-.417			.238	
Kurtosis	-.414			.472	

Table 8d Social

Descriptives					
YearM		Statistic	Std. Error		
MComposite	2013	Mean	19.31	.422	
		95% Confidence Interval for Mean	Lower Bound	18.47	
			Upper Bound	20.14	
		5% Trimmed Mean	19.52		
		Median	19.00		
		Variance	16.895		
		Std. Deviation	4.110		
		Minimum	8		
		Maximum	25		
		Range	17		
		Interquartile Range	6		
		Skewness	-.602	.247	
		Kurtosis	-.028	.490	
		2015	2015	Mean	20.43
95% Confidence Interval for Mean	Lower Bound			19.75	
	Upper Bound			21.12	
5% Trimmed Mean	20.67				
Median	20.00				
Variance	11.820				
Std. Deviation	3.438				
Minimum	7				
Maximum	25				
Range	18				
Interquartile Range	4				
Skewness	-.918			.243	
Kurtosis	1.651			.481	

Table 8e Management

Descriptives					
YearL		Statistic	Std. Error		
LComposite	2013	Mean	20.92	.412	
		95% Confidence Interval for Mean	Lower Bound	20.10	
			Upper Bound	21.73	
		5% Trimmed Mean	20.98		
		Median	21.00		
		Variance	16.120		
		Std. Deviation	4.015		
		Minimum	11		
		Maximum	30		
		Range	19		
		Interquartile Range	5		
		Skewness	-.123	.247	
		Kurtosis	.058	.490	
		2015	2015	Mean	21.42
95% Confidence Interval for Mean	Lower Bound			20.55	
	Upper Bound			22.29	
5% Trimmed Mean	21.48				
Median	21.00				
Variance	19.398				
Std. Deviation	4.404				
Minimum	10				
Maximum	30				
Range	20				
Interquartile Range	7				
Skewness	-.162			.241	
Kurtosis	-.201			.478	

Table 8f Leadership

Appendix 7 – Tables 9a to 9f Shapiro-Wilk Results

Tests of Normality

Year	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CComposite 2013	.100	91	.024	.971	91	.037
2015	.081	96	.132	.985	96	.339

a. Lilliefors Significance Correction

Table 9a Communication

Tests of Normality

YearT	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TComposite 2013	.119	91	.003	.972	91	.047
2015	.124	100	.001	.963	100	.007

a. Lilliefors Significance Correction

Table 9b Training

Tests of Normality

YearR	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
RComposite 2013	.157	97	.000	.940	97	.000
2015	.179	101	.000	.883	101	.000

a. Lilliefors Significance Correction

Table 9c Reward

Tests of Normality

YearS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SComposite 2013	.110	96	.006	.971	96	.030
2015	.122	103	.001	.962	103	.005

a. Lilliefors Significance Correction

Table 9d Social

Tests of Normality

YearM	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MComposite 2013	.102	95	.017	.947	95	.001
2015	.116	99	.002	.929	99	.000

a. Lilliefors Significance Correction

Table 9e Management

Tests of Normality

YearL	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
LComposite 2013	.085	95	.087	.985	95	.333
2015	.072	100	.200 [*]	.985	100	.320

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

a. Lilliefors Significance Correction

Table 9f Leadership

Appendix 8 - Personal Learning Reflection Statement

When starting out this process, I expected that results would back up my assumptions around the impact and importance of HRM interventions, however they did not. The fact that the results were different than my expectations has allowed me to delve more deeply into human resource management interventions than I would ever have considered previously, to explore potential reasons why. The completion of this thesis has been a very steep learning curve for me, not without its various pressures and stresses. At this point of completion I believe I have reached a much greater understanding of the requirements needed for this level and were I to start again, I believe it would be less of a step into the unknown and a more straightforward task. At this point though, I am looking forward to a break before considering the next steps!