An Analysis of Engagement of Customer Service employees in the Financial Services Sector in Ireland based on Generation X and Generation Y

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Abstract

The aim of this research is to analyse Customer Service Employees based on the effects of Generation X and Generation Y in Company X that operated in the Financial Service Sector in Ireland. The study aims to determine the influence of the generational categories of the employees in relation to engagement and attrition based on their preferences and approach. The aim of the study is to determine discrepancies between the categories in their engagement and intention to remain with the organisation.

A qualitative research methodology was applied for this study through an online survey. This was distributed to employee who are engaged in Customer Service roles with Company X. The data collected and analysed in comparison to the available literature, a list of recommendations for Company X has been submitted.

Declaration

I hereby certify that the information contained in my submission for assessment of the programme of study leading to the award master of Arts in Human Resources Management is information pertaining to research I conducted for this study. All information other than my own contribution will be fully referenced at the rear of the study.

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Signed:

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Chapter 1 Introduction.

1.1 Background to the Study.

The issue of staff turnover, the reasons and the effect, is a contemporary issue for Financial Service Organisations (Wallace, de Chernatony and Buil, 2013). There has been a rapid increase in employee engaged in the industry in Ireland in recent years and a corresponding high attrition rate (as high as 60%) that causes challenges to the organisation to ensure its continued success whilst addressing the issue of staff leaving the organisation (Bove and Johnson, 2009).

The function of the Customer Service itself has altered to that of a knowledge employee (Wallace et al, 2013) and the task for the Human Resource department to successfully attract and retain these employees reliably is crucial (McColl-Kennedy, Sparks,and Nguyen, 2010).

Pragmatic evidence highlights the generation factor that provides evidence that the organisations can employ talent management strategies which take the generational factors into consideration. This leads to enhanced retention and engagement of their employees (Mobley, 1982). By embracing and including the generational diversity offered by each generation through different styles, expectations and learning methods and including the divergent needs, inclinations and expectancies employees have in relation to their employment, retention rates results would improve (Harvey, 2001).

This research is to address the influence of generational diversity on the retention of employees by reviewing the academic literature in this area. By generational diversity the researcher is discussing the various experiences of defined age categories that indicate comparisons within and differences between, generations in their actions and expectations (Parry and Urwin, 2009).

This study aims to identify strategy that the organisation can adopt to improve the retention rate and to develop rapport between the employer and employee and to provide a reviewed perspective on the generations views to help enhance the engagement and retention rates for Company X.

1.2 Company X

This is a Multinational Organisation (MNO) operating in the Irish Market for over 50 years. It provide a centre of excellence for the European, Middle Eastern and African (EMEA) market and has in excess of 5,000 employees in Ireland, with in excess of 50,000 employee worldwide. In the Dublin centre a total of 526 employees are engage in Customer Service roles.

Turnover and attrition rates are an issue with a) employees leaving the roles to move internally within the organisation and b) those exiting the organisation which is challenging in term of cost for training and replacement.

This research project is to analyse the influences of generations on engagement and retention within the Customer Service sector in Financial Service Sector in order to address the high volumes of staff attrition. The majority of the sample population surveyed fall within the target population. This research will endeavour to provide new insight into the influences of Generation X and Generation Y though it will not progress the individual background of the Customer Service employees or their well-being.

1.2.1 SWOT analysis of Company X.

Strengths

- Good Brand name
- Coverage
- Process and Professionalism
- People
- Innovative Products

Weakness

- Unrealistic targets
- Unstandardized working hours
- Regulations and Compliance
- Increasing number of use out sourcing to third parties companies of back office

Opportunities

- Thriving financial sector

- Increase in globalisation

- Development opportunities in developing markets

- Improvement in bad debts improvement policies

Threats

- Competition from new players entering the MNO sector

- Reputation

- Hidden costs

- Low level of employee relationship

1.3 Generation Definitions

Without a definitive approach to either definition of name or period, various terms have been used to distinguish each generation. Redmond (2012) categorised the population born between 1992 and 2010 as Generation Z whilst People Management (2012) referred to this generation as Generation C, with the C meaning Connect. The timeframes utilised for each also lacks consistency with Stanley-Garvey (2007) discussing the issue of no indication of where one generation ends and the next begins.

This research utilises the categorisation used by Drewery et al. (2010) in their study of the UK workforce and this study makes the assumptions that the timeframes used in Drewery et al (2010) are comparable to the Irish workforce. Generation X covered the period of the population as born between 1964 and 1978, whilst generation Y cover those born from 1979 to 1991.

1.4 Generational Diversity

The diversity debate raised by Parry and Urwin (2009) highlighted the distinctive aspects between age and generation. They define generation difference as the differing socio-economic conditions that groups encounter which other generations at the same age experience. These different experience will result in different needs, actions and preferences (Parry and Urwin, 2009).

Differences should also be expected in behaviour and needs from different age groups in that one age group; focus may be pension when employees age, whilst another may be for promotion or for skills acquisition, irrespective of the generation that is being focused upon.

This emphasises the need to address the issue of differences in the need and behaviours as we age (Parry and Urwin, 2009).

As a result, the research will concentrate on generational rather than age diversity.

1.5 Staff Retention and Engagement challenges

A literary review of the academic literature regarding employee retention and engagement in the customer service position in financial services sector discusses the high turnover rates, strategy that can be used to reduce the attrition rates and the causes of these. The impact of the generational differences appear to the research to be largely ignored and the studies that do exist are out dated and focus on mainly north American or Asian markets

1.6 Research Aim

This study's objectives is to research the effects of Generation Y and Generations X on employee engagement in Customer Service function in the Financial Services Sector of Multi National Organisations operating in Ireland. The research aims to establish if there is an effect of the generational categories on their engagement and commitment, analysing both their preferences and attitudes. The aim of the study is to provide pragmatic substantiation to sustain or to discard the assumption that distinctions exist to either remain in their current role is evident between the generational categories. Based on the findings of the research, information will be available to the organisations in order for strategical decisions in Human Resource Management to manage attrition rates. The aim therefore is to establish the diversity differences in retention of staff.

1.7 Study Objectives

The specific aims of this study is to

- To evaluate variances between Generation X and Generation Y in their intention to remain with their current employer
- To establish which generation is more motivated to leave their current organisation.
- To discuss the consequences for the employer based on the above findings.

1.8 Hypotheses

The subsequent chapter discusses the disparities that exist between Generation X and Generation Y. On this assessment, the following null and alternative hypothesis with be examined by the researcher.

H_0 Difference are evident between Generation X and Generation Y in relation to their intention to remain in their current organisation.

H_1 Differences are not evident between Generation X and Generation Y in relation to their intention to remain in their current organisation

Wallace, Gunnigle and Mahon (2004) discovered that:

- A total of 41% of those in Generation X expressed a preference of engagement, whilst only 27% of those in Generation Y expressed a similar preference.
- Employees who are more engaged are less inclined to leave their employer that those who are less engaged.
- Those in the Generation Y express a greater level of confidence and conviction with their supervisors and management that those in Generation X

1.9 Methodology Approach

The methodology procedure developed by the researcher is quantitative in the structure of an online survey to collect quantitative data. This survey was distributed to a sample population of those employed in Customer Service positions in Multi National Organisations in the International Financial Service Centre (IFSC) in Dublin, Ireland.

1.10 Limitations

The researcher was provided support and encouragement from the management in conducting the research. The survey was sent online to 324 those working in Company X and a total of 124 respondents completed the online survey. The researcher was unable to predetermine the number of respondent in each of the generational categories until the research and whether they would be sufficient respondents from each category in order to conduct analysis until the data was collected.

In addition, due to the structure of the survey being outside the security within the organisations, the survey required the necessity to be sent to an external email. This provided a challenge for the research to obtain external email addresses from the sample population.

There was no control on the respondents passing the survey link to additional non-target respondents. As a result the research noted that a small percentage of respondents may not have been employed in the IFSC nor in the role of Customer Service section in the Financial Services sector.

The study however provided a contribution to the research area of generational diversity and allows for analysis of employee engagement. It provided analysis of the commitment and engagement between Generation X and Generation Y presently engaged in the role of Customer service in the financial service sector in Ireland.

1.11 Dissertation Structure.

Chapter 1 – This outlines the areas to be researched. The objectives of the study along with the hypotheses have been delineated. The methodology that the researcher employed is summarised along with the limitations and importance of the investigations.

Chapter 2 – This chapter will review the existing literature in relation to the research area.

Chapter 3 - This chapter discusses the methodology engaged by the researcher for this investigation.

Chapter 4 - This chapter shows the findings of the analysis of the data collected.

Chapter 5 - This chapter shows the conclusions and discussion of the results. The research makes recommendations based on the analysis and provides a summary of the research.

Chapter 2 Literary Review

"A company that lost all of its equipment but kept its staff, and hence maintained its skills and knowhow of the workforce, could be back on business relatively easily. A company on the other hand that only kept its machinery, would never recover"

Robert McClean.

2.1 Introduction

The new major factors in driving commerce for the 21st Century include financial resources, Information technology and most importantly, the human element. The ability to combine these successfully, will enable an organisation to excel in their commercial area. As long as finance remains available in the market, information technology can be purchased and improved. The main challenge is the Human Resource which is the fundamental power of the organisation and cannot be duplicated (Kumar and Mahapatra, 2013)

"Take away my building, machinery but leave my people with me, I will become Henry Ford again"

Henry Ford

2.2 Banks and Technology

Bank are distinctly part of the service sector due to the conventional characteristics of other sectors that prioritise the human element. With high expectations and varied requests, the customers' needs cannot be met without the necessary technology (Deloitte, 2013). Irrespective of the level of the technology, it requires human process to be completed as although the technology can be integrated into the service process, the critical customer requirement needs to be paramount, as any mistake by the technology require human intervention in order to resolve to the customers satisfaction (Kumar and Mahapatra, 2013). Being able to conduct a continuous flow of transactions for the customer, the financial institutions need to build and maintain personal relationships with its customers to create loyalty and it is the human factors that build the relationship. As this is a service that the

banks are providing rather that a tangible product, financial service employees need to develop a perception with their customers to guarantee their satisfaction. The customer is an inherent part of the financial product. With manufacturing, the customer pays for and receives a finish product. With a financial product however, the customer not only experiences the service but is also involved service process (Kumar and Mahapatra, 2013).

2.2.1 Intervention in Human Resources Retention

One of the main priorities for the Human Resource Management of an organisation is to keeping the best employees within the organisation, as these are the employees who maintain the organisation's profitable growth through higher sales, and provide the highest level of customer loyalty, thus ensuring the success of the organisation (Bettencourt, Gwinner, and Meuter, 2001). If management however does not value the services of its employees, there is the likelihood of these employees exiting the organisation. To ensure that the employees' engagement in their roles is maintained, the HR department can utilise a "retention techniques" along with methods to either circumvent or settle divergences that may arise, so as not to give a reason for an employee to leave, other than for professional or career development (Bove,and Johnson, 2009).

By using complex techniques and approaches to engage employees, the HR department can engage with the management to find the best solution to maintaining and encountering the issues of staff attrition (Griffeth and Hom, 1995).

2.3 Service Employee Clusters in Banking

The ability to categorise service employees according to their specific customer contact performance allows for a better comprehension of the role that the employees play within the organisation.

2.3.1 Service Branding.

Customer contact workers are the front line for the organisation to communicate with their customers and are crucial for the organisation to forward a professional brand to their clients (Wallace, 2004; Wallace et al, 2013). The importance in the brand of the financial organisation is now paramount to the growth of the institution, as now few have maintained

the ability to permit differentiation between themselves and competitors and as such there is little for the customers to define. The fact that financial institutions carry perceived risk for customers, they expect that the employees maintain a higher level of expertise and technical know-how than social or service attitude (Harris, and Ogbonna, 2012). The financial banking crisis and subsequent recession have dramatically altered the relationship that customers had with their financial institutions. The trust and confidence was eroded with the institutions and it now puts on the employees who have direct customer service contact to restore confidence through their performance. According to Wilson et al (2009) (as cited in Wallace et al, 2013), the customer service employees are the customers' point of contact the organisation. It is these employees who put a face to the organisation. It is customers' assessments and experiences with the employees function and execution that will affect how the organisation is perceived by the client. Against this is a customers' unhappiness and frustration with the customer service representative which results in a negative perception of the organisation (Harris, and Ogbonna, 2012). The more acute and critical the intensity of the failures, the more the customer is likely to reflect the issue with employee-specific (Bove and Johnson, 2009). When this occurs, a single action by an employee that results in a service dissatisfaction, it is up to the employee provide in the service recover to positively affect the customers assessment of its efficiency. However, by failing to provide correct service recovery, the customers' irritation and attitude to the organisation is further diminished (Wallace et al, 2013).

The need for the employee to identify with the ethos of the organisation in order to develop identity with the brand and further engagement with their roles (Chuang, Liao, 2010). An employee who is content will remain with an organisation, have a comprehension of the organisation's culture and develop a bond with the customers. The customer, through performance of the employees whom they encounter, develop a belief in the brand and in the organisation (Boyd and Sutherland, 2006).

To comprehend the philosophy of customer service employees' brand relationship, the use of typologies in Thompson (1999) is used to identify levels of emotional and intellectual buy-in and Ind (2004) hypothesised a four dimensional employee types as follows:

- Brand Champions – are the raconteurs who spread the brand idea

The counter-party to this is

- Brand Saboteur – who are working actively against the brand idea

(Ind, 2004, p. 73)

The saboteur disseminates unconstructive word of mouth, and are basic paid employees who have feeling of lesser value, who feel disregarded from their peers within the organisation. The challenge faced by managers is to create a culture of Brand Champions. Even though the terms "Champion" and "Saboteurs" are employed in the literature by Morhart (2009), who considers "Champion", and Harris and Ogbonna ((2009) discussing "Sabotage", the extent of Ind's typology has not yet been empirically investigated.

2.4 Employee performance on the front line

Farrell et al (2001) identified 11 factors that indicated Service Quality Implementation (SQI). In this research, they legitimised these attributes as a method of categorising the perceptions of the employees of their own customer service execution: i.e. performance, adaptability, assurance, civility, customer orientation. Empathy, recovery, reliability, responsiveness, spontaneity, tangibles and teamwork. Contemporary literature suggests that encompassing the task behaviour does not represent a complete overall representation of the employees' service execution. Wech, Kennedy and Deeter-Schmelz ((2009) accentuate the Organisational Citizenship Behaviour (OCB) as distinctly significant when considering Customer Service execution. OCB are the extra attributes executed which are in addition to the identified employment conditions of the role and do not result in additional reward or benefit (Wallace et al, 2013). OCB can include charity, self-sacrifice, and community uprightness, all of which have proven to contribute to higher levels of customer service (Hui, Lam and Schaubroeck, 2001; (Wech et al, 2009).

2.5 Employee Attrition and Exit.

2.5.1 Introduction to Staff exit

The emphasis that established employee voice is a noteworthy variable in the reduction of staff turnover and that this is confirmed on leaving an organisation whether through redundancy or voluntary exit, is more evident in market-based economics than is other areas (McColl-Kennedy,Sparks and Nguyen, 2010). Of major interest to both specialists and academics of HRM, is the attrition of employees and from an organisation, be it high or low, both are factors that affect the profitability and efficiency of the organisation (Boyd and Sutherland, 2006). A lack of obligation by both the employee and the organisation can be reflected in high attrition rates and whether compulsory or through choice, a high level of

attrition proportion can lead to a self-underpinning cycle. Whilst there is a lack of academic study on the effects of long term magnitudes of high attrition rates, the instantaneous negative effects and increase costs have been proven (Croucher, Wood, Brewster, and Brooker, 2011). To be more specific, a culture of inadequate tenure protection diminishes the growth of human capital. This then creates an environment where the employees are in an undefined environment, where employee attention is to that of improving their peripheral and external attributes and skills, instead of their in-house pertinent dexterities and knowledge (Boyd and Sutherland, 2006). The costs of employee attrition are both direct in the cost of attracting and recruiting new staff to fill the vacant positions but less evident is the indirect costs incurred with loss of productivity, impact of the performance whilst new staff are trained, indirect overtime and most importantly and less perceptible is the morale of those employees who remain (Croucher et al, 2011). The cost of attracting and recruiting the correct and suitable employees from other organisations is time consuming and burdensome for employers. In the financial services sector, the period of induction training followed by the employee gaining the necessary experience to fulfilling the role is a long period. In order for the employee to become proficient in his/her role represents a significant burden on the organisation's profitability and creates extra work for the co-workers in the team (Boyd and Sutherland, 2006). The ability of the employee to gain the firm-specifics of their role depends on the level of training and induction slope into the role that is taken into consideration by the organisation (Cadwallader, Jarvis, Bitner and Ostrom, 2009).

The process adapted by most organisations to establish the reason and rationale that an employee leaves their role cannot be relied on as an efficient means for employees to express their unhappiness and real reason for leaving (Chuang and & Liao, 2010). The exit interview does not satisfy its purpose as people may adhere to political correctness and professionalism in providing incorrect, ambiguous and deceptive reasons in their interview. They also face the challenges encountered whilst changing employment (Wallace, 2004).

It is self-evident that organisational mutual associations will motivate exit from an organisation. As Hirshman (1970) noted:

"the alternative to exit is voice: should the latter not be feasible or weak, then the former represents the only option for dissatisfied employee"

(Croucher, R., Wood, G., Brewster, C. & Brooker, M, 2011, p. 34)

2.6 Employee Communication and HRM

The importance of organisational internal communication has been highlighted in contemporary research into employee attrition rates. Social communication philosophy highlights the emphasis of societal elements in the organisation which include sentimental or emotional connections and senses of communal interconnection and team spirit (Taylor and Pillemer, 2009 as cited in (Croucher et al, 2011). From an economic evaluation, Akerlof (1982) was able to forward the theory of the significance of outstanding employers' actions in reducing attrition rates of their employees and increasing productivity. It was found that some employers offered a "gift-relationship" with workers in specifying them with reimbursements in excess of their counter parts in other organisations. This results in a reaction from the employee by them providing increased commitment and sense of loyalty to their employers in return. The Weberian perception that the "gift" could be perceived as establishing a sense of community or Gemeinschaft within the workplace like for like comparison with external conditions with other employers(Croucher et al, 2011).

By categorising two primary approaches to operating within the HRM paradigm, Collective and Collaborative, Goodheim (1999) classified that the first highlights the individual and pursues to stimulate the employees, predominantly by utilising specific pay system and the use of supervising and appraising as is proposed by the neoclassical economic model favoured by organisations within Anglo-Saxon economies (Croucher et al, 2011). The collaborative direction however does not prioritise the individual rewards and largely tries to instil the communication that they are an element of the organisation committed to a common goal. Croucher et al (2011) identified that the communication approach was more than likely to be found in mainland European organisational structures and as centre for the approach, firms with co-operative Human Resource Management are more committed to focusing on advancing communication as a methods of improving organisational effectiveness. Organisations with a shrewdness approach, however, envisage workers as a disposable reserve, with elective or redundancy departure the preferred means for managing the organisation cycle or the discontented (Harris and Obonna, 2012).

A predominant feature is the difference between investigative HRM studies which mainly reflects the various methods of employee voice and workers collectives Storey, 2007 as cited in (Croucher et al, 2011). The list of Goodheim's scale however does not mirror this and is

limited when considered to other studies (Rizov and Croucher, 2009). These extend the noteworthy limits of collaborative interactions, the principal of these being the collective voice, as part from the individual positioned discussion in order to gauge candid and authentic collaboration.

The next feature is the utilisation of collective labour exercise which is associated with exit. Resilient voice methods from employees can lead to employer-employee interdependency through endorsing the perspective that issues can be resolved forgoing exit. On the other hand, by not influencing the employment and work associations would have a negative impact on the organisational commitment and engagement and thus result in higher rates of staff turnover; if the voice is not a viable option, then departure is probably expected to be more widespread (Harcourt and Wood, 2007; Storey, 2007).

Co-operative interactions also prevail if, by providing better security of tenure, the work environment encourages human capital enhancement; it provides the employees with an improved encouragement to acquire organisational specialised proficiencies and aptitudes, as long as they know that they will be remaining within the organisation for a substantial and extensive time (Harcourt and Wood, 2007). Sequentially, collaborative relations are correlated to an increased degree of managerial confidence and permits a propensity to relinquish delegation of the activities and procedures to the employees and teams. By engaging such practices, the need for expensive and time-consuming employee supervisory monitoring procedures (Rizov and Croucher, 2009) replicating corresponding arrangements of particular procedures and systems will not be required.

2.6.1 Leadership

The literature highlights the importance of leadership in establishing brands through workers execution of their roles (Boyd and Sutherland, 2006; De Chernatony, Drury,and Segal-Horn, 2003). By living the brand, managers encourage employee comprehension and recognition of branding, thus developing brand-oriented norms and behaviours (Urde, Baumgarth, and Merrilees, 2013). In financial services, management is also a positive indicator or ERCS and cooperation (Bettencourt, Gwinner, and Meuter, 2001). Furthermore, supervision interpositions reduce sabotage (Harris and Ogbonna, 2009).

By developing the concept of the employees living the brand, studies have measured employees' mind-sets regarding the attitude to management. Conclusions upon consideration

and initiating structure (IS) leader behaviours (Stogdill, 1963) is designed in contemporary research in the service sector (Clark, Hartline, and Jones, 2009). I.S. is defined as:

> *The degree to which a leader defines and organises his role and the role of his followers, is orientated toward gaol attainment and establishes well-established patterns and channels of communication*

(Judge and Piccolo, 2004, p. 24)

I.S. allows for the brand message to be clarified and disseminated effectively through observance (Morhart, Herzog, and Tomczak, 2009). Clarke et al (2009) maintain this observance through coercion. The argument that behaviours which "straightjacket" employees fail to facilitate acceptance of requirements. These restriction result in both stress and deviance (Peccei and Rosenthal, 2001). Previous actions by supervising staff can result in sabotage over a period of time, as employees perception of a conflict with a supervisor perceived as "controlling, may result in the employees using sabotage as a "reflexive, resistance response" (Harris and Ogbonna, 2012, p. 15).

By contrast, Consideration leader behaviour is "the degree to which a leader shows concern and respect for followers, looks out for their welfare, and expresses appreciation and support (Judge, Piccolo and Ilies, 2004, p. 4). Employees can identify with managers' encouragement and they repay this by accepting behaviours which assists the supervisor (Wech et al, 2009). This would ultimately result in the employee using extra efforts beyond that which is expected of them. Though time, the relationship between the employee and the management exceed their defined roles with resolution being achieved through discussion rather that direction (Wech et al, 2009). This results in internal acceptance of the brand and organisational ethos and the process of using organisational procedures and behaviours. It is therefore essential to include the views of the employees regarding IS and managerial actions in order to establish the engagement of the employees.

2.7 Engagement of the Employee

A more engaged employee result in positive perception of the brand of the organisation, acceptance of the ethos of the organisation and acceptance of the procedures along with a willingness for additional duties with ultimately employee generated branding (King and Grace, 2010). Engaged employees will show more motivation, be inclined to remain with the organisation and adapt extra duties (Morhart, Herzog, and Tomczak, 2009). Harris and

Ogabonna (2009) maintain that career focused employees are less inclined to participate in sabotage behaviours.

Meyer and Allen (1991) discuss the engagement model comprised of three components.

1. Affective organisation (ACS) is "an attachment to, identification with and involvement in the organisation" p 69 (Meyer and & Allen, 1991, p. 67). Employees with high ACS are likely to be spontaneous, proactive and supportive of the organisation (Bove and Johnson, 2009).

2. Normal commitment (NCS) is a "feeling of obligation to continue employment" (Meyer and Allen, 1991, p. 67), fostering brand-support through a strong service climate and brand supporting norms (Babbie, 2013; Urde, Baumgarth, and Merrilees, 2013).

3. Continuance commitment (CCS) is an "awareness of the costs associated with leaving the organisation" (Meyer and Allen,1991, p. 67). Employees with high CCS fell "stuck" in their jobs, and CCS is associated with lower performance (Meyer and Allen, 1991). The three components of commitment are therefore important additions to our employee typology.

2.8 Turnover and Retention

Mobley (1982) and Drewery (2008) both discuss the sources and links to attrition and Mobley (1982) provided a model of the causes of turnover as represented in Figure 1 below. He has referred to the factors applied in this model are associated with attrition either implicitly, exactly, or as a contributing factor.
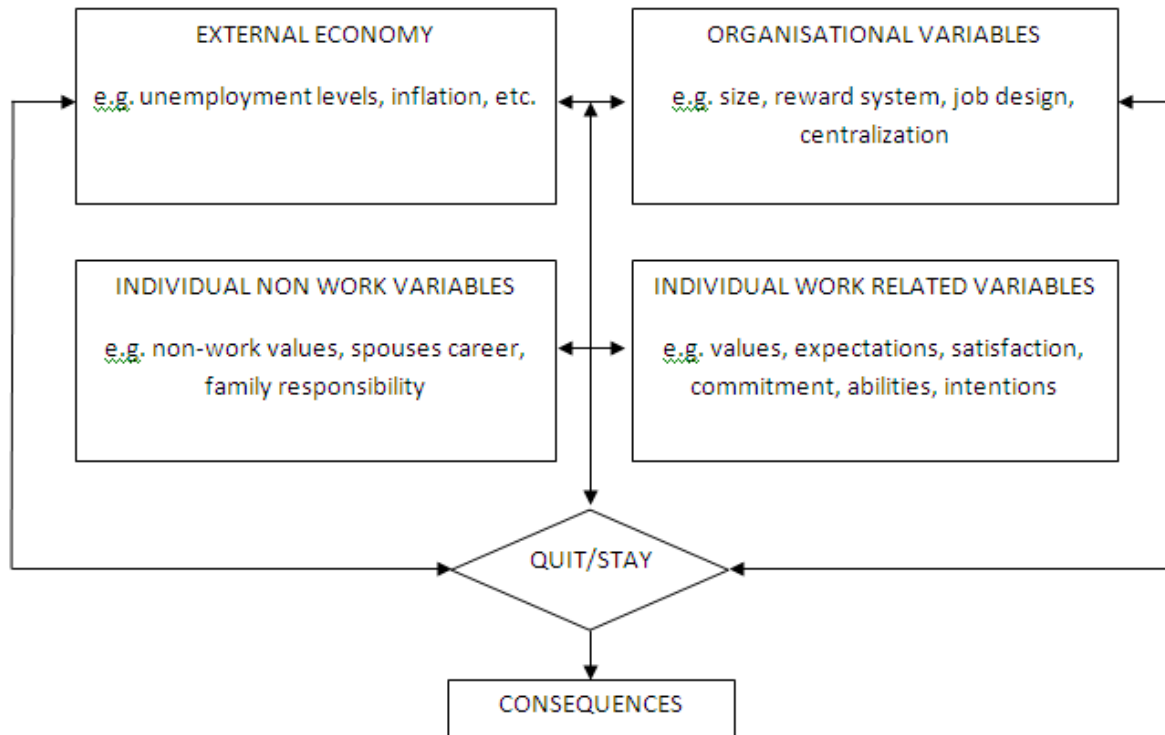
Figure 1 – Basic model of causes and correlates of attrition (Mobley, 1982, p.78)

A major challenge of organisation is to reduce the rate of attrition and forms the basis of employee retention according to Taylor (2003). From a HR management aspect, the greater the attrition rate the greater the need to develop employee retention (Taylor, 2003). The additional expenditure incurred in terms of recruitment, loss of trained employees, team disruption and team morale is not an attractive option for the success of the operation (Mobley, 1982). Staff attrition can also be beneficial in that it facilitates the removal of underperformers, bring in new ideas and experience and allow for the introduction of a new approach, procedural improvements and allow for new opportunities to review the structure of the operation. (Mobley, 1982).

2.8.1 Recruitment

According to Mobley (1982), there are both advantages and risk associated with recruitment of staff.

Type of Recruitment	Advantages	Risks
Internal Recruitment	- Employee knows the organisation (culture and values) - Lower cost process - Positive impact on current employee morale - More likely to choose best candidate (more reliable information) - Will reach full productivity quickly	- Internal focus – no ideas formed outside the organisation - Potential for political influence on the process
External Recruitment	- New blood – brings ideas from the outside - Specialist knowledge and skills not available internally	- May not fit with the culture of the organisation - Internal employees may resent lost opportunity - Will take longer to reach full productivity

Figures 2 Advantages and Risks associated with Recruitment (Mobley, 1982, p. 35)

Harvey (2001) and Mobley (1982) also discuss the benefits of attrition from the point of view of the employees' stating that it can have both a negative and positive result for the individual concerned. Positive aspects can include:

- o Finding better opportunities to career develop.
- o Leaving a stressful environment.
- o Greater self-confidence.

Negative Aspect include:

- o Disillusionment with a move to a new organisation and role.
- o Idea that a new role will provide better job satisfaction.

They continue to evaluate the effects on those who remain citing additional duties and responsibilities of those remaining whilst new employees are recruited and trained. This has an impact that needs to be closely monitored by management due to the negative impact on

team morale (Taylor, 2003). Although opportunities arise for internal mobility and thus improve satisfaction and stability, due to the departure of those employees who were disruptive or not appreciated (Mobley, 1982).

In Truss et al, (2006) research discovered that the issue dealing with the employees' intention to remain was reflected in the fairness of their treatment by the organisation and the structure in place for development. It found that employees who are engaged are less inclined to leave and that different employees are motivated by separate variables. In their findings Truss et al (2006) were able to define their results into 5 categories based on individual factors

1. Working life;
2. Management, leadership and communication;
3. Attitudes to work;
4. Engagement and
5. Outcomes.

A model was developed to structure employees' relationship with the area of investigation.
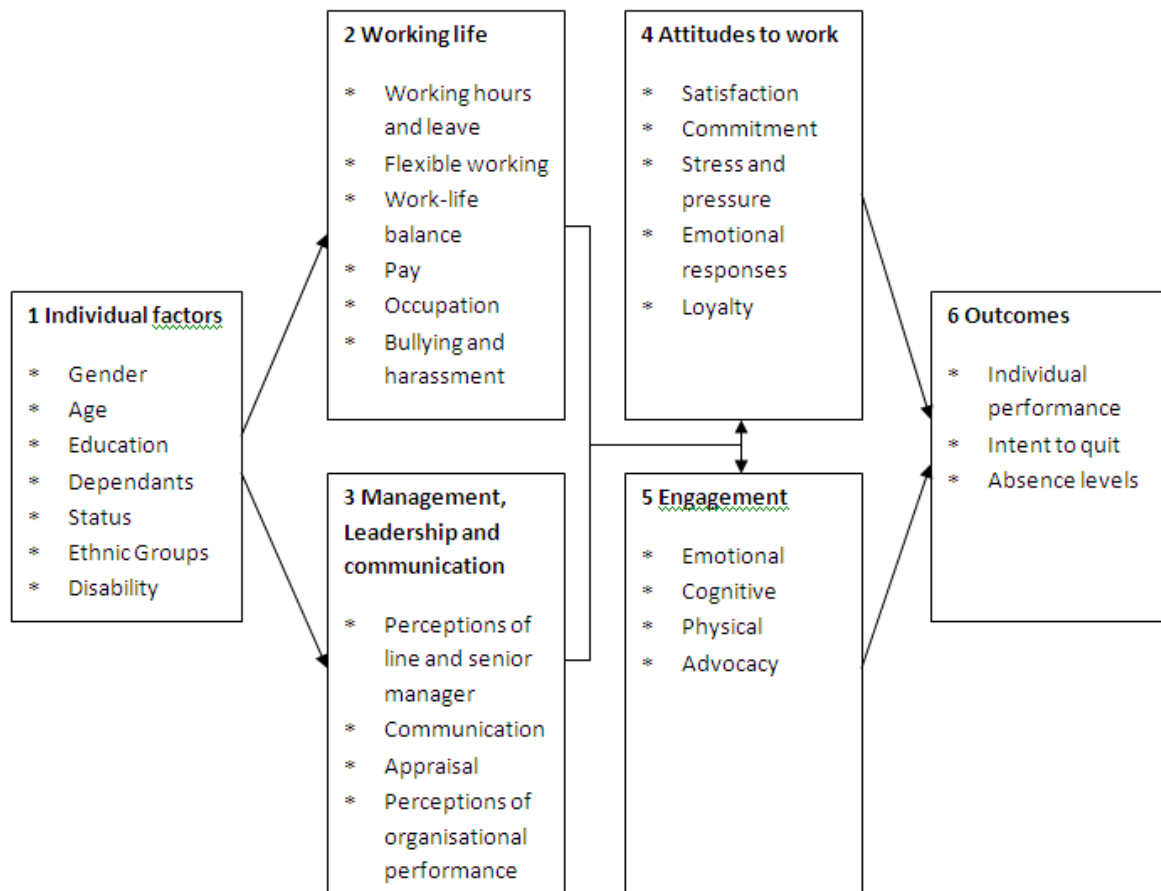
Figure 3 Employee Engagement Model (Truss et al. 2006, p.2).

According to Mobley (1982) there are various factors need to be considered when evaluating attrition with the general elements including:

- Economy: Inflation, unemployment rate
- Variables within the organisation: Management, size of the company, benefits, scope of career development
- Personal Variables
  - Personal circumstances: Work-life balance, family concerns and partner's career

  - Career: expectations and perceptions of the role, internal and external opportunities.

Attrition or the decision to leave an organisation is eventually the action of the individual (Mobley, 1982). The issue for the employer is how to incorporate the work and external elements and the perception an evaluation of the employee on both the organisation and the economy. This research focused on the categories of Generation X and Generation Y based on the contemporary attributes of each. Using the consistent variables (age, tenure and commitment level) with length of tenure under the unique variable best designed for this research.

	Consistent	Moderate	Inconclusive
Labour Market	Level of unemployment		Inflation
Organisational Levels	Pay Levels	Supervisory Style Work-unit size Routinisation task Repetitiveness Autonomy and Responsibility Centralisation Integration Communication	Types of Industry Organisational Size
Individual Variable	Age Tenure Satisfaction with Job Content	Source Referral Family Responsibility Interests Aptitude and ability Satisfaction-pay Satisfaction-promotion Satisfaction-co-workers Satisfaction-Supervisor Satisfaction-conditions of work	Personality Sex Education Professionalism Performance Career expectations Absenteeism
Integrative Variables	Overall Satisfaction Behavioural tensions Organisational commitment		Stress

Figure 4 (Mobley 1982, p.112). A summary of data on correlates and causes of turnover.

2.8.2 The Engagement Model.

Mobley (1982) analysed the strategy that the organisation should adopt in order to ensure engagement with their workforce to better understand how they can succeed in achieving the corporate aims and obtain success in their venture.

Drivers Potential Levers organisations and manager can employ to drive engagement	Engagement The extent to which employees commit to someone or something in their organisation	Business Results Financial and operational results driven by higher engagement level
- Organisation's commitment to deliver product and service excellence - Organisation Inspires trust with clients - Company making changes to compete - Leaders do what they say - Job makes good use of skills/abilities - Opportunity to grow and develop - Rewards based on performance	- Discretionary effort - Intent to stay - Likelihood to recommend the organisation	- Organisational Commitment - Financial results - Customer satisfaction - Productivity and Efficiency

Figure 5 – Factors in influencing employee engagement (Truss et al, 2006, p.25)

- o Highly engaged employees work 57% harder and are 9 times less likely to leave (Corporate Leadership Council, 2011)
- o Organisations in the top quartile on engagement demonstrate revenue growth of between 2.5 and 4.5 times those in the bottom quartile (CIPD, 2012).
- o Firm with high levels of engagement show employee turnover rates 40% lower than those with low levels of engagement (Hay Group, 2012).
- o Firms with high engagement are 78% more productive and 40% more profitable than those with low levels of engagement (Hewitt Associates, 2013).

The Organisation's engagement index is comprised of the 8 items that have been identified as a driver of engagement, as well as intent to stay and Likelihood to recommend the Organisation as a place to work to others.

2.10 Generations

This section discusses the review of literature on generations and includes the personality traits as well as their viewpoints, principles and ethics.

According to Stanley-Garvey (2007) a generational mixture in the place of work can be beneficial to an organisation due to the creative element that is nurtured. With four generations currently engaged in the employment market (Baby Boomers, Generation X, Generation Y and Generation Z), this provides for a vast variety of potential for any organisation (Drewery, Riley, Staff, Worman, and Line, 2013). Elements of misunderstanding and conflict can also be evident with such a variety of employees that can result in unnecessary attrition.

The literature provides a lack of clear definition of the categorisation of each different generation with Raymond (2012 referring to those born between 1993and 2010 as Generation Z whilst People Management (2012) refer to these as Generation C, with the C implying connected. They also lack a clear definition of the actual dates where one generation ends and the other begins, which prove a challenge to identify categorically each generation (Raymond, 2012). According to Stanley-Garvey (2007), this no defined indications or signs to clearly define where one generation ends and another commences.

Stanley-Garvey (2007) determine that each generation is defined by a unifying sociological, economic and dogmatic experience that are experienced from cradle to grave. These life experiences impact the individuals and effect the philosophy, sensations and conduct of each particular generation. The categorisation of the generations used in this study are taken from the study by Drewery et al (2008) which is most relevant to the topic under research as it was based on the UK market. The UK employment market and social structure is the most likely to be comparable to that under study, namely the Irish workforce.

As a result the following can be used a framework for the generation under thus research.

1. The Veteran Generation – born between 1933 and 1946
2. Baby Boomer – born between 1947 and 1964
3. Generation X – born from 1964 to 1978
4. Generation Y – born from 1979 to 1991
5. Generation Z - born between 1993 and 2008.

This research will concentrate on Generation X and Generation Y due to the predominance in the current employment market as the level that the study is focused.

2.9.1 Generation X

Also referred to as the Baby Busters Generation (Raymond, 2007; Urwin, 2009), this generation's influence through social and economic events included the Fall of the Berlin Wall, The (first) Gulf War, the women's liberation movement and the energy crisis. Due to dramatic social changes in the home where the career was the priority, this lost generation experienced high divorce rate as well as uncertainty in the economy resulting in a sceptical attitude to authority and institutions (Parry and Urwin, 2009). They bore easily but value a sense of security, belonging and flexibility. Expectations of a balanced life style along with reliability and willingness to acquire new skills and knowledge are omnipresent. Parry and Urwin (2009) describe other attributes such as independence and ability to embrace diversity as well as technological perception and confidence in obtaining knowledge (Stanley-Garvey, 2007).

2.9.2 Generation Y – 1979-1991

Referred to as the Millennials, this generation were effected by social events such as school shootings, child focused family units and technological advances (Parry,and Urwin, 2009). The emphasis on being venerated and revered by their parents resulted in sociable and self-assured characters. Accessibility to technology in the home such as home PC allowed for familiarisation with technology that was not afforded to previous generations and hence allowed for a natural ability with technology. Their lives were structured by their advocates found in their parents and guardians (Drewery et al, 2013). In the employment environment however, they can be considered as high maintenance (Stanley- Garvey, 2007). They tend to be less formal and have an efficient manner to learn (Parry, E. & Urwin,P., 2009) and welcome diversity although require supervision (Drewery et al, 2013). According to Parry and Urwin (2009) they require reaction and both guidance from peers and training from their managers. Other generational traits include bad communication and need for flexibility to their agendas (Drewery et al, 2013).

The study conducted by Drewery et al (2008) provide for insight into the generational study and evaluation. This provided organisations with valuable data to comprehend the individuals attitude within the workplace in a practical work environment into what they desire and what similarities and differences that are evident between the Generation X and Generation Y.

Findings included that both are focused on short-range financial reward and benefit arrangements. Where Generation X priority was determined by Drewey et al (2009) to involve opportunities to personally develop which included the ability for internal job progression, whilst Generation Y priority lay in job development and speciality job training. They were combined finding in that both sought training and enhancement in:

i. An encompassing knowledge of their organisations' macro environment
ii. Capabilities of technological advancement
iii. Advancement in control and management guidance
iv. Talent development and management

Drewery et al (2008) determined that employees are less positive in respect of pay awards and that in 2008 it was established through research study that 6 in ten workers felt secure regarding their employment position (Raymond, 2012). To date no comparison research has be conclusive in determining the current level of job security and this would provide a topic for future research since the financial crisis and the aftermath. The Study conducted by Drewery et al (2008) provided summaries of the generation preferences as follows:

- Generation X in the Financial Service Sector were most positive regarding their organisations reputation. They sought authorisation in decision making and pursued tasks that were challenging. They expressed a preference for a work/life balance and saw their place of employment as an avenue to socialise as well as work. They express a sense of loyalty to fellow employees rather than to the organisation. Drewery et al (2008) evaluated a sense of teamwork over that of the individual being linked to Generation X.

- Generation Y sought to be part of a team, obtain a sense of fulfilment and a strong social element in the workplace as well as seeking a challenge in their tasks. Emphasis on the work/life balance was evident and were open to overtime that was financially rewarded. They were the most prominent generation to endorse their employer although were more likely to leave. This generation sought the need to feel included in the team and the element of fun and enjoyment would incline them to remain with the organisation for longer. They trusted the ethos of the organisation unconditionally (Drewery et al, 2013).

This research project aims to establish both these generation categories in terms of preference, values and attitudes, in the Financial Service Industry, of those engaged in

employment in Customer Service positions. This will be done in terms of their engagement in their role and based on their intention to remain or leave their current role. This will allow the researcher to make recommendations to the organisations to improve the employee retention rates and hence reduce the unnecessary recruitment costs this incurs.

Chapter 3 Research Methodology.

3.1 Introduction

The purpose of the methodology chapter is to outline and discuss the structure employed by the researcher in this study. The researcher's strategic approach and the model of the study will be discussed. This will include the reliability and validity of the research and data collection and will include the ethical considerations determined by the researcher.

Primary data was collected by quantitative method through an online survey of various employees in the organisation as well as other financial institutions to capture engagement. This also provides details of length of tenure, promotion within the organisation and educational back ground.

3.2 Research Philosophy.

All research projects are formulated by a philosophical structure which is apparent in each stage for the research (Quinlan, 2011). Each stage of the research should be appropriate with the aim of the project. In this research project the research evaluated the relevant philosophies available and determined that a positivistic structure would be most appropriate.

A Positivistic structure established that there is a singular objective reality that is particular and detached from perception and conscious (Urde, Baumgarth, and Merrilees, 2013; Quinlan, 2011) and will involve a quantitative methodology approach to data collection. (Anderson, 2013).

Quantitative philosophy is discussed by Quinlan (2011) and Anderson (2013) as a detail of the measurement and percentile of the attribute and trait in evidence. It is centred on the basis of mathematics, statistics and the theoretical aspect of probability. The researcher evaluated that this would be the most effective methodology to conduct this project.

3.2.1 Research Approach

The researcher applied a deductive methodology in order to afford pragmatic and theoretical verification or dismissal of the hypothesis that differences exist between the generation X and generation Y in their engagement, commitment and attitudes to leadership of management. Engaging a deductive methodology is universally acknowledged where a researcher has his or her aims and goals establish prior to conducting their data research. This pre-termination

of the aim and goals is based on the questions inference and analysis of the existing literature (Anderson, 2013).

3.2.2 Research Purpose.

Based on the literature the researcher has determined that the below hypothesis

Research Objective 1 (RO1)

To explore if there is a difference in the level of engagement by the employee depending on the length of tenure based on their intention to remain with the organisation.

The fallout from the effects of the financial crisis in 2008 and subsequent recession has had a double-edge effect on both investment in existing employees and progression as organisations try to safeguard their competitiveness resulting in potential motivation and engagement of staff (Deloitte, 2013). With the reduction in the ability to make easy profit, organisations have reduced the opportunities for progression due to budgetary and expansion plans being curtailed. The research intends to establish the effects that this is having on staff loyalty and commitment.

Research Objective 2 (RO2)

To investigate if the commitment level of the employees is effected by length of tenure with the organisation.

Since the financial crisis the change in staff turnover has altered and the research will investigate the effects this has had on the level of employee commitment provided to them with staff gaining more in-depth knowledge as they remain in their roles. As the staff remain in the roles for longer periods the ability to gain on the job knowledge and experience, how has this impacted the level of engagement?

Research Objective 3 (RO3)

To ascertain the recruitment strategy in place currently in attracting the right people to the organisation based on their level of commitment within their first 12 months with the organisation.

The research will investigate how organisations assess their policies on relation to the recruitment of staff to roles in the customer service area of their firms in comparison to a time of high employment.

The researcher will use like for like data gathered by the organisation to establish patterns in the engagement of the employees an entry level into customer service role in the Financial Service sector.

Consideration of the definition and measurement of the variable in the above hypotheses must be taken into account by the researcher due to the pivotal role they perform in the research (Anderson, 2013).

The researcher applied three separate categories of variables that can be determined as appropriate for the research to be validated (Anderson, 2013)

1. Dependent variable that was attempted to be determined or expected by the researcher
2. Independent Variable that the dependent variable is hypothetically justified
3. A controlled variable that is assumed to be invariable.

An example of this is where a researcher is studying the impact of where the respondents are engaged in their employment being the dependent variable and the independent variable is the generation to which they belong.

3.2.3 Research Strategy.

According to Quinlan (2011) and Anderson (2013) research strategies include the following:

- Case study.
- Experimental Design.
- Ethnography.
- Action research.
- Contact analysis.
- Discourse analysis.
- Historical analysis.
- Survey.

Following the literature review the researcher evaluated that the most effective methodology would be through survey to enable the proposed hypothesis to be evaluated efficiently. This decision according to both Quinlan (2011) and Anderson (2013) is a critical decision on behalf of the research. The main aim of the survey is to gather relevant data regarding attitudes, experience, facts, beliefs and human performance (Anderson, 2013). This research project, the utilisation of a survey to gather and analyse quantitative data and to determine

whether there is evidence of statistically significant differentials based on age (Generation X and Generation Y), length of service, educational level achieved, engagement and attitudes to leadership based on their current position.

The research will determine the level of engagement based on their age, length of service in the financial Service Sector and their intention of remaining with the current organisation or whether they intend to leave within the next 12 months.

The research will also evaluate the attitudes to leadership within their organisation based on the attitudes to management communication and support in their current role and management support to the employee in respect of promotion.

The data collected will also allow for the evaluation in determining if there is any difference in level of engagement between Generation X and generation Y based on length of service and promotional aspirations.

3.3 Data Collection Methods

As previously described, a deductive approach is the most effective method utilised in survey strategies and the collection and analysis of quantitative data is the most apt methodology to conduct this successfully. Literature supports the fact the professional bodies such as CIPD utilise this method for the analysis and investigation of employee generations, recruitment, retention and engagement and as such, the research has engaged this in their research for this study.

A questionnaire is deemed as the most efficient and accurate mechanism involved in a survey strategy (Quinlan, 2011). The ability to be able to measure efficiently, such as constructs, engagement and job satisfaction for example, is a major benefit of questionnaires (Quinlan, 2011; Anderson, 2013).

Constructed to be distributed to a wide population (Anderson, 2013), they have the added advantage of cost efficiency, convenience, offering anonymity and reduces the element of bias. There are however disadvantages in that it restricts the ability to collect additional data, potential for inchoate or imperfect responses, lack of elaboration on responses and difficulty in ensuring a response is obtained (Quinlan, 2011).

3.3.1 Design

The key issues in utilising a questionnaire that were considered by the researcher were:

- The construction and presentation of the questions in order that the respondent was engaged
- The content of the questions were understandable and unambiguous
- The flow of the questionnaire in logical order
- The length of the questionnaire.

In the preparation of the design, the researcher evaluated the questionnaire and the data provided from library sources and from professional bodies research such as CIPD. The researcher utilised the form and the structure of the questionnaire utilised by Magill (2013) and (Wallace, 2004) . This was then incorporated into the researchers Employee Engagement Model. Magill (2013) reproduced research propositions utilising a number of reputable and proven questionnaires that were engaged in Employee Engagement Model. Additional questions proposed were included in order to fit the rationale of the research and to provide additional potential data at the time of data collection. This gave the researcher the potential to enrich the data collected.

Additional questions added included the level of education standard, the nationality of the respondent and the number of dependents. This allows for the researcher to utilise available data, should investigative data analysis be conductive to establishing results.

The questionnaire targeted four main categorical groupings:

A. Recruitment,
B. Communication,
C. Commitment,
D. Engagement.

The questionnaire concentrated on communication, engagement. The questionnaire (See appendix B) consisted of 45 questions in total.

The research utilised this questionnaire for this research due to the ensuing rationale:

- The aim of the disposition is supports by the hypothetical supposition that members of a particular generation category acquire shared perspectives and principle founded on mutually shared events.
- The questionnaire has been analysed for reliability and has been validated.

3.3.2 Close-ended Questions

The preponderance of the questions utilised the Likert Scale which is a five point scale (from Strongly Disagree through to Strongly Agree) to evaluate the responses. This scale was established by Renis Likert and evaluates both the direction and strength of attitudes on either a three, five or seven point scale (Quinlan, 2011). Questions were categorised into group under

- Induction.
- Engagement at work.
- Communication and
- Commitment.

In addition to the above, a total of 6 statements (questions 40-45) were proposed to the respondents based on the five point scale that did not fall into any of the specific categories and were proposed to enrich the data collected. The five point scale was engaged by the researcher to allow for clear data analysis.

3.4 Administration of the Questionnaire

The questionnaire was reviewed by members of the companies' Human Resource department for approval and for access to personnel to conduct the research through the online survey. The questionnaire was designed using Google + software. The research was able to contact the sample population using the respondent's email addresses by a web link provided by Google + (http://goo.gl/forms/qrHtwWbzOD)

The survey was accompanied by an introductory Page drawing attention to the reason for the research which included contact details of the researcher and also a "thank you" for their time, opinions and participation.

The data collected through Google + was then exported to SPSS software for statistical analysis.

3.4.1 Pilot Study

Once the questionnaire was completed, a sample pilot study was conducted in order to establish the fluency of the questionnaire and to receive feedback to enable changes or developments based on respondents' feedback which was recommended by Quinlan 2011. This is to establish the time period required to complete and to ensure clarity and wording were both suitable and applicable (Anderson, 2013).

Prior to the sampling, two subjects were identified and their willingness to participate and confirmation of their consent was obtained in order for the pilot study to proceed. All feedback was received and all issues that the pilot study offered were addressed prior to the commencement of the research to the sample population.

- A number of the questions were rephrased to ensure clarity
- The order of some of the questions was addressed
- Punctuation and grammar were addressed and corrected
- Two of the questions were removed due to possible contradiction and confusion
- The flow of the survey along with the usability was complimented.

3.5 Population and Sample

The population is defined as all individuals, subject or units of relevance and a sample is elected from this population (Anderson, 2013). The population for this research is the employees working in the Financial Services Industry for Multi-National Organisations (MNO) in Ireland. Only employees working in Customer Service positions, approximately were identified and projected by using the sampling methodology. By utilising a cluster sampling method, the researcher was able to identify all the clusters of units within the population (Quinlan, 2011). As Anderson (2013) explains that cluster samples is a probability sampling method that enable an unbiased selection of sampling units of the targeted population. A sample population, however was restricted to the researcher due to access to limited companies and time restraints.

The questionnaire was sent to 372 employees and a total of 124 responses were received. As the research sample population were employees of a limited number of companies, a thorough and accurate study was conducted.

3.5.1 Reliability and Validity

Due to the quantitative approach selected as the most appropriate and feasible for this research, concerns of reliability and validity are considered when engaging with quantitative

research methods. Quinlan (2001) states that the primary concern for the researcher is with the measurement and precision of the tools used for data gathering or those they develop when conducting their research projects (Quinlan, 2011).

Reliability is concerned regarding the consistency of the data and the level of confidence that is obtain from the research that the same result will be generated when the questionnaire is duplicated and this is related to the accuracy of the data collected. (Anderson, 2013)

Contrary to this, validity is concerned with how near the measure is to the precise value and instead related to the truthfulness of the data collected. A valid measure can be defined as one that is measuring what it is designed to evaluate (Anderson, 2013)

The issue of bias was considered by the researcher in relation to the responses, it can be determined that the sample population were not targeted for any other reason other than both their willingness to participate and accessibility to respondents.

3.5.2 Primary Data Source

The primary research will be based on one population based within the Organisation who are working as customer service representative entry level and those working in supervisory roles within this population working for a Multi-National Corporation (MNC) within the Financial Services sector within Ireland. The population was encouraged by both the company and with their micro sector to respond to the survey in order that their voice could be addressed in the context of organisational strategy existing and in order to formulate a strategy for the future.

The data is from a population of financial organisational employees, engaged in similar positions. A total of 372 surveys were sent out and 124 responses have been returned – a return rate of 33%.

3.6 Sample and Sampling Method

According to Ind (2004), customer service workers can be divided concurring to their execution of the organisational ethos (Croucher, Wood, Brewster, and Brooker, 2011). The implementation of typologies has been used to define this in literature. Through examination of service innovation, service types of employees and the element of sabotage the use of pyramid structure along with typology will allow for deeper perceptions into performance (Croucher et al, 2011). This research engages cluster analysis of multivariate data to describe employee performance, commitment, engagement and leadership from a large sample of financial service sector employees. It is also used to identify the measure of the most

important elements of the work environment and key management practice predictive of high performance and employee engagement. It is designed to provide a clear and focused basis for action planning and to support continuous monitoring of trends in the work environment. The objective to the organisation's commitment is to develop the people, to foster an inclusive work environment and drive greater management accountability.

Customer concept of the service is reliant on the performance of the customer service employees (Cadwallader, Jarvis, Bitner, and Ostrom, 2009; Morhart et al, 2009). Previous literature did not classify the employee types (Thomson, de Chernatony, Arganbright, and Khan, 1999) and was limited to the customer loyalty and not to either strategy adapted by the organisation nor to the level of engagement of the employee. Ind's (2004) description that employees could be divided into their brand-supporting performance utilised typology that was conceptual. The researcher's aim is to identify over the course of the research to outline the employee types relative to their performance behaviours, level of commitment, and attitudes about leadership.

3.6.1 Primary Data Source

The questionnaire was designed to identify Diversity Index, Engagement Index, Ethical Culture Index, Manager Effectiveness, Employee Net Promoter, and Company Satisfaction Index through a series of 27 questions on a scale response basis. The survey is designed to identify the employees' opinions on the themes of client Focus, Innovation and Change, Productivity, Partnership, Meritocracy, Development, Leadership/Integrity. Diversity, Ethos/Principles/Values and the Organisation.

The data collection consisted of a questionnaire of 27 statements with a scale response of Strongly Agree though to Strongly Disagree. These were categorised into five scales:

- Scale A - Induction/Recruitment
- Scale B- Job Satisfaction /Engagement.
- Scale C - Communication
- Scale D - Commitment
- Scale E - Role and Promotional Clarity

It also requests further details such as education and length of time within the organisation. This provides the ability of the researcher to use this dynamic data to establish the level of employee engagement.

3.7 Data Collection Methods

The survey was anonymous with the participant identifying only their age and length of service. This research project involves quantitative analysis of employee surveys. The data under analysis will be limited to those working in a particular location and within a defined sector of the organisation over this period.

The basis of the research is to establish and identify issues which the employees identify as areas where they are engaged in the organisation based on the generational categories either Generation X or Generation Y. The data sourced was collected through a primary data survey of the employees working in various Financial Service organisations through a survey to capture engagement. This also provides details of length of tenure, promotion within the organisation and educational background.

3.8 Triangulation

The survey was conducted by the organisation to establish the engagement of their employees and in this particular sector of the business. The company approach to obtaining quantitative research would need to be also reflected in the observations of the company regarding the employees' engagement on a day to day basis.

The Positive responses to the questionnaire might indicate a degree of political correctness among the respondents, where employees who responded to the questionnaire gave what they believe to be the correct response. The positive response might evidence issues in terms of power in the organisation. The employees might have been afraid to give real responses, afraid for their jobs, afraid of repercussions, afraid of presenting themselves to management in a poor light, afraid that they might have been identifiable from their responses and that there might be negative repercussions for them and so on.

It could be that the employees really did response honestly and that they are really engaged but there are other issues that need to be addressed, issues that have been highlighted by the surveys carried out, or in the day to day observations by management.

Due to limitations of the research in this project, further research would be required to include secondary research on the environment of work culture of the organisation for future which would allow for a more comprehensive and a more valid representation of the phenomenon under investigation.

The use of data gathered in-depth triangulated perspective necessary in the study research by not only being able to identify the trends in the survey results but also to be able to identify the strategy to be taken by the organisation to address concerns discovered through the survey and to identify methods to evaluate if this strategy has been effective in the future.

3.9 Data Analysis.

The data collected for this research will be analysed in order to determine the level of engagement of the sample population by organising and summarising and completing exploratory analysis. The data will be presented in forms of tables, graphical displays and summary statistics. The researcher will be able to identify where responses are similar over the period of time and where a trend emerges and to determine if there is a relationship between the HRM strategy in place and the results.

3.9.1 Data Collection

The data collected was through an online questionnaire though Google + and the data collected was analysed using the SPSS (Social Package for the Social Sciences), a software platform created to analyse quantitative data (Quinlan, 2011).

The variable were measures and utilising a number of SPSS examinations to create and provide descriptive, inferential (Independent Samples T-test) statistics to enable testing of whether the null hypothesis is true. Independent Sample t-Test investigates whether the averages (means) of two samples of observations are significantly different from one another. If p-value (Sig.) is less than 0.05, the null hypothesis will be rejected in favour of alternative hypothesis (Quinlan, 2011)

3.9.2 Re-coding

The researcher assigned appropriate levels of measurement to each variable in SPSS. Questions 13 through to 45 were re-coded in the following way 1= 'Strongly Disagree', 2='Disagree', 3='Neither Disagree Nor Agree', 4='Agree' and 5='Strongly Agree'. Questions 1 through to 12 with the exclusion of 9, were recoded from 1 to 5 by order of options provided in the questions.

3.9.3 Limitations

Although the objective of the study and research is to obtain a comprehension of the employee's preferences and attitudes, there is a limitation to achieving a comprehensive

insight to the employee's attitudes and preferences as this research is based on a quantitative approach. However, as mentioned, professional bodies such as the CIPD, use this method to evaluate and research the employee retention, engagement through quantitative methodology.

Additionally, the researcher was unable to determine the values in each variable until the responses were collected and as such was unable to predetermine if sufficient responses would be provided to enable to analyse sufficiently from each generation. Out of a limited target population from a number of Multi-National Organisations available to the researcher to conduct the data collect, a total of 372 questionnaires were sent out online with a total of 124 valid responses collected.

3.10 Issues of Validity and Reliability

The issue of reliability in the research project relates to the degree to which the research can be repeated while obtaining consistent results. The validity of this research has been established above. The survey are been well constructed. The populations used in the case study and the data gathering methods deployed are appropriate to the phenomenon under investigation in this study. The survey has been proven that is can be repeated and the same results have been achieved and as a result the research is reliable.

3.11 Ethics.

Participant has a right to anonymity, privacy and confidentiality (Babbie, 2013; Cameron and Price, 2009) and the researcher must acknowledge this right.

According to Saunders et al., (2012) for the research framework, ethical considerations occur in each step of the research – from the preparation and planning with the target population to the collection, analysis and treatment of the data. It is this which ethic deals with the behavioural standards of the researcher that they will use to organise and direct their work in relation to subjects of the research or those affected by it. (Saunders et al., 2012). As a result all interactions with the subjects will be honest in relation to the intentions and methods, the recording of the data and its analysis and final analysis in the dissertation's final format (Cameron and Price, 2009). As this is a quantitative research survey, the data gathered will be more definite, inflexible and less involved than the data which would be collected from qualitative research methods (Saunders et al., 2012). To ensure that all potential risks are circumvented, the researcher will be guided by ethical principles recommended by Saunders et al., (2012) and strictly by the National College of Ireland Codes of Ethics.

This will include but not limited to:

1. To be objective and honest
2. To maintain respect for participants of the research or those influenced by it
3. To recognise and appreciate that participation is voluntary and that consent can be altered or removed at any stage.
4. Adherence to the data protection legislation and data management.

The principal rationale of the inductive approach is to permit research finding to transpire from the repeated, influential or meaningful themes intrinsic in primal data, having constraints (Babbie, 2013). The inductive process is best adapted to this research ontology of subjectivism and the interpretivism that the researcher will utilise is more fluid in structure which facilities alterations in the research emphasis as the research evolves.

3.11.1 Ethical Considerations

There were substantial ethical issues implicated in the conducting this research. As the research sample population were employees of a limited number of companies, a thorough and accurate study was conducted.

The ethical responsibilities in the conduct of this research included:

1. To ensure that those responding were informed of the extent of their participation in the research necessitated by them prior to their consent
2. To ensure confidentiality and anonymity before and after the research.
3. To ensure that the participant were made aware of the contact details of the researcher should the need to contact was needed.
4. To ensure the security of the data collected.
5. To submit the research gathered to Company X for approval in advance of the research paper being submitted.
6. To preclude bias in the design and analysis of the data collected.
7. To exclude discrimination in relation to sex, race, age, gender, ethnicity and sexual orientation.
8. To ensure safeguarding of human subject in relation to removing harm in relation to dignity, autonomy and personal protection.

Chapter 4 Data Analysis

4. Introduction

This section presents testing of the data collected through the questionnaire. Descriptive and inferential statics will be utilised. The chapter will discuss the results focusing on research objectives.

The representation of the results will result in the Researcher's combined Employee Model's Structure.

4.1 Terminology of Independent Samples t-Test

SD= standard Deviation, Mean = Average

P-Value (Sig.), if the value is less than the standard level, Null Hypothesis can be rejected.

F ratio, if close to or equals 1, there is little or no difference between the groups. If it is significantly greater than 1, a greater variation exists between the groups.

Equal variances assumed = Two samples have been drawn from populations that have the same populations variance (When Sig. is greater than 0.05 it is assumed that there is no difference between the groups).

Sig. (2 tailed), if the value is less than standard level 0.05, there is a significant evidence to suggest a difference.

4.2 Descriptive Statistics

The percentage of female (63.7%) and male (36.3%) is a reflection of both the sample population who responded and reflects the ratio of gender employed in the Financial Institutions' Customer Service teams. The dominant age groups were 25-35 –Generation Y – 37.1% and 36-45 – Generation X – (33.9%) with the group 46-55, also Generation X, at 25%. Although the majority of the respondents were Irish (58.9%) there was a response of 33.1% of those advising they were of European nationality. A total of 41 (31%) respondents advised that they have received a university degree level and 36 (29%) completed Professional Diploma in Financial Advice (QFA). Overall, the samples include a balanced number of respondents who would have sufficient experience of the Financial Services Section in Ireland.

4.3 Individual Factors

This section details the range of the demographic variables: Gender, Age group, length of tenure and nationality.

4.3.1 Gender:

36.3% of the respondents were male while 63.7% were female. This variable will not be analysed to any extent as the number of respondents would not provide sufficient enriched data to be provide clear results. This, however could provide an area for future research.

4.3.2 Age Group

The age group was divided into five groups to distinguish between Generation Y (35 and below)   and Generation X (36 and above).

Generation Y – two groups

1. Less than 25
2. 25-35

Generation X – three groups
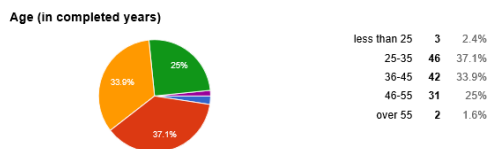
1. 36-45
2. 46-55
3. Over 55

Age (in completed years)		
less than 25	3	2.4%
25-35	46	37.1%
36-45	42	33.9%
46-55	31	25%
over 55	2	1.6%

Table 1 - Age

4.3.3 Size of Company

The target of the survey was a sample population of employee in large Multi-National Organisation in the Financial Service Industry. The data collect required a selection of 3 categories

1. Less than 1000
2. Less than 5000
3. 5000+

4.3.4 Tenure – Length of Service in their current company.

The majority of the respondents have been employed by the same organisation for a period of 5.12 years.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Age	2.8629	124	.87731	.07878
	Length of Service	1867.24	124	1330.515	119.484

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Age & Length of Service	124	.244	.006

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Age - Length of Service	-1864.37903	1330.30093	119.46455	-2100.85178	-1627.90628	-15.606	123	.000

Table 2 – Length of Tenure

Mean length of service is 5.12 years SD with Sig0.006

4.4 Unidimensionality

This occurs when one paradigm instigates a group of variables (Anderson, 2013). This is a fundamental tenet in order to validate the paradigm and is required prior to conducting subsequent validity procedures (Quinlan, 2011). The research examined the unidemensionality of each of the components by initially examining at the results of the Principle Component Analysis (PCA) in the Exploratory Analysis (EFA) and evaluating the Alpha scores (Quinlan, 2011). Factor analysis using the PCA and Varimax rotation concluded scale development and resulted in 2 distinctive factors.

4.5 Reliability

Internal consistency reliability estimates were computed using Cronbach's coefficient alpha (Cronbach, 1951) among each of the items in each of the scales.

Scale A - Induction/Recruitment

Scale B- Job Satisfaction /Engagement.

Scale C - Communication

Scale D - Commitment

Scale E - Role and Promotional Clarity

4.5.1 Reliability - Scale A – Induction / Recruitment

Reliability Statistics

Cronbach's Alpha	N of Items
.868	7

Table 3 – Scale A – Induction/Recruitment

The Cronbach's alpha reliability of this scale is very good. A scale with a reliability above 0.7 is considered to be reliable. A value of 0.868 indicates a very strong reliable scale and tells us that the respondents answered consistently throughout to the questions within this scale.

4.5.2 Reliability - Scale B - Job Satisfaction / Engagement

Reliability Statistics

Cronbach's Alpha	N of Items
.836	7

Table 4 – Scale B – Job Satisfaction /Engagement.

The reliability of this scale is a very good indicating that items in the scale fit well together as one concept.

4.5.3 Reliability - Scale C - Communication

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.159	6

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Table 5 – Scales C - Communication

The reliability value of this scale is below the threshold for a reliable scale and is in fact negative indicating that respondents were inconsistent in their responses to these questions. This indicates a disparity between the questions and that perhaps the respondents did not perceive these questions to all be measuring the same concept. A factor analysis of these

questions would be useful in order to find out if there are more than one composite factors within this group of questions.

4.5.4 Reliability - Scale D Commitment

Reliability Statistics

Cronbach's Alpha	N of Items
.084	7

Table 6 – Scale d - Commitment

As with the communication scale above the reliability value for this scale is well below the 0.7 cut-point and therefore would not be considered a reliable scale. Again this indicates inconsistent responses within respondents and that the questions do not fit as well together as might be expected. Again a factor analysis of these items would be useful in order to investigate if there are multiple components that can be extracted from re-grouping these questions.

4.5.5 Reliability - Scale E – Role & Promotional Clarity

Reliability Statistics

Cronbach's Alpha	N of Items
.816	6

Table 7 – Scale E – Role and Promotional Clarity

The reliability of this scale is well above the 0.70 cut-point and therefore can be interpreted as a reliable scale which respondents answered consistently to.

4.6 Factor Analysis

Factor analysis of Scale C – Communication found that there are in fact that there two components within this scale. This helps to explain the poor reliability of the sub-scale. These factors between them explain 60.24% of the variance within the scale as whole.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.516	41.938	41.938	2.516	41.938	41.938	2.246	37.431	37.431
2	1.099	18.309	60.247	1.099	18.309	60.247	1.369	22.816	60.247
3	.893	14.877	75.124						
4	.738	12.301	87.425						
5	.442	7.361	94.786						
6	.313	5.214	100.000						

Extraction Method: Principal Component Analysis.

Table 8 –Scale C – Communication – Factor Analysis

4.6.1 Factor Analysis

Similar interpretation to above. Factor analysis of Scale D – Communication found that there are in fact two components within this scale. This helps to explain the poor reliability of the sub-scale. These factors between them explain 59.43% of the variance within the scale as whole.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.056	43.650	43.650	3.056	43.650	43.650	2.293	32.762	32.762
2	1.104	15.777	59.427	1.104	15.777	59.427	1.867	26.665	59.427
3	.994	14.195	73.622						
4	.623	8.901	82.523						
5	.547	7.807	90.330						
6	.459	6.551	96.881						
7	.218	3.119	100.000						

Extraction Method: Principal Component Analysis.

Table 9 –Scale D – Communication – Factor Analysis

Rotated Component Matrix[a]

	Component	
	1	2
Enthusiasm	.894	-.192
Same Role in 12 months	.875	-.172
Role Purposeful	.767	-.266
Same Organisation in 12 months		.817
Need to move roles	-.192	.784
Career Progression	-.301	.661
Organisation Ethos Accepted		

Extraction Method: Principal Component Analysis.

Rotation Method: Equamax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Table 10 - Rotated Component Matrix[a]

4.7 Graph - Length of Service.

The below histogram depicts the distribution of the variable length of service. This is a key variable in the research and important to show the variation within response. The distribution is skewed positively with a larger proportion of respondents in the organisation for a relatively short duration. The level of skewness associated with the variable indicates that the mean value of 2662.44 days (7.29 years) is not a valid measure a central tendency and it is more appropriate to report the median value of 1931 days (5.29 years).
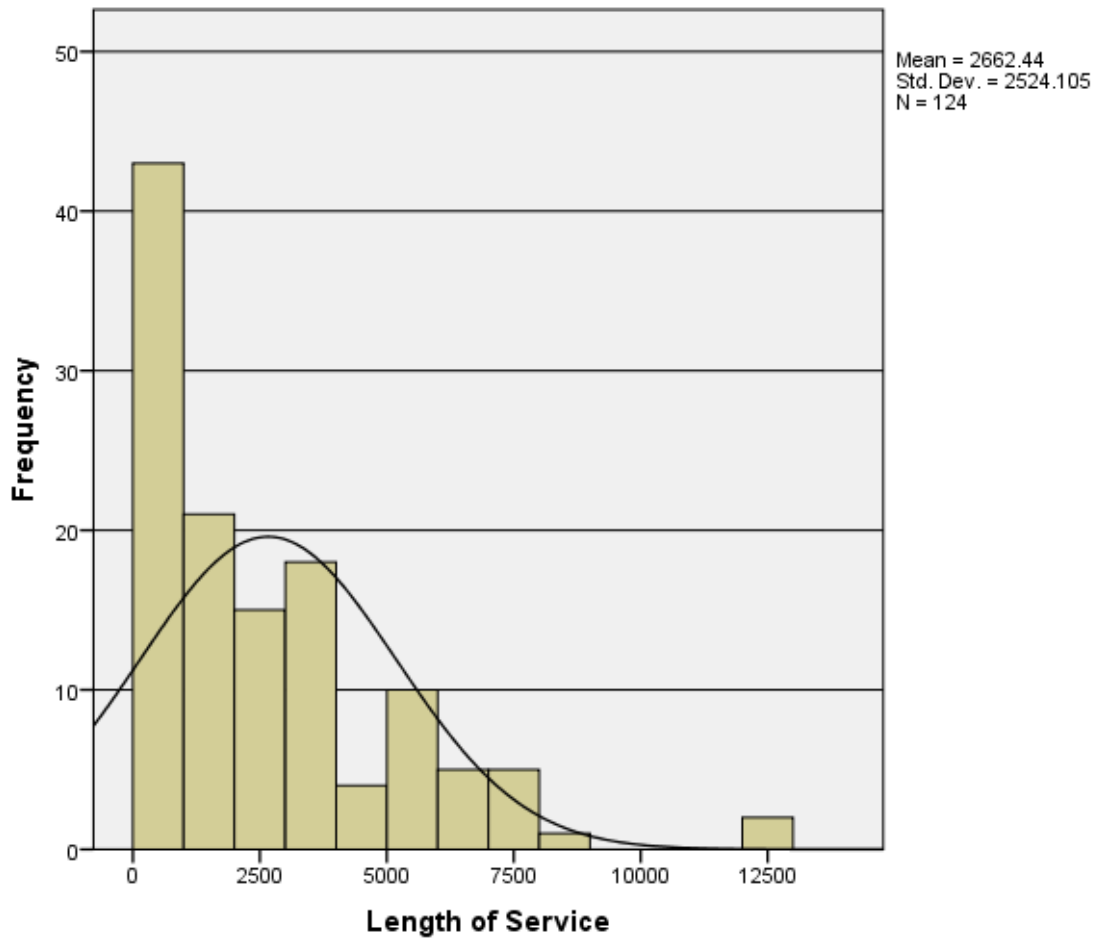
Table 11- Length of Service Graph

Statistics

Length of Service

N	Valid	124
	Missing	0
Mean		2662.44
Std. Error of Mean		226.671
Median		1931.00
Std. Deviation		2524.105
Variance		6371105.955
Skewness		1.488
Std. Error of Skewness		.217
Kurtosis		2.637
Std. Error of Kurtosis		.431
Percentiles	25	667.00
	50	1931.00
	75	3557.75

Table 12 – Length of Service

Statistics

		Scale A	Scale B	Factor 1 Scale C	Factor 2 Scale C	Factor 1 Scale D	Factor 2 Scale D	Scale E
N	Valid	124	124	124	124	124	124	124
	Missing	0	0	0	0	0	0	0

Table 13 – Statistical Validity Scale of responses

4.8 Histogram

The 5 histograms below show the distribution of responses within the composite scales in the survey. All of these histograms more or less conform to the bell shaped curve indicating that the mean and standard deviation are valid measures of central tendency and dispersion and suggesting that normal statistics can be applied. As such, parametric statistical tests can be used to determine test if differences in the population exist us.
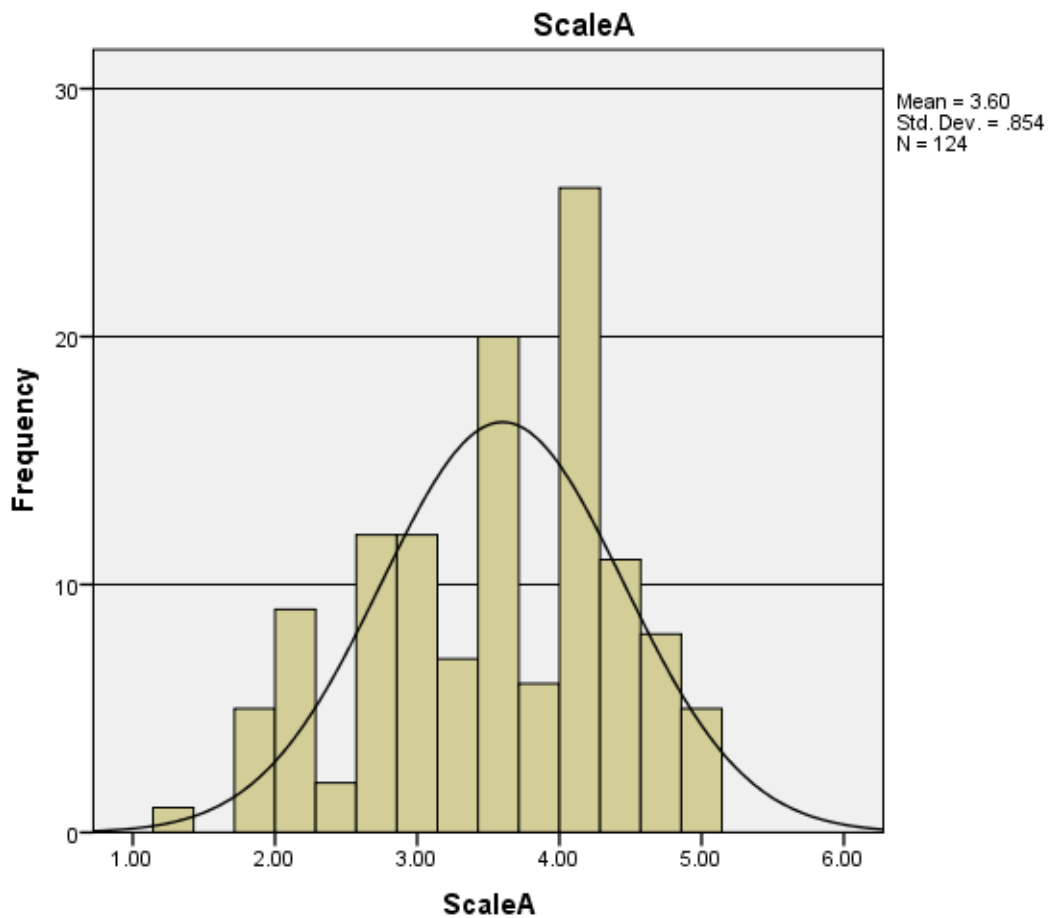

Table 14- Scale A Histogram

The histogram of scale A is quite symmetrical but there is a slight degree of skewness to the lower end of the scale with a larger proportion of respondents answering to the upper end of the scale indicating more agreement in general with the item in the scale.
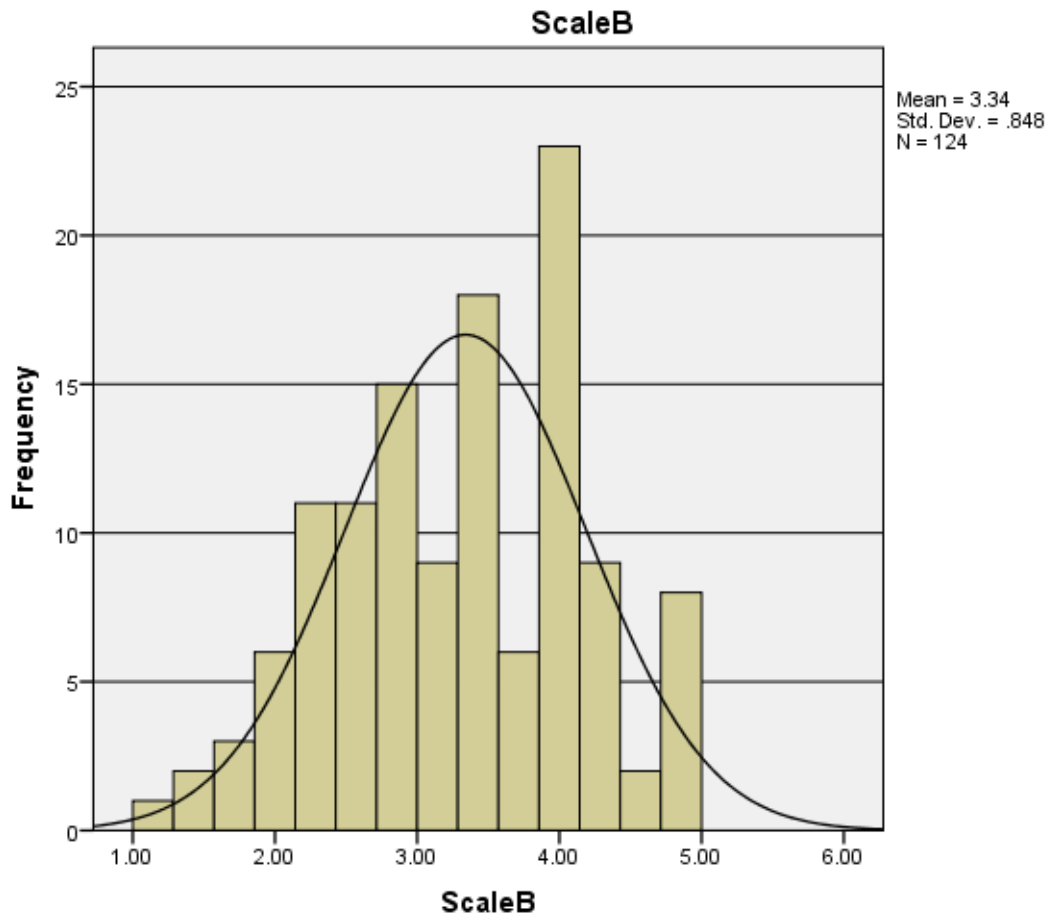
Table 15 Scale B - Histogram

More symmetrical histogram to the Scale A Graph. More agreement in general with the average of the variable above the mid-point of the scale suggesting that respondents as a whole are engaged in the company.
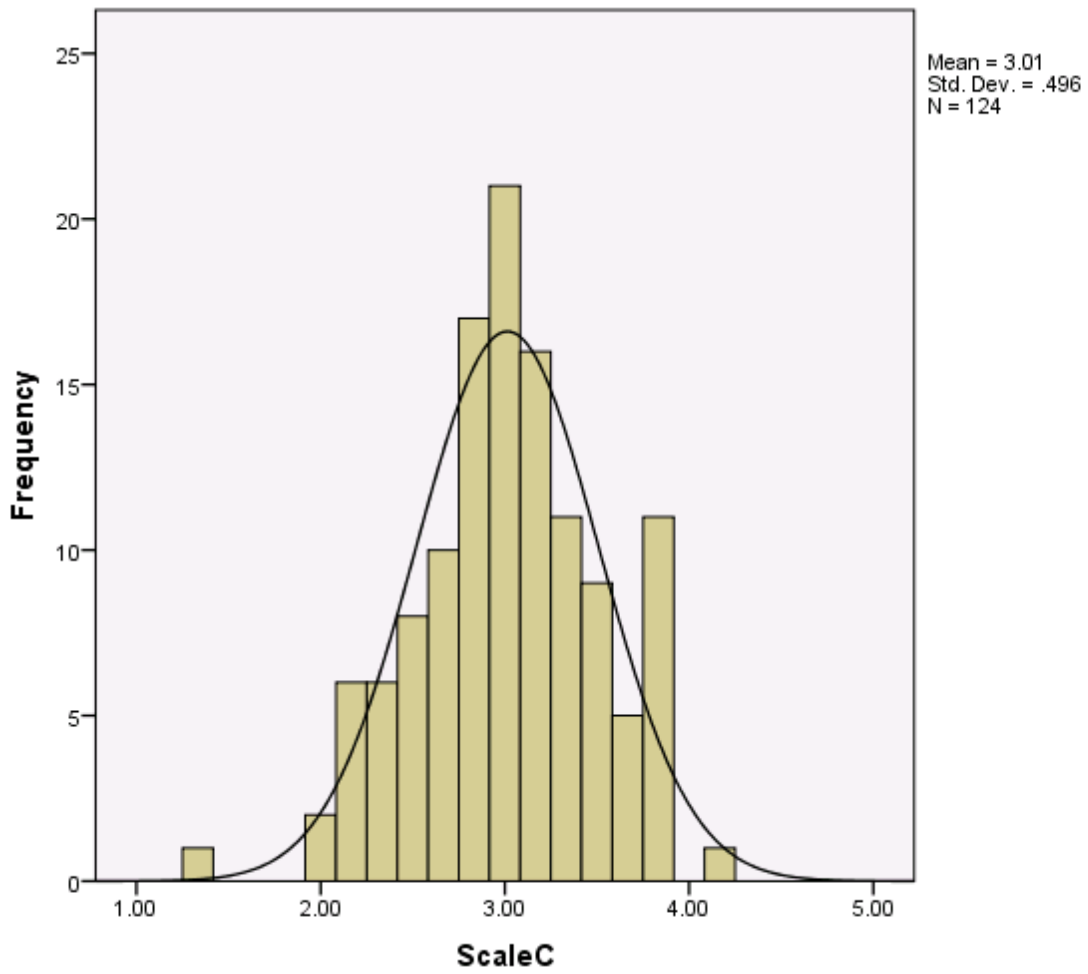
Table 16 – Scale C - Histogram

Histogram is very symmetrical but very few responses at the tails indicating that respondents to this scale did not agree or disagree strongly with most of the questions regarding communication.
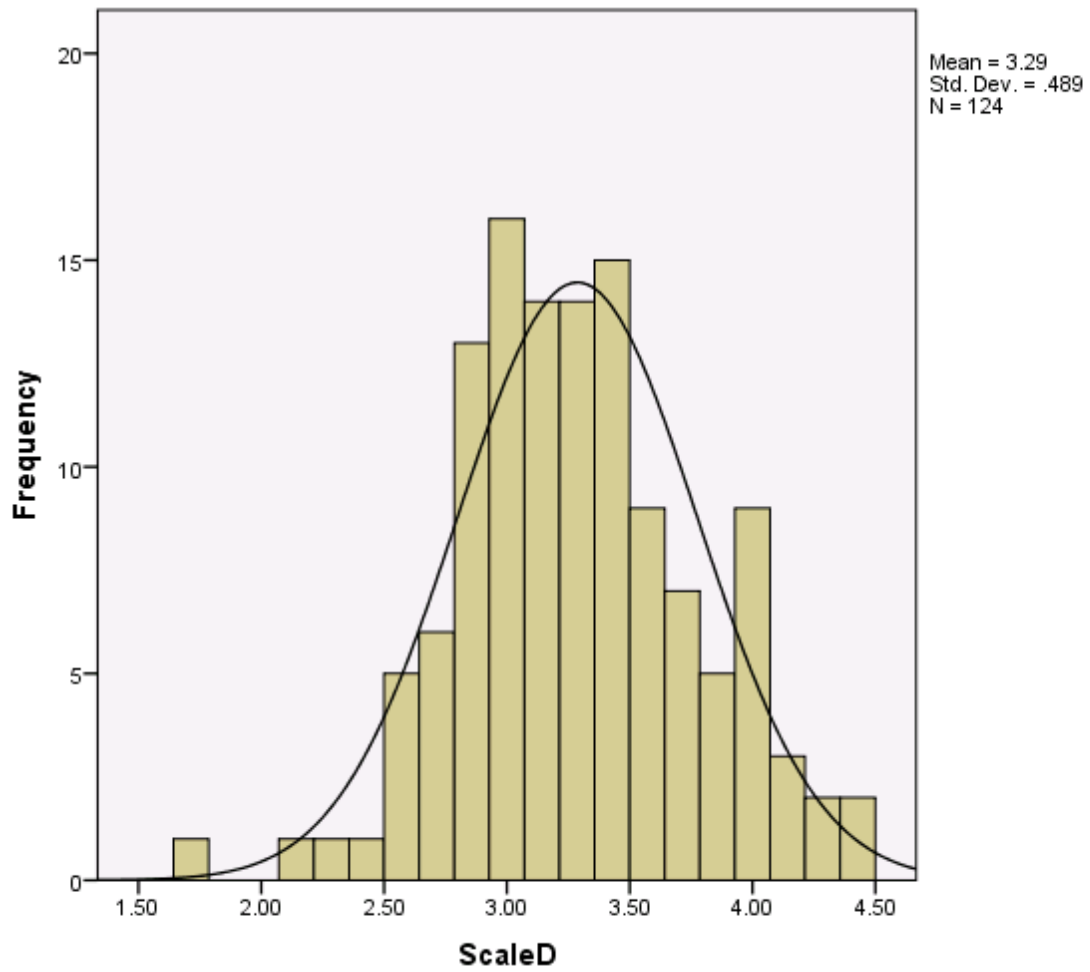
Table 17 – Scale D -Histogram

Slightly negative skew, indicating that few respondents strongly disagreed with any of the items in this scale. The average value of 3.29 indicates that in general respondents as a whole agreed are committed to the organisation.
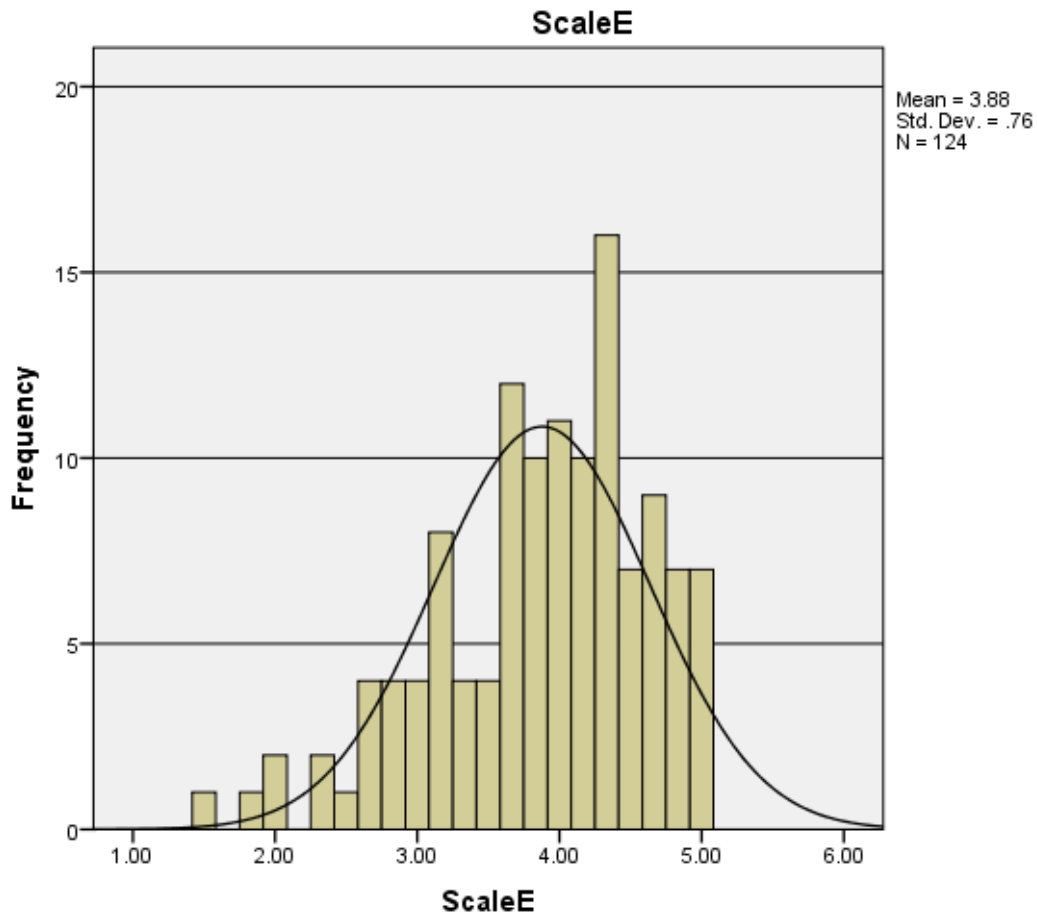
Table 18 – Scale E - Histogram

Large negative skew indicating that most respondents agreed or strongly agreed on average with the questions in this scale.

4.8 T-Test

The independent t-test is a parametric statistical procedure for comparing the means of two independent groups. This method tests the null hypothesis that there is no difference between two groups in terms of their average in the population. The T-test has three assumptions:

1. A random sample - where each member of the population had an equal probability of being selected.
2. That the continuous variable used is a continuous normally distributed variable
3. That the variances of the two groups are equal.

The below t-tests test whether there is a difference in the population between generation Y and generation X in terms of the averages computed from the main sub-scales used in the study. These t-tests test the hypothesis that Generation Y will be no different to generation X

in terms of the averages on the five scales, Induction, engagement, communication, commitment and clarity in the population. The alternative hypothesis is that there is a difference between these two groups in terms of the average for these five scales, with the average of the generation X expected to be higher than generation Y.

In the T-test table there are five pairs of rows one pair for each of the five scales tested. The Levene test tests the assumption of the T-test that variance of the two groups is equal. For all five tests this assumption is true and therefore the independent t-test can be used. None of the five t-tests show a significant result at the 95% confidence level. Therefore we cannot reject the null hypothesis for these five tests. This suggests that in the population there is no difference between generation X and generation Y in terms of Induction, job satisfaction, communication, engagement and role clarity. However, for the communication scale there is a borderline significant result at the 90% confidence level. Indicating some degree of difference between generation Y and Generation X in terms of communication in the population. However the difference observed is not in the hypothesised direction with Generation Y having more agreement on average with the communication questions than generation X.

Group Statistics

	Generation X-Y	N	Mean	Std. Deviation	Std. Error Mean
Scale A	Generation Y	49	3.6618	.84097	.12014
	Generation X	75	3.5600	.86539	.09993
Scale B	Generation Y	49	3.3994	.92856	.13265
	Generation X	75	3.3010	.79525	.09183
Scale C	Generation Y	49	3.1190	.48352	.06907
	Generation X	75	2.9444	.49573	.05724
Scale D	Generation Y	49	3.2187	.49924	.07132
	Generation X	75	3.3314	.47968	.05539
Scale E	Generation Y	49	3.9728	.76327	.10904
	Generation X	75	3.8156	.75664	.08737

Table 19 – Group Statistics

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Scale A	Equal variances assumed	.018	.894	.648	122
	Equal variances not assumed			.652	104.841
Scale B	Equal variances assumed	1.813	.181	.630	122
	Equal variances not assumed			.610	91.410
Scale C	Equal variances assumed	.041	.839	1.936	122
	Equal variances not assumed			1.946	104.573
Scale D	Equal variances assumed	.266	.607	-1.259	122
	Equal variances not assumed			-1.249	99.812
Scale E	Equal variances assumed	.063	.802	1.127	122
	Equal variances not assumed			1.125	102.117

Table 20 - Independent Samples Test – Levenes Test

Independent Samples Test

		t-test for Equality of Means			95% Confidence Interval of the Difference
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower
Scale A	Equal variances assumed	.518	.10181	.15721	-.20941
	Equal variances not assumed	.516	.10181	.15626	-.20804
Scale B	Equal variances assumed	.530	.09846	.15617	-.21069
	Equal variances not assumed	.543	.09846	.16133	-.22199
Scale C	Equal variances assumed	.055	.17460	.09018	-.00393
	Equal variances not assumed	.054	.17460	.08971	-.00328
Scale D	Equal variances assumed	.210	-.11277	.08954	-.29003
	Equal variances not assumed	.215	-.11277	.09030	-.29193
Scale E	Equal variances assumed	.262	.15723	.13947	-.11885
	Equal variances not assumed	.263	.15723	.13972	-.11990

Table 21 – t-Test for Equality of Means Sig.2 tailed

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Scale A	Equal variances assumed	.41303
	Equal variances not assumed	.41166
Scale B	Equal variances assumed	.40762
	Equal variances not assumed	.41892
Scale C	Equal variances assumed	.35313
	Equal variances not assumed	.35249
Scale D	Equal variances assumed	.06449
	Equal variances not assumed	.06639
Scale E	Equal variances assumed	.43332
	Equal variances not assumed	.43437

Table 21 - t-test for Equality of Means

4.8.1 Exploratory t-tests found three significant results.

As above, the T-test tests the null hypothesis that there is no difference between the X and Y group in terms of the average response to scale questions in the defined population. For three questions evidence was found to allow rejection of this null hypothesis.

Valued by Colleagues (t=2.141; df=122; P<.05)

Views Acknowledged (t=2.063; df=122; P<.05)

Previous Skills Acknowledged (t=1.996; df=122; P<.05)

Group Statistics

	Generation X-Y	N	Mean	Std. Deviation	Std. Error Mean
Valued by Colleagues	Generation Y	49	3.3878	1.18702	.16957
	Generation X	75	2.9467	1.07670	.12433
Views Acknowledged	Generation Y	49	3.4490	1.38536	.19791
	Generation X	75	2.9200	1.40231	.16193
Previous Skills Acknowledged	Generation Y	49	4.3673	.88256	.12608
	Generation X	75	4.0267	.95823	.11065

Table 22 - Exploratory t-tests found three significant results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Valued by Colleagues	Equal variances assumed	.945	.333	2.141	122	.034	.44109	.20599	.03331	.84886
	Equal variances not assumed			2.098	95.562	.039	.44109	.21027	.02369	.85849
Views Acknowledged	Equal variances assumed	.014	.905	2.063	122	.041	.52898	.25637	.02147	1.03649
	Equal variances not assumed			2.069	103.647	.041	.52898	.25571	.02188	1.03608
Previous Skills Acknowledged	Equal variances assumed	.001	.972	1.996	122	.048	.34068	.17068	.00280	.67856
	Equal variances not assumed			2.031	108.617	.045	.34068	.16775	.00820	.67316

Table 23 Levene's Test for Equality of Variances

As the results of the T-Test are somewhat questionable due to the assumption of the t-test that the dependent variable is normally distributed continuous variable when in fact it is an ordinal variable. A Mann-Whitney test was performed in SPSS to verify the result from the T-test. The Mann-Whitney test is a non-parametric test that does not assume normality of the dependent variable but that still tests whether there difference between the two groups using the rank order data.

The results of the Mann-Whitney corroborate the results of the T-test, indicating strong evidence that there is a difference between X and Y in terms of their average responses to these three questions.
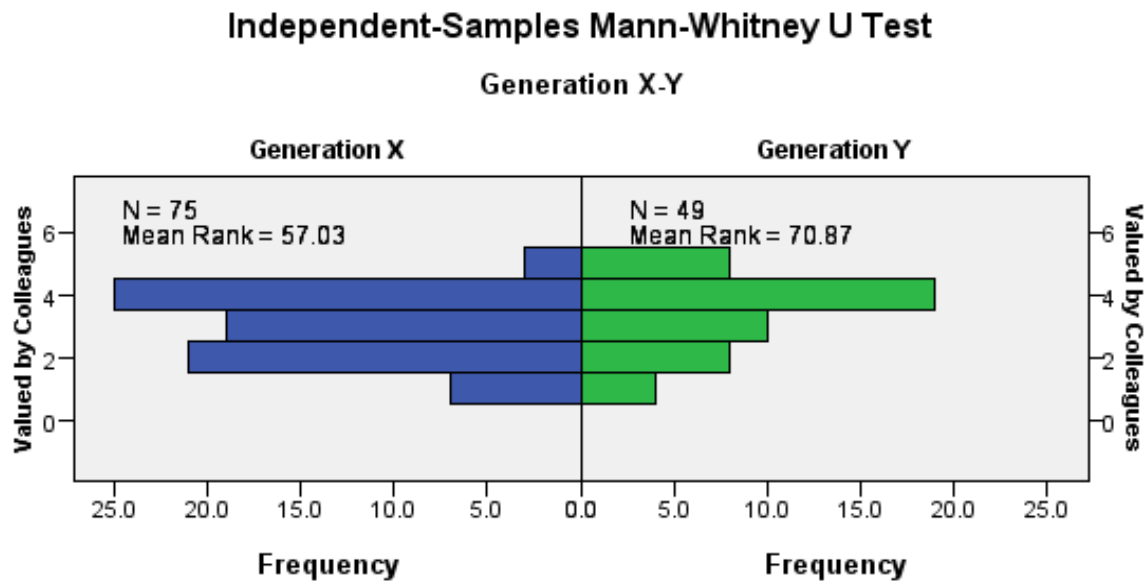
Valued by Colleagues (U=1427.5; P<.05)
Views Acknowledged (U=1437.5; P<.05)
Previous Skills Acknowledged (U=1439; df=122; P<.05)

4.8.2 Mann-Whitney Test

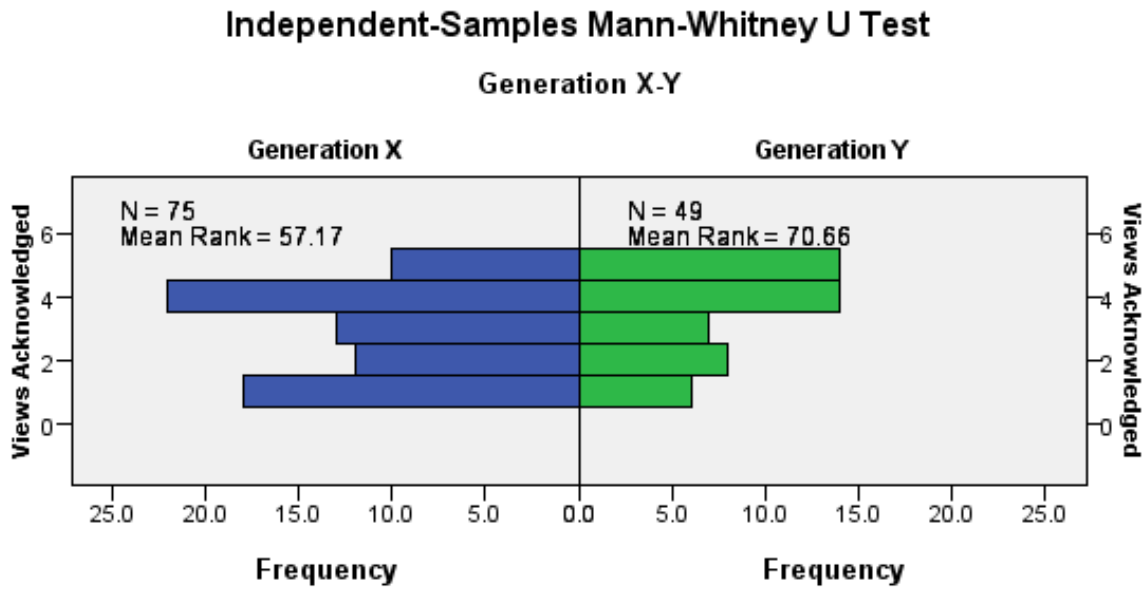Conducted based on the Generation X and Y on level of Value as viewed by colleagues

Total N	124
Mann-Whitney U	1,427.500
Wilcoxon W	4,277.500
Test Statistic	1,427.500
Standard Error	188.522
Standardized Test Statistic	-2.175
Asymptotic Sig. (2-sided test)	.030

Table 24 Mann-Whitney Test – Valued by Colleagues – Generation X and Generation Y

4.8.3 Mann-Whitney Test

Conducted based on the Generation X and Y on level of Value as views acknowledged by the organisation.

Total N	124
Mann-Whitney U	1,437.500
Wilcoxon W	4,287.500
Test Statistic	1,437.500
Standard Error	190.972
Standardized Test Statistic	-2.095
Asymptotic Sig. (2-sided test)	.036

Table 25 – Mann-Whitney Test – Views Acknowledged Generation X and Generation Y

4.8.4 Mann-Whitney Test

Conducted based on the Generation X and Y on previous skills acknowledged by employer.

-
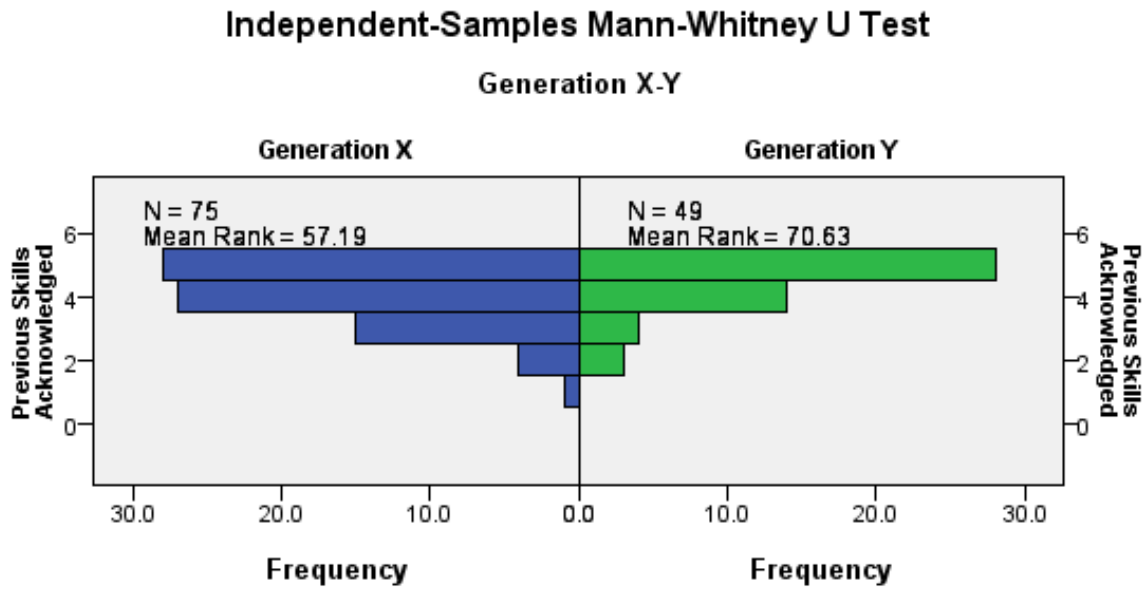
Total N	124
Mann-Whitney U	1,439.000
Wilcoxon W	4,289.000
Test Statistic	1,439.000
Standard Error	182.288
Standardized Test Statistic	-2.186
Asymptotic Sig. (2-sided test)	.029

Table 26 – Mann-Whitney Test – Acknowledgement of previous skill – Generation X and Generation Y

Categorical Field Information

Total N = 124
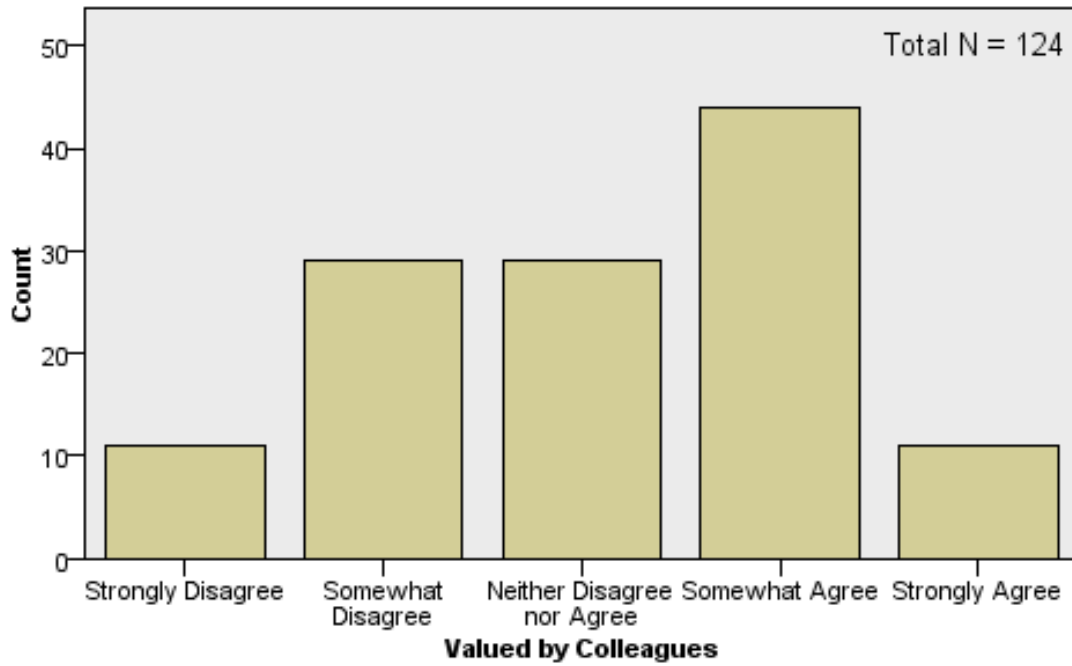
Valued by Colleagues field is ordinal but is treated as continuous in the test.

Table 27 – Categorical Field Information -Valued by Colleagues.

Categorical Field Information

Total N = 124
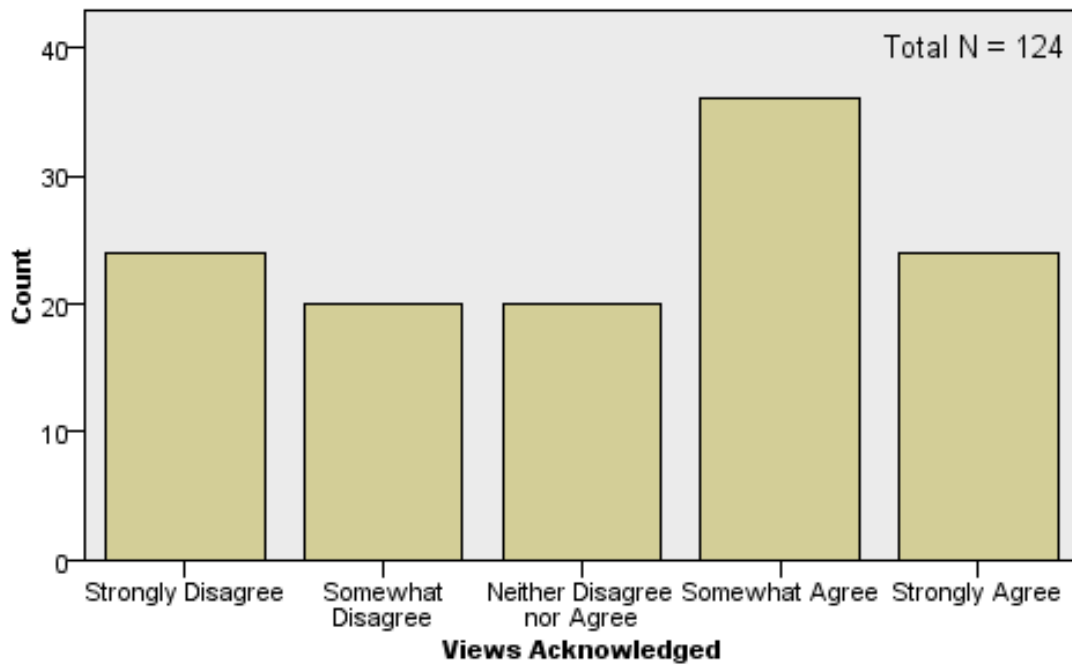
Views Acknowledged field is ordinal but is treated as continuous in the test.

Table 28 –Categorical Field Information - Views Acknowledged.
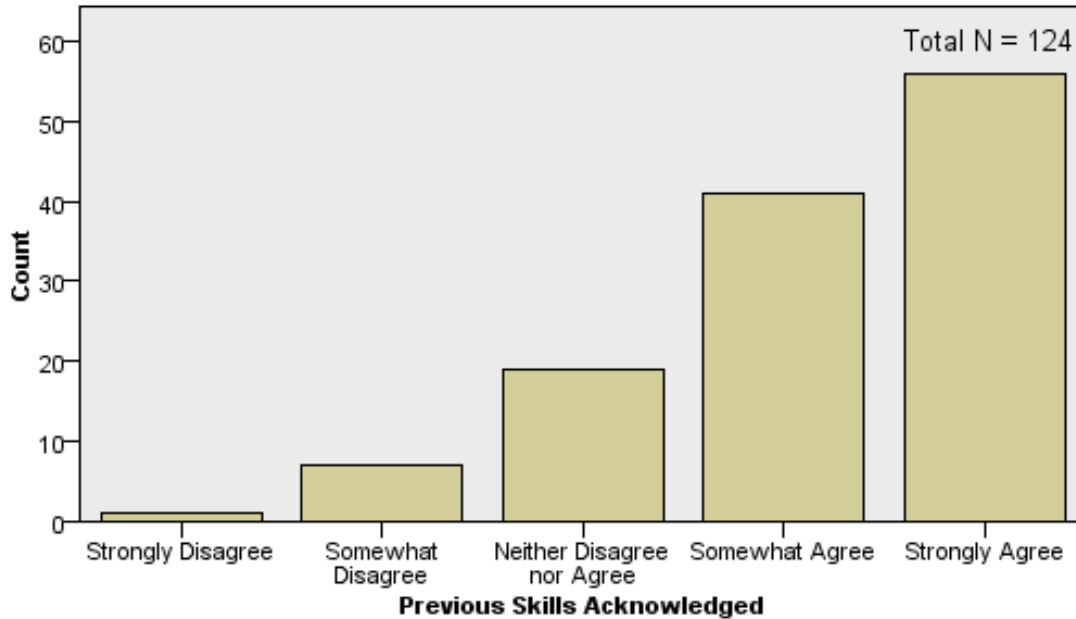
Previous Skills Acknowledged field is ordinal but is treated as continuous in the test.

Table 29 –Categorical Field Information - Previous Skills Acknowledged.

4.9 Regression

An exploratory regression was carried out to explore the relationship of the questions asked in the survey to the Length of service of the respondents to the organisation. A hierarchical stepwise regression was used to explore the strength of the relationship for key independent variables to the dependent variable length of service.

Stepwise regression enters the variable with the highest squared correlation coefficient (R^2) first into the model. The entry criterion is $p < 0.05$ and the exit criterion is $p > 0.10$. Of the remaining variables, the one with the highest R^2 was considered for entry, and entry/exit criteria were applied. This process continued until the final models were established

Results of the regression indicated that 41.4% of the variance of length of service can be explained by 6 survey independent variables ($F = 13.799$; $DF = 6,117$; $P<.001$).

For ease of reading the regression, the length of service was converted from days of service to years of service by dividing the number of days of service by 365.

All six variables do contribute significantly to the explanation of length of service, but they are ordered by how much additional variance they explain of the dependent variable.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	*.369a*	*.136*	*.129*	*6.45375*	*.136*	*19.225*	*1*	*122*	*.000*
2	.522b	.273	.261	5.94530	.137	22.759	1	121	.000
3	.565c	.319	.302	5.77893	.046	8.067	1	120	.005
4	.603d	.364	.343	5.60702	.045	8.471	1	119	.004
5	.625e	.391	.365	5.51063	.027	5.199	1	118	.024
6	.644f	.414	.384	5.42593	.024	4.713	1	117	.032

a. Predictors: (Constant), Age

b. Predictors: (Constant), Age, Promotion

c. Predictors: (Constant), Age, Promotion, Meet Challenges

d. Predictors: (Constant), Age, Promotion, Meet Challenges, Views Acknowledged

e. Predictors: (Constant), Age, Promotion, Meet Challenges, Views Acknowledged, Role Inspiring

f. Predictors: (Constant), Age, Promotion, Meet Challenges, Views Acknowledged, Role Inspiring, Sufficient Time

Table 30- Model Summary - Regression

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	800.719	1	800.719	19.225	.000^b
	Residual	5081.406	122	41.651		
	Total	5882.124	123			
2	Regression	1605.182	2	802.591	22.706	.000^c
	Residual	4276.943	121	35.347		
	Total	5882.124	123			
3	Regression	1874.604	3	624.868	18.711	.000^d
	Residual	4007.521	120	33.396		
	Total	5882.124	123			
4	Regression	2140.925	4	535.231	17.025	.000^e
	Residual	3741.200	119	31.439		
	Total	5882.124	123			
5	Regression	2298.808	5	459.762	15.140	.000^f
	Residual	3583.316	118	30.367		
	Total	5882.124	123			
6	Regression	2437.566	6	406.261	13.799	.000^g
	Residual	3444.558	117	29.441		
	Total	5882.124	123			

a. Dependent Variable: Length of Service in Years

b. Predictors: (Constant), Age

c. Predictors: (Constant), Age, Promotion

d. Predictors: (Constant), Age, Promotion, Meet Challenges

e. Predictors: (Constant), Age, Promotion, Meet Challenges, Views Acknowledged

f. Predictors: (Constant), Age, Promotion, Meet Challenges, Views Acknowledged, Role Inspiring

g. Predictors: (Constant), Age, Promotion, Meet Challenges, Views Acknowledged, Role Inspiring, Sufficient Time

Table 31 - Annova

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.032	1.985		-.520	.604
	Age	2.908	.663	.369	4.385	.000
2	(Constant)	6.691	2.442		2.739	.007
	Age	2.980	.611	.378	4.875	.000
	Promotion	-5.120	1.073	-.370	-4.771	.000
3	(Constant)	4.054	2.549		1.590	.114
	Age	2.695	.603	.342	4.473	.000
	Promotion	-4.966	1.045	-.359	-4.754	.000
	Meet Challenges	.996	.351	.217	2.840	.005
4	(Constant)	8.158	2.847		2.865	.005
	Age	2.375	.595	.301	3.992	.000
	Promotion	-5.484	1.029	-.396	-5.330	.000
	Meet Challenges	1.357	.362	.296	3.747	.000
	Views Acknowledged	-1.135	.390	-.232	-2.911	.004
5	(Constant)	11.451	3.149		3.636	.000
	Age	2.478	.586	.314	4.226	.000
	Promotion	-5.925	1.030	-.428	-5.754	.000
	Meet Challenges	1.916	.432	.418	4.433	.000
	Views Acknowledged	-1.013	.387	-.207	-2.620	.010
	Role Inspiring	-1.345	.590	-.216	-2.280	.024
6	(Constant)	15.586	3.639		4.283	.000
	Age	2.500	.577	.317	4.329	.000
	Promotion	-5.701	1.019	-.412	-5.594	.000
	Meet Challenges	1.986	.427	.433	4.655	.000
	Views Acknowledged	-1.253	.397	-.256	-3.161	.002
	Role Inspiring	-1.661	.599	-.266	-2.775	.006
	Sufficient Time	-1.033	.476	-.173	-2.171	.032

Coefficients[a]

a. Dependent Variable: Length of Service in Years

Table 32 – Coefficients Model

Chapter 5 Conclusion and Recommendations

5.1 Conclusion

An organisations ability to retaining the best employees is one of the major tasks faced with Human Resources Departments of a Multi-National Organisation. The employees they wish to retain are those that bring the highest sales and provide the highest levels of customer service. As a result they ensure the success and survival of an organisation. If however the employee perceives that he is not being appreciated, why would the employee continue to be engaged in their roles and not find alternative employment? To counteract this attrition, the Human Resource Department needs to engage with retention techniques. The ability to preclude this attrition to ensure that employees are not exiting the organisation for reasons other than professional and career development.

The strategy utilised by the HR department is very large and applicable only in certain situations. This entails that the HR department needs to manage the reasons and be in a position to forward the best solution for senior management to ensure the optimal results. Attracting and recruiting the right people and the ability to identify the reason to facilitate the most aspiring employees to develop their careers are of most importance and are usually brought to the management attention when the employee has decided to leave. By then, it is too late.

The ability of the HR department to safeguard the working conditions of employees as required to retain the employees within the organisation. As key protagonists in the success of the organisation, the key function of the HR department is to provide valuable staff to help contribute to realising this objective of success.

A firm's success in retaining and developing its employees establishes a positive opinion and view within the human resource market and thus ensure this perception is identified in top brands. The higher the perception and retention rate will assist in appealing to top professionals who will also contribute to the success of the organisation. The ability to retain those employees who impart both the ethos and the values of the organisation will prove their proficiency in their work and an apt ethical précis. By ensuring satisfaction of the employees this can result in a reduction of the issues caused by employees' attrition. The strategy of attracting and recruiting the right staff can also have a positive impact in the attrition rate of

employees. This is especially true at the initial, and most costly stages of hiring new staff and by engaging in the correct recruitment strategy, can assist in reducing the attrition rates.

A comprehensive emphasis on the opportunities available to employees by identifying suitable training and focused rather than general communication, will assist in providing the employee with a structure to their career. Internal promotion and career planning can engage the employees and such strategy can help to increase the retention and engagement rates.

5.1.1 Research analysis

The issue of addressing the stress level encountered by the employees and to identify the root causes is an issue for engaging and retaining staff. The ability to identify the causes such as change in responsibility, empowering tasks, agreeing objectives can effect both the generational categories differently and as such management need to be able to identify the best strategy to engage with the individual employees.

Following the investment in the recruitment of the employees the company must then ensure that they are both productive and loyal within a shortest time frame that is feasible. This must be managed as the critical time is to ensure a return on this investment. The organisations need to be able to reduce or eliminate the extra expenditure incurred to also allow for the fragmentation of the relationship with the customers and the harmony in the team whilst new employees adjust to their new roles.

Challenges for organisations including the retirement of the baby boomers currently reaching retirement age, mean the emphasis to retain valuable employees become evident owing to pressure on pensions. The task of retaining and motivating employees demands the ability of resilient managerial competencies to allow for a working strategy. An attractive performance based system along with conditions to achieve targets and goals in turn allows for the reinforcement of company loyalty thus achieving success. The effect of efficient and effective communication to facilitate a sooth multi-dimensional channel between relevant groups enabling feedback between management and employee.

The ability to have a fair and just assessment structure which includes the element of delegation and trust can outweigh a structure of financial rewards alone. The ability of the organisation to recognise the skills and experience of their employees can affect the atmosphere and foster a culture of loyalty and motivate the employees thus encouraging them to remain with the organisation

5.2 Discussion

5.2.1 Practical Implications

In order for Financial Service Organisations to remain both competitive and successful, an organic strategy that addresses the challenges of maintaining engagement and minimising attrition needs to be embraced. Of main focus for management is the recruitment and HR programmes. Through correct initial assessment in recruitment, the Financial Service Organisation needs to ascertain the person is suited to the role and is able to provide the level of customer service required. The Customer service Agent is the front line contact with the customer, providing the customer with a point of contact with the organisation, developing relationship and empathy with the customer. Training and Development strategy enable organisations to be more adaptable, pre-emptive and customer service focussed thus facilitating success and cultivating motivational techniques for employees. By having in place a structure within the organisation that delivers specialised customer services which incorporate expertise, competence and ethos, can facilitate to foster a sense of empowerment in order that they are proficient in their roles and obtain a sense of engagement by excelling in their roles. The needs and expectations of the customer should be paramount to the organisation, as levels of satisfaction is exceeded when the levels of service exceed that of the values identified by the customer. By having engaged and knowledgeable employees facilitates a better comprehension of the customers' requirements and expectations so that the service for each customer can be personalised. This results in better customer loyalty facilitating confidence in the organisation as a whole and result in repeat and extended procurements of the organisation's products.

5.2.2 Objectives for the organisation

- o To measure the most important elements of the work environment and key management practices predictive of high performance and employee engagement.
- o To provide a clear and focused basis for action planning.
- o To support continuous monitoring of the trends in the work environment.
- o To underscore the commitment to developing our people, fostering an inclusive work environment and driving greater manager accountability.
- o To structure a horizontal and vertical communications flow to allow free flow of feedback.

- To conduct longitudinal research of a fixed population within the organisation to permit better understanding of the engagement through the employee tenure.
- To conduct and analyse exit interviews to gain a better understanding of the steps that can be put in place to reduce attrition.

5.3 Future Research

A number of issues associated with a set time frame and the expense experienced for this research necessitates further research. Additional data research could focus on a larger sample population and entail qualitative research to explore the additional dimension to the views of the sample population over a period of time. This would follow the same population over a period of time to track trends and the effects of the strategy in place with the organisation.

The ability for Company X to collect valuable date over a longitudinal basis and to conduct meta-analysis would enable to company to implement strategic Human Research Management action and monitor them over a period of time to evaluate their effectiveness.

5.4 Recommendations

Following the research the finds for the implementation for Company X is to introduce a structured regular Voice of the Employee (VOE) to regularly survey the staff for their feedback and opinions based on: a) Induction/Recruitment, b) Job Satisfaction /Engagement, c) Communication, d) Commitment and e) Role and Promotional Clarity.

Theme	Suggested Actions
Induction/Recruitment	o Set clear measurable performance objectives and pay based on results; Consistently pay the better performers more than the solid and weak performers o Be transparent about relationship between performance ratings and pay decisions; Ensure everyone understands how pay decisions are made o Address performance challenges honestly and upfront to ensure aligned perceptions and early intervention
Job Satisfaction /Engagement	o Communicate the reasons from change and what you know regarding where the company is headed o Plan regular updates/forums/opportunities for information exchange o Hone your "change skills" by attending available training – relevant e-learning o Be sensitive to the impact of change on employees and address proactively/ Look for signs of resistance to change
Communication	o Communicate goals and plans; provide regular progress updates on key initiatives/projects o Always "walk the talk" o Keep lines of communication open with your staff o Proactively ask our employees for their opinion/input o Push decision making as far down as feasible with minimal risk: delegate appropriately o Identify situations where employees don't feel empowered and try to address them – do risk assessments
Commitment	o Thank employees for their participation and identify 2-3 things that you will work on and do it. Establish performance metrics to measure success o Publicise actions taken team meetings and newsletter o Create information Boards/Brands and develop a Survey Action Newsletter.
Role and Promotional Clarity	o Ensure that job specs/requirements are written clearly; Post all open jobs. o Collect multi-perspective feedback on job candidates. o Provide constructive and candid feedback to all candidates not selected for the job. o Publicise career mobility website.

Figure 6 – Suggested Human Resource Management Strategy to manage staff turnover

The cost of attracting and retaining the right employees is a costly exercise for Financial Service organisations incurred in the advertising and recruitment procedures followed by induction and applicable training. To ensure the correct employee are initially employed, the organisation should engage in psychometric testing of the applicants to assess suitability of the individual to the role. This should entail engaging with professional analysis of the application process which would cost a total of EUR75, 000.00 to design, implement and monitor. This would assist in identifying the suitability of the applicant to the role and assist in reducing the cost incurred in employing unsuitable candidates who may decide to leave after a short period (less than 12 months). This has a double impact in that the organisation does not benefit from the investment in employing the individual and also the potential negative impact on productivity and on the customer service based on employees who are not engaged in their role whilst they assess their own suitability to the role.

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Appendix A – Research Request

I am undertaking a Masters in Human Resource Management. One major part of this is completing a research dissertation. And hence I need your assistance in collecting anonymous data.

The purpose of my research for my dissertation is: *"An Analysis of Engagement of Customer Service employees in the Financial Services Sector in Ireland based on Generation X and Generation Y"*

Your contribution will be invaluable to my research, irrespective of if you work in this sector as it will allow invaluable analyses to be made.

Please note:

The information you give will be analysed with the other participants

• Your name or the name of any organisation will not be collected as part of this research

• All data gathered will be anonymous and confidential and only used for the purpose of this study • If you wish, I can send you a copy of the results

• It should take no longer than 6 minutes to complete

• You can withdraw from the survey at any time

Please follow the link here: http://goo.gl/forms/DS9dMLjh8Z

I really appreciate the time taken to complete this. Remember it is only 6 minutes of your time!

Many thanks!

Questionnaire: Engagement and Retention at Work

docs.google.com

Appendix B Research Questionnaire

1. Please state your consent to take part in this survey*

I agree to take part in this survey and understand that I can withdraw at any time

- ○ Yes

2. About you: Gender

○ Male

○ Female

3. Age (in completed years)

○ less than 25

○ 25-35

○ 36-45

○ 46-55

○ over 55

4. Nationality

○ Irish

○ European - Non-Irish

○ Other

5. Civil status

Which one of these best describes your current relationship status?

○ Married or Co-habiting

○ Single

○ In Relationship

○ Separated

○ Divorced

○ Other: [   ]

6. Dependent Children

○ 0

○ 1

○ 2

○ 3

○ 4+

7. In which territory did you receive your obligatory schooling?

○ Republic of Ireland

○ UK

○ European Country

○ Non-European

8. Education level Please select your highest education level achieved.

○ Primary School

○ Secondary School

○ College or Technical Institution

○ University Degree

○ Post Graduate Diploma

○ Master's Degree

○ Doctorate - PhD

○ Other: [   ]

9. Total Time with your present Organisation? Start date

| Month ▼ | Day ▼ | 2015 ▼ |

10. How many employees in your company?

○ less than 50

○ Less than 100

○ Less than 250

○ Less than 1000

○ Less than 5000

○ 5000+

11. How did you apply for the role?

Please select the channel through which you applied or were approached for your current employment

☐ Employment Agency

☐ Directly to the company

☐ Internship position initially

☐ Advertisement

☐ Recommended through an existing employee

☐ Contacted through Social Media

☐ Contacted through Linked In

☐ Personal Recommendation

☐ Other: [   ]

12. Have you moved roles since you joined?

Have you received a promotion since you began working in your current role?

○ Yes

○ No

Induction

Please reflect on your initial 6 months with your current organisation in respect of the following

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
13.I received adequate induction training when I started working	○	○	○	○	○
14.I received adequate training since my induction	○	○	○	○	○
15.I could easily ask for assistance from my supervisor	○	○	○	○	○
16.I could easily ask for assistance from peers	○	○	○	○	○
17.I had a structured support provided when I started my role	○	○	○	○	○
18.I found the recruitment process was professional in its execution	○	○	○	○	○

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
19.I was treated with respect during my induction	○	○	○	○	○

Engagement at work

Please read the following Statement about your current role and decide if you feel this way about your job?

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
20.My job satisfies me	○	○	○	○	○
21.I feel the role satisfies my ambition	○	○	○	○	○
22.I feel valued at work by my colleagues	○	○	○	○	○
23.I feel valued by my employer	○	○	○	○	○
24.I actively participate in organisation activities	○	○	○	○	○
25.My job inspires me	○	○	○	○	○
26.I like to meet the challenges of my role	○	○	○	○	○

Communication

	Strongly Agree	Somewhat Agree	Neither Agree not Disagree	Somewhat Disagree	Strongly Disagree
27.I feel I am well informed regarding my role and expectations	○	○	○	○	○
28.I feel adequately informed by my department head	○	○	○	○	○
29.I believe that my organisation listens to suggestions that I or my colleagues make	○	○	○	○	○
30.I feel adequate communication from management	○	○	○	○	○
31.I feel the channels of communication are sufficient	○	○	○	○	○
32. I have enough time allocated to access the	○	○	○	○	○

	Strongly Agree	Somewhat Agree	Neither Agree not Disagree	Somewhat Disagree	Strongly Disagree
communication provided.					

Commitment

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
33.I find the work that I do full of meaning and purpose	○	○	○	○	○
34.I am enthusiastic about my job	○	○	○	○	○
35.I see myself in the same role in 12 months	○	○	○	○	○
36. I see myself working for this organisation in 12 months.	○	○	○	○	○
37.I feel I need to change roles within the next 12 months	○	○	○	○	○
38.I feel that there is career progression for me within this organisation	○	○	○	○	○
39.I embrace the organisation's ethos	○	○	○	○	○

40. My expectations of my role were realised

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

41. My role was clearly defined before I commenced my current employment

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

42. I have a clear understanding of promotional opportunities available to me

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

43. I am actively encouraged and supported by my company for promotion.

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

44. My organisation appreciates my level of commitment

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

45. My organisation acknowledges my skills and previous experience

	1	2	3	4	5	
Strongly Agree	○	○	○	○	○	Strongly Disagree

Appendix C – Data Collection - -Summary of Response

124 responses
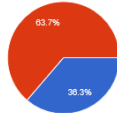
Summary

1.Please state your consent to take part in this survey

Yes   **124**   100%

2.About you: Gender

Male   **45**   36.3%
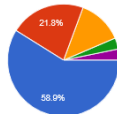Female   **79**   63.7%

3.Age (in completed years)
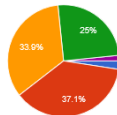
less than 25   **3**   2.4%
25-35   **46**   37.1%
36-45   **42**   33.9%
46-55   **31**   25%
over 55   **2**   1.6%

4.Nationality
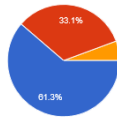
Irish   **76**   61.3%
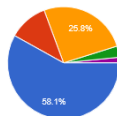European - Non-Irish   **41**   33.1%
Other   **7**   5.6%

5.Civil status

Married or Co-habiting   **73**   58.9%
Single   **27**   21.8%
In Relationship   **16**   12.9%
Separated   **4**   3.2%
Divorced   **4**   3.2%
Other   **0**   0%

6.Dependent Children

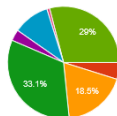0   **72**   58.1%
1   **14**   11.3%
2   **32**   25.8%
3   **4**   3.2%
4+   **2**   1.6%

7.In which territory did you receive your obligatory schooling?
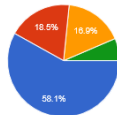
Republic of Ireland   **72**   58.1%
UK   **23**   18.5%
European Country   **21**   16.9%
Non-European   **8**   6.5%

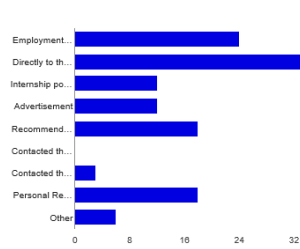**8.Education level**

Primary School   **0**   0%
Secondary School   **6**   4.8%
College or Technical Institution   **23**   18.5%
University Degree   **41**   33.1%
Post Graduate Diploma   **4**   3.2%
Masters Degree   **13**   10.5%
Doctorate - PhD   **1**   0.8%

10.How many employees in your company?
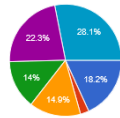
less than 50	22	18.2%
Less than 100	3	2.5%
Less than 250	18	14.9%
Less than 1000	17	14%
Less than 5000	27	22.3%
5000+	34	28.1%

11.How did you apply for the role?

Employment Agency	24	19.4%
Directly to the company	39	31.5%
Internship position initially	12	9.7%
Advertisement	12	9.7%
Recommended through an existing employee	18	14.5%
Contacted through Social Media	0	0%
Contacted through Linked In	3	2.4%
Personal Recommendation	18	14.5%
Other	6	4.8%

12.Have you moved roles since you joined?
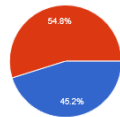
Yes	56	45.2%
No	68	54.8%

13.I received adequate induction training when I started working [Induction]
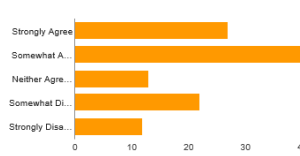
Strongly Agree	27	22.3%
Somewhat Agree	47	38.8%
Neither Agree nor Disagree	13	10.7%
Somewhat Disagree	22	18.2%
Strongly Disagree	12	9.9%

14.I received adequate training since my induction [Induction]
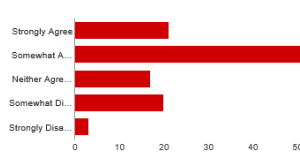
Strongly Agree	21	17.4%
Somewhat Agree	60	49.6%
Neither Agree nor Disagree	17	14%
Somewhat Disagree	20	16.5%
Strongly Disagree	3	2.5%

15.I could easily ask for assistance from my supervisor [Induction]
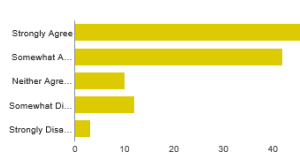
Strongly Agree	54	44.6%
Somewhat Agree	42	34.7%
Neither Agree nor Disagree	10	8.3%
Somewhat Disagree	12	9.9%
Strongly Disagree	3	2.5%

16.I could easily ask for assistance from peers [Induction]
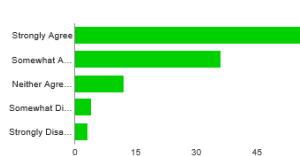
Strongly Agree	66	54.5%
Somewhat Agree	36	29.8%
Neither Agree nor Disagree	12	9.9%
Somewhat Disagree	4	3.3%
Strongly Disagree	3	2.5%

17.I had a structured support provided when I started my role [Induction]
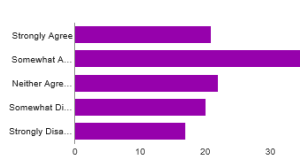
Strongly Agree	21	17.4%
Somewhat Agree	41	33.9%
Neither Agree nor Disagree	22	18.2%
Somewhat Disagree	20	16.5%
Strongly Disagree	17	14%

18.I found the recruitment process was professional in its execution [Induction]

Strongly Agree	31	25.6%
Somewhat Agree	52	43%
Neither Agree nor Disagree	24	19.8%
Somewhat Disagree	12	9.9%
Strongly Disagree	2	1.7%

19.I was treated with respect during my induction [Induction]

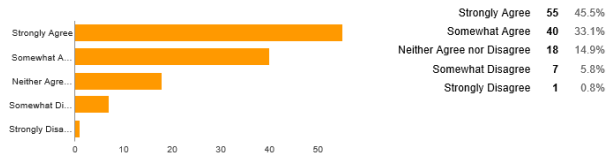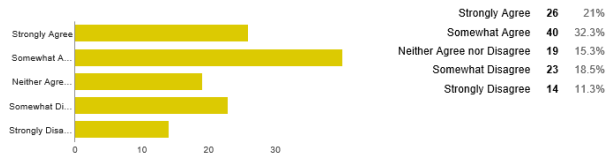|		
Strongly Agree	55	45.5%
Somewhat Agree	40	33.1%
Neither Agree nor Disagree	18	14.9%
Somewhat Disagree	7	5.8%
Strongly Disagree	1	0.8%
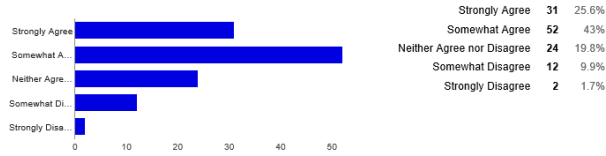
20.My job satisfies me [Engagement at work]

Strongly Agree	40	32.3%
Somewhat Agree	46	37.1%
Neither Agree nor Disagree	15	12.1%
Somewhat Disagree	14	11.3%
Strongly Disagree	6	4.8%
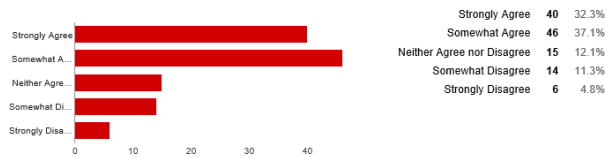
21.I feel the role satisfies my ambition [Engagement at work]

Strongly Agree	26	21%
Somewhat Agree	40	32.3%
Neither Agree nor Disagree	19	15.3%
Somewhat Disagree	23	18.5%
Strongly Disagree	14	11.3%

22.I feel valued at work by my colleagues [Engagement at work]

Strongly Agree	34	27.4%
Somewhat Agree	52	41.9%
Neither Agree nor Disagree	16	12.9%
Somewhat Disagree	14	11.3%
Strongly Disagree	3	2.4%
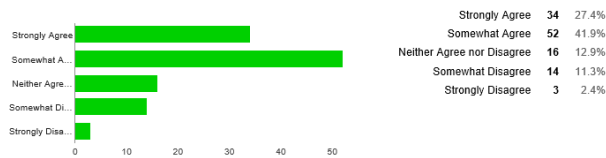
23.I feel valued by my employer [Engagement at work]

Strongly Agree	25	20.2%
Somewhat Agree	40	32.3%
Neither Agree nor Disagree	21	16.9%
Somewhat Disagree	21	16.9%
Strongly Disagree	13	10.5%
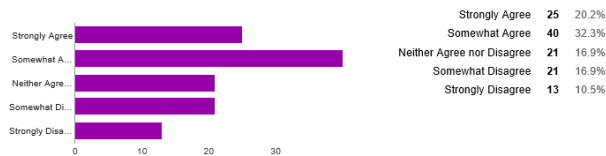
24.I actively participate in organisation activities [Engagement at work]

Strongly Agree	29	23.4%
Somewhat Agree	55	44.4%
Neither Agree nor Disagree	20	16.1%
Somewhat Disagree	14	11.3%
Strongly Disagree	5	4%
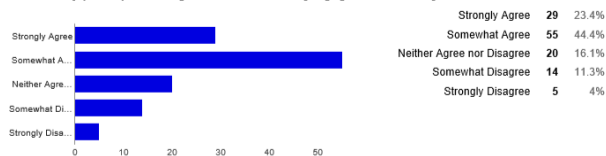
25.My job inspires me [Engagement at work]

Strongly Agree	22	18.2%
Somewhat Agree	55	45.5%
Neither Agree nor Disagree	15	12.4%
Somewhat Disagree	21	17.4%
Strongly Disagree	8	6.6%
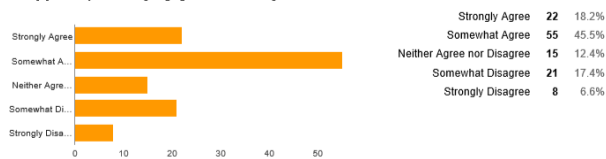
26.I like to meet the challenges of my role [Engagement at work]

Strongly Agree	35	28.9%
Somewhat Agree	38	31.4%
Neither Agree nor Disagree	18	14.9%
Somewhat Disagree	18	14.9%
Strongly Disagree	12	9.9%
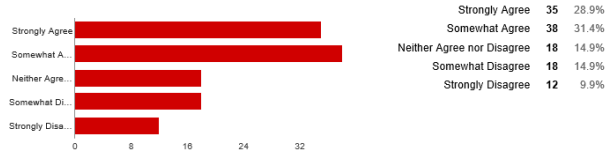
27.I feel I am well informed regarding my role and expectations [Communication]

Strongly Agree	21	16.9%
Somewhat Agree	68	54.8%
Neither Agree not Disagree	15	12.1%
Somewhat Disagree	13	10.5%
Strongly Disagree	5	4%
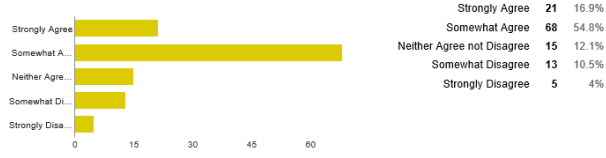
28.I feel adequately informed by my department head [Communication]

Strongly Agree	18	14.5%
Somewhat Agree	55	44.4%
Neither Agree not Disagree	24	19.4%
Somewhat Disagree	20	16.1%
Strongly Disagree	6	4.8%
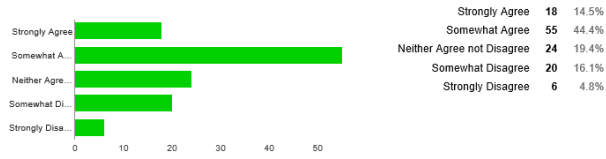
29.I believe that my organisation listens to suggestions that I or my colleagues make [Communication]
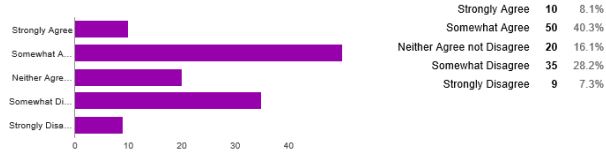
Strongly Agree	10	8.1%
Somewhat Agree	50	40.3%
Neither Agree not Disagree	20	16.1%
Somewhat Disagree	35	28.2%
Strongly Disagree	9	7.3%

30.I feel adequate communication from management [Communication]

Strongly Agree	13	10.5%
Somewhat Agree	50	40.3%
Neither Agree not Disagree	28	22.6%
Somewhat Disagree	22	17.7%
Strongly Disagree	11	8.9%
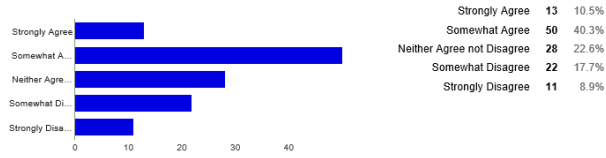
31.I feel the channels of communication are sufficient [Communication]

Strongly Agree	11	8.9%
Somewhat Agree	42	33.9%
Neither Agree not Disagree	29	23.4%
Somewhat Disagree	29	23.4%
Strongly Disagree	11	8.9%
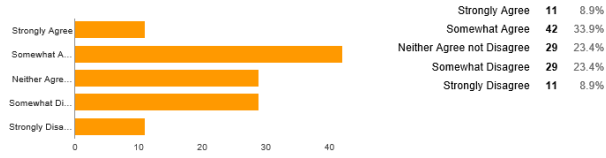
32.I have enough time allocated to access the communication provided. [Communication]

Strongly Agree	14	11.3%
Somewhat Agree	35	28.2%
Neither Agree not Disagree	46	37.1%
Somewhat Disagree	18	14.5%
Strongly Disagree	11	8.9%
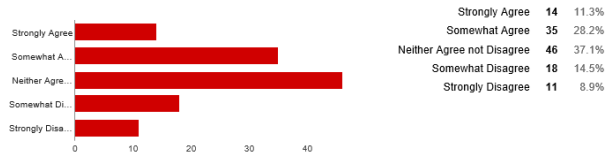
33.I find the work that I do full of meaning and purpose [Commitment]

Strongly Agree	33	26.6%
Somewhat Agree	49	39.5%
Neither Agree nor Disagree	14	11.3%
Somewhat Disagree	21	16.9%
Strongly Disagree	6	4.8%
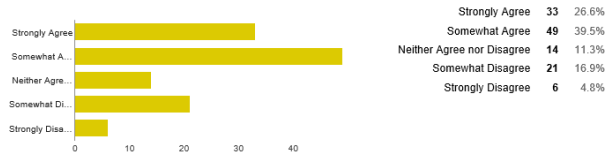
34.I am enthusiastic about my job [Commitment]
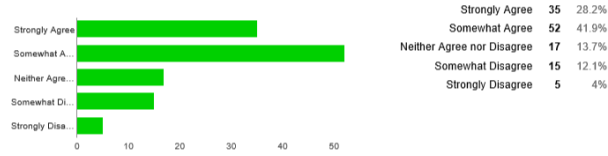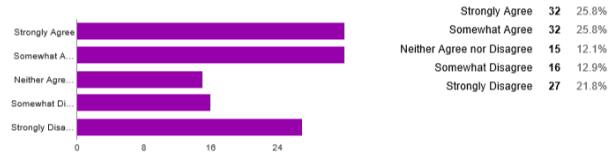
Strongly Agree	35	28.2%
Somewhat Agree	52	41.9%
Neither Agree nor Disagree	17	13.7%
Somewhat Disagree	15	12.1%
Strongly Disagree	5	4%

35.I see myself in the same role in 12 months [Commitment]

Strongly Agree	32	25.8%
Somewhat Agree	32	25.8%
Neither Agree nor Disagree	15	12.1%
Somewhat Disagree	16	12.9%
Strongly Disagree	27	21.8%

36.I see myself working for this organisation in 12 months. [Commitment]

Strongly Agree	41	33.1%
Somewhat Agree	34	27.4%
Neither Agree nor Disagree	16	12.9%
Somewhat Disagree	16	12.9%
Strongly Disagree	16	12.9%
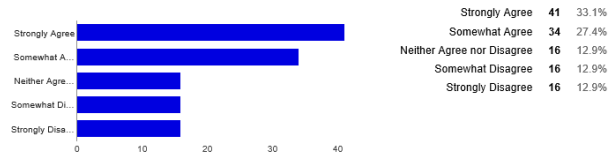
37.I feel I need to change roles within the next 12 months [Commitment]

Strongly Agree	42	33.9%
Somewhat Agree	29	23.4%
Neither Agree nor Disagree	20	16.1%
Somewhat Disagree	14	11.3%
Strongly Disagree	18	14.5%
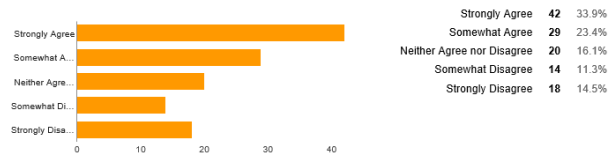
38.I feel that there is career progression for me within this organisation [Commitment]

Strongly Agree	24	19.4%
Somewhat Agree	34	27.4%
Neither Agree nor Disagree	20	16.1%
Somewhat Disagree	20	16.1%
Strongly Disagree	24	19.4%
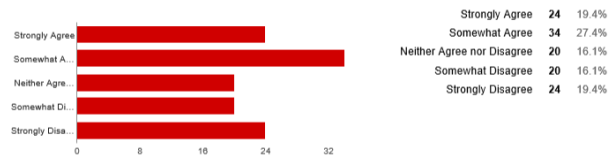
39.I embrace the organisation's ethos [Commitment]
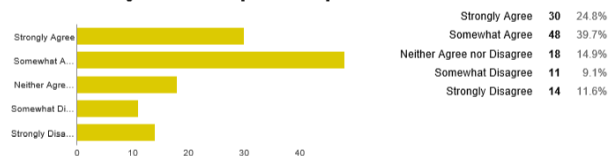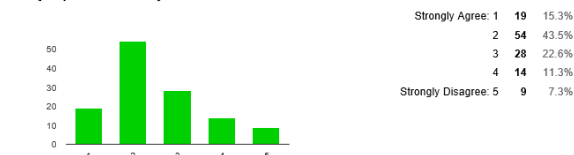
Strongly Agree	30	24.8%
Somewhat Agree	48	39.7%
Neither Agree nor Disagree	18	14.9%
Somewhat Disagree	11	9.1%
Strongly Disagree	14	11.6%

40.My expectations of my role were realised

Strongly Agree: 1	19	15.3%
2	54	43.5%
3	28	22.6%
4	14	11.3%
Strongly Disagree: 5	9	7.3%

41.My role was clearly defined before I commenced my current employment

Strongly Agree: 1	24	19.4%
2	40	32.3%
3	29	23.4%
4	20	16.1%
Strongly Disagree: 5	11	8.9%

42.I have a clear understanding of promotional opportunities available to me

Strongly Agree: 1	18	14.5%
2	37	29.8%
3	41	33.1%
4	16	12.9%
Strongly Disagree: 5	12	9.7%

43.I am actively encouraged and supported by my company for promotion.

Strongly Agree: 1	14	11.3%
2	16	12.9%
3	46	37.1%
4	25	20.2%
Strongly Disagree: 5	23	18.5%

44.My organisation appreciates my level of commitment

Strongly Agree: 1	13	10.5%
2	42	33.9%
3	29	23.4%
4	26	21%
Strongly Disagree: 5	14	11.3%

45.My organisation acknowledges my skills and previous experience

Strongly Agree: 1	18	14.6%
2	42	34.1%
3	29	23.6%
4	17	13.8%
Strongly Disagree: 5	17	13.8%
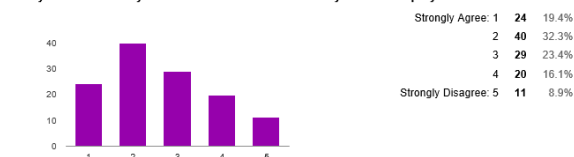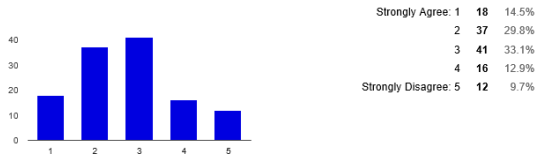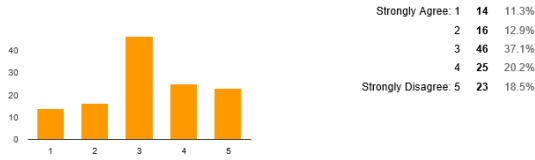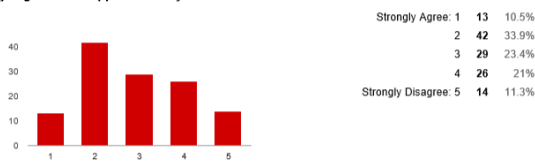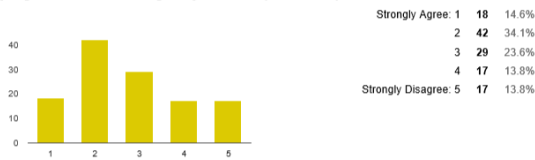
Number of daily responses

xviii