A Research Study on the Impact Management Have on Employee Engagement in a Manufacturing Company

Alice Murphy

School of Business, Cork Institute of Technology, Cork, Ireland

Follow this and additional works at: https://sword.cit.ie/allthe

Part of the Human Resources Management Commons

Recommended Citation


This Master Thesis is brought to you for free and open access by the Dissertations and Theses at SWORD - South West Open Research Deposit. It has been accepted for inclusion in Theses by an authorized administrator of SWORD - South West Open Research Deposit. For more information, please contact sword@cit.ie.
A Research Study on the Impact Management have on Employee Engagement in a Manufacturing Company

ALICE MURPHY
A Research Study on the Impact Management have on Employee Engagement in a Manufacturing Company

Dissertation submitted to Dr. Angela Wright at Cork Institute of Technology, Department of Business Management in partial fulfilment of the requirements for the reward of the degree of

Master of Arts
In
Human Resource Management

Submitted by

Alice Murphy
Declaration

The author hereby declares that, except where duly acknowledged, this thesis is entirely her own work and has not been submitted anywhere else for any degree in any University or Institute of Technology.

Name (Researcher): Alice Murphy  Date: 30 June 2019

Name (Supervisor): Angela Wright  Date:  

2
Abstract

The purpose of this paper is to discover can management have an impact on employee engagement. Many companies put millions into creating the best fit policies for their organization without focusing on management behaviour and how it affects employees alone. Leadership theories have evolved over the years and will continue to change from generation to generation. The evolving term of the meaning of 'leadership' suggests to the researcher that there will never be enough studies done in this field. Despite the vast amount of research done, there seems to be a paucity in the area of leadership in the manufacturing industry in Ireland, and in particular, that of leadership's impact on engagement in the Irish manufacturing industry.

At the time the study was conceived, the researcher was employed by company X. Every employee partook in the Gallup Q12 Engagement Survey results. However, the results were disappointing to superiors. Consequently, this led the researcher to initiate a research study as to how management can impact employee engagement. Quantitative research was conducted in the form of a questionnaire to gain an understanding from seventy product builders and six members of management. Two surveys were distributed to product builders and management within a subsection of the manufacturing plant.

Significant findings were discovered from the analysis of the survey results. The researcher found that more communication, training and development, reward and recognition, company culture, relationships with superiors and management characteristics and skills all had an influence on employee engagement levels. Through primary and secondary research, the researcher found that management has an impact on employee engagement. Thus, Company X need to take a strategic approach in terms of engaging employees, while incorporating management coaching into their strategic planning in order to achieve optimal engagement levels.
Dedication

I would like to dedicate this dissertation to my employment superiors, past and present, who I feel have inspired me to be a better employee and believe that managers and leaders are more than 'paper pushers'. I have witnessed managers achieve organizational goals and assisting employee's needs, whilst inspiring employees to follow their leaders without over stating their superior position. They have shown me that the leadership style a manager adopts is profoundly understated. My superiors, past and present had a larger impact on company culture, retention, job satisfaction, performance and overall employee engagement than what the company and employees give them credit for.
Acknowledgements

I would like to acknowledge my dissertation supervisor Angela Wright, who guided me through my dissertation with great patience and optimism, and challenged me to explore my full potential while writing this topic.

I owe my deepest gratitude to my mother for her financial and emotional support throughout my undergraduate and postgraduate degree.

I am deeply indebted to my college peers, in particular the group ‘Valer’, who have demonstrated that great results can be achieved through communication and team support.

I would also like to acknowledge my boyfriend for the support and patience he has shown me over the last two years.
Table of Contents

Abstract...................................................................................................................................................i
Dedication...............................................................................................................................................ii
Acknowledgements..............................................................................................................................iii
Chapter One: Introduction
1.1 Introduction and Background to the Study...............................................................................10
1.2 Rationale for the Research Study................................................................................................13
1.3 Research Questions, Aims and Objectives.................................................................................14
1.4 Main Content of Each Chapter....................................................................................................16
1.5 Conclusion...................................................................................................................................17
Chapter Two: Literature Review
2.1 Introduction.....................................................................................................................................19
2.2 Human Resource Management in the Manufacturing Industry.............................................19
2.3 Definitions of Employee Engagement........................................................................................19
2.3.1 Employee Engagement.............................................................................................................. 20
2.3.2 Employee Engagement in the Manufacturing Industry........................................................20
2.4 Management and Leadership........................................................................................................21
2.5 Definition of Leadership..............................................................................................................22
2.5.1 Historical Background of Leadership..................................................................................22
2.6 Management and Leadership Characteristics............................................................................23
2.6.1 Impact of Leadership Characteristics and Skills on Engagement......................................24
2.7 Leadership Styles.......................................................................................................................24
2.7.1 Great Man Theory......................................................................................................................25
2.7.2 Situational Theory......................................................................................................................25
2.7.3 Trait Theory............................................................................................................................25
2.7.4 Contingency Theory.................................................................................................................25
2.7.5 Autocratic Leadership Style......................................................................................................26
2.7.6 Democratic Leadership Style..................................................................................................26
2.7.7 Laissez Faire Leadership Style.................................................................................................26
2.7.8 Participative Leadership Style.................................................................................................26
2.7.9 Transactional Leadership Style...............................................................................................26
2.7.10 Transformational Leadership Style...................................................................................27
2.8 Relationship between Leadership Style and Employee Engagement........................................27
2.9 Relationship between Management and Employee Engagement...........................................28
2.10 Training and Development.....................................................................................................29
2.10.1 Training and Development Impact on Employee Engagement.......................................29
2.10.2 Management’s Influence on Training and Development................................................29
2.11 Culture........................................................................................................................................30
2.11.1 Culture and Engagement........................................................................................................30
2.11.2 Management’s Influence on Culture....................................................................................30
2.12 Recognition and Reward........................................................................................................31
2.12.1 Recognition and Reward Influence on Engagement.......................................................31
2.12.2 Management’s Influence on Recognition and Reward.......................................................32
2.13 Manager and Subordinate Relationship..................................................................................32
2.13.1 How Management Influences Manager and Subordinate Relationship.........................32
Chapter One:
Introduction
Chapter One: Introduction

1.1 Introduction and Background to the Study

The manufacturing sector in Ireland has been transformed over the last twenty years by
globalisation, technology, and the growth of emerging markets (IDA Ireland). Ireland has seen
factories growing at the fastest rate in 15 years, and the demand for more skilled staff is set to
increase (Bodkin, 2015). Bruton (2013) states that developing people is crucial for the growth
of the manufacturing Industry in Ireland. With the constant growth in the industry, and the
proven demand for skilled employees, it is vital now more than ever that organizations,
politicians, employees, practitioners and policy makers understand the needs of subordinates
now more than ever.

Company X is a renowned medical device manufacturing company located all over the world.
Company X has received copious amounts of eminent awards such as ‘Great Place To Work’,
‘Fortune World’s Most Admired Companies’, ‘Fortune's Change the World List’ and ‘Women's
Workplace Choice Award. These awards are only a sample of the long list of awards Company
X has been in receipt of. Out of the seven site locations in Ireland, the researcher is focusing
on the Cork site which has approximately 1000 employees. The site makes different types of
medical devices. The site has three different types of shifts including days, nights and 24/5 shift
work (day and night rotation). The researcher is analysing and studying a particular section of
day staff that focuses on one product to ensure that this is a constant variable throughout the
study.

In the greater scheme of academic study and research, engagement has always been an essential
field of study. Employee engagement can be seen as a combination of commitment to the
organisation and its values, and a willingness to help colleagues (www.CIPD.ie). Leadership
is another significant field of study that theorists have been trying to understand since the
beginning of the 19th century. Leadership is the ability to motivate and organise others toward
a common goal (www.CIPD.ie). Research initially began in the 19th century with ‘The Great
Man Theory’, with little scientific basis or human characteristics to expand the notion that a
leader is just that of a ‘great man’ (www.Leadership-Central.com). This notion marked the
blossoming of leadership theories and scientific studies that as students, practitioners,
employees and as human beings, we are forever indebted to.
Despite being a popular topic over a multitude of disciplines in research, confusion has developed, as leadership has been seen to have many definitions and theories by many different researchers. There is no ‘black and white’ definition of leadership. It has been suggested that that the required competencies of managers and leaders are merging (Salaman, 2004). Thus, for this reason, the researcher will treat managers as ‘leaders’ for the purpose of this study.

Global companies are known for having great reward systems and procedures in place in an attempt to attract, engage and retain employees. However, is there too much focus on throwing an increasing amount of incentives at employees, rather than measuring are the incentives being implemented effectively in the first place? Company X have beneficial rewards such as bonus schemes and subsidised healthcare. Although, recent statistics show that having great rewards doesn't automatically fix company issues as engagement levels fluctuated from manager to manager. As Company X is increasing in employee numbers, it is vital that any engagement issues are addressed before more issues arise.

**Employee Engagement survey 2018**

Company X employ Gallup's Employee Engagement Survey every year. However the results show a decrease in engagement levels. Gallup researchers spent decades writing and testing hundreds of questions, and came up with twelve questions that measure the most important elements of employee engagement. Scores on a 1-5 scale highlight strengths and opportunities (Q12 Gallup.com). The employees manager is also taken into account when an employee is filling out a survey. After the employee data is gathered, the results are given to the manager in order to gain a detailed insight into subordinates engagement levels. The decrease in engagement levels from 4.43 to 3.95 indicates that the tactics the manager employ are not effective.

Please see results below. Please note that the managers name, company name and location have been amended for confidentiality purposes.
# Employee Engagement average for plant

<table>
<thead>
<tr>
<th>Plant (ROI)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFR</td>
<td>3.95</td>
</tr>
<tr>
<td>IC</td>
<td>4.51</td>
</tr>
<tr>
<td>L</td>
<td>4.51</td>
</tr>
<tr>
<td>S</td>
<td>3.86</td>
</tr>
<tr>
<td>A</td>
<td>4.8</td>
</tr>
<tr>
<td>T</td>
<td>4.29</td>
</tr>
</tbody>
</table>

# Employee Engagement Score for Manager

<table>
<thead>
<tr>
<th>Team Leader</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>3.56</td>
</tr>
<tr>
<td>M</td>
<td>3.43</td>
</tr>
<tr>
<td>D</td>
<td>3.97</td>
</tr>
<tr>
<td>M</td>
<td>4.39</td>
</tr>
<tr>
<td>J</td>
<td>3.42</td>
</tr>
<tr>
<td>P</td>
<td>4.01</td>
</tr>
</tbody>
</table>
Although the awards highlight that Company X is a well established employer, it has been noted in Gallup Q12 survey that the engagement results for different managers are not the same. This signifies that management have a big part to play in terms of engaging employees. It also indicates that, although this acclaimed international company invests in resources and procedures to ensure employees stay engaged, according to the Gallup results, the Cork site (MFR) appears to missing something if their engagement results are the second lowest in the Republic of Ireland Region.

The researcher will examine employee engagement, aspects contributing to employee engagement, and how managers impact on those factors within Company X. The researcher will also analyze different leadership styles, their behavior and practices and its impact on employee engagement within the manufacturing company. The researcher will conduct quantitative research in the form of a questionnaire on members of management and their subordinates within a sub area of the Company X's Cork site. The research process, design and strategy is outlined in Chapter Three.

1.2 Rationale for the Research Study

The researcher feels compelled to carry out the study 'A Research Study on the Impact Management have on Employee Engagement in a Manufacturing Company', as there is:

- Antiquated previous literature
- A gap of research in the manufacturing industry in Ireland
- A gap of research in terms of engaging employees in Ireland
- A gap of Research in terms of leadership in Ireland
- Company X's Gallup engagement results show variance in management engagement results
- Company X's Gallup engagement results have decreased as a whole over the years

In a topic that can be full of debate, confusion and ambivalence, there has yet to be a time where behavioural scientists, practitioners and organizations have a full understanding of the complexity of leadership and employee engagement. Huertas - Valdivia et al. (2019) states that the evolving meaning of leadership and the emerging millennial generation attribute to the antiquating of the relevance of past research. Literature has stated that management and
leadership are two terms that are merging. It has been reported that research shows dissatisfaction with the state of leadership and management, particularly at the middle and front line manager level, despite considerable investment in training (www.CIPD.ie). With literature pointing to previous research being outdated and reports showing leadership dissatisfaction, the researcher feels obligated to pursue this direction and fill the void of literature and knowledge, to share with practitioners and management of Company X.

The Gallup Engagement Results prove that the Cork site are missing something in terms of Engaging Employees. The researcher does not aim to change engagement process or make vast and expensive policy changes, but look at existing processes, how the manager is influencing these and how can the manager influence these processes more effectively. There may be other, perhaps overlooked mechanisms or mediators which could help explain and add value to the relationship between employee engagement and the effectiveness of managers in today's organizations (Luthans and Peterson, 2002).

There is a significant gap in modern research in terms of both linking leadership and engagement within the manufacturing industry. Employee engagement alone can be an undeniably complex topic to fathom. This gives the researcher more reason to further study how management and leadership styles and behaviors impact employee engagement levels.

Due to the reasons of the antiquating of previous literature, the gap of research in the manufacturing industry in Ireland, the gap of research in terms of engaging employees in Ireland, the gap of research in terms of leadership in Ireland and Company X’s Gallup Results showing variance in management engagement results, the researcher has been prompted to explore the topic further.

1.3 Research Questions, Aims and Objectives

The research problem in question relates to a medical device company’s subculture, and the management’s impact on their engagement levels. It is already known that employee engagement levels are not always going to be the same, and can be affected by a vast amount of factors. Nevertheless, should Company X put more focus on managers relationship and their impact on employee engagement factors to increase engagement as a whole? The researchers familiarity with the company, and the fast pace this company is growing leaves the researcher with a need to answer questions.
Bryman (2016) suggests that typically, research questions for quantitative research tend to be more specific, whereas research questions for qualitative research tend to be less specific. Open ended research can be risky as it can lead to too much data. Quantitative research questions aim at enabling the researcher to have consistent focus. The principle aim and research question of this research study is to discover what impact does management have on subordinates engagement level.

The influencing factors in this study are:

1. Manager's role
2. Management characteristics/skills and practices
3. Leadership styles
4. Communication levels
5. Factors of employee engagement that can be influenced by management.

The objectives of this study are to:

1. Critically assess management's influence within the subsection of the medical device company
2. Investigate factors contributing to manager and subordinate relationship within the subsection.
3. Identify variables that hinder engagement levels within a subsection of the medical device company.
4. Identify management's influence on factors that affect employee engagement.
5. Evaluate the findings and recommend what managers could do to help employees to become more engaged
1.4 Main Content of Each Chapter

Chapter One: Introduction
- Introduction and Background to the study
- Rationale for the research study
- Questions, Aims and Objectives

Chapter Two: Literature Review
- Analysis of previous literature

Chapter Three: Methodology
- Research Philosophy
- Research Design
- Secondary Research
- Primary Research
- Participants
- Questionnaire
- Pilot

Chapter Four: Findings
- Questionnaire Findings
- Themes Found

Chapter Five: Conclusion
- Main Findings
- Recommendations for Practice
- Recommendations for Future Research
- Research Limitations
- Overall Conclusion
1.5 Conclusion

Globalisation has given technology a boost, and with that the manufacturing sector in Ireland has thrived and soared. Company X is one of Ireland’s leading manufacturers and is an ever growing reputable company. However, given the current engagement difficulties proven by Gallup’s survey within Company X, employees, management and the organization are left at risk. The lack of research, and the antiquating of what may have once been ‘relevant’ research, leaves the researcher obligated to fill the void and assist management, organisations and policy makers understand the employees more. The researcher proposes to answer and conclude the questions, aims and objectives as set out in this chapter with the use of a questionnaire. The next chapter outlines the literature relevant to this topic that will guide the rest of this study.
Chapter Two: Literature Review
Chapter 2 - Literature Review

2.1 Introduction

Chapter two will explore the literature relating to the research topic. In this chapter, the researcher will be viewing the many different definitions of leadership and management and how the the terms appear to be merging. The researcher will examine factors that influence employee engagement, and how those factors are influenced by management. The researcher will be defining and analysing manager behaviours that may impact employee engagement in a positive or negative way. The author draws from an expansive range of sources to amass valuable literature that provides pertinent information and an overview of the research topic. These findings will guide chapter three of this project.

2.2 Human Resource Management in the Manufacturing Industry

With strong sales and increased attention from the investment community, the manufacturing industry requires human capital now more than ever as they plan to be the fastest growing industry (Srivastava, 2017). Morton et al. (2018) notes that persistent pressures affecting global engineering companies have limited potential to address the Human Resource element. Srivastava (2017) suggests that manufacturing faces major issues in the HR department. HR in manufacturing is much more rules driven and consistent in applying those rules (Srivastava, 2017). It has been suggested that companies that operate 'like a machine' foster a culture of bureaucracy that focuses on activity not results (Champy).

2.3 Definitions of Employee Engagement

Seijts and Crim (2006) states that an engaged employee is a person who is fully involved in, and enthusiastic about, his or her work. Employee engagement is a direct reflection of how employees feel about their relationship with the boss (Seijts and Crim, 2006). Saxena and Srivastava (2015) suggests that employee engagement is the level of involvement and commitment an employee has towards his/her organisation. Employee engagement is a measure of an employee's positive or negative attitude towards their job, colleagues and organisation which influence their willingness to learn and perform at work (Saxena and Srivastava, 2015).
2.3.1 Employee Engagement

A study conducted by Harter (2016) found that just 13% of the world's workers, and roughly a third of the U.S. are engaged at work. Many companies have bucked this pattern to achieve double or triple the percentage of engaged workers in the general populace (Harter, 2016). Harter (2016) reports that the companies developed a critical mass of great managers who look out for the organization's best interests while simultaneously improving the lives of the people they manage. Engaged workers view the world differently than disengaged workers, because they have managers who develop their strengths rather than fixate on their weaknesses (Harter, 2016).

Employee engagement has materialized as a serious driver of business success in today's competitive market (Muthuveloo et al., 2013). Muthuveloo et al. (2013) notes that engagement has the potential to considerably affect employee retention, output and allegiance, it is also a vital link to customer satisfaction, company retention and overall stakeholder value. Employees who are not engaged will affect the organizational performance through higher absenteeism, higher turnover and lower productivity, recruitment and training costs (Muthuveloo et al., 2013).

Langelaan et al. (2006) states that the opposite of work engagement is burnout. Discriminant analyses were used to distinguish burned out and engaged employees from their non-burned out and non-engaged counterparts, respectively. Results showed that high neuroticism is the core characteristic of burnout, whereas low neuroticism in combination with high extraversion and high levels of mobility are characteristics of a high level of engagement. Thus, personality and temperament make a difference as far as burnout and work engagement are concerned (Langelaan et al., 2006).

2.3.2 Employee Engagement in the manufacturing Industry

In an industry where skill shortages are stifling growth and performance, the last thing organizations need is a disengaged workforce (Kronos). Kronos highlights that this is exactly what they are facing. A truly engaged workforce is the critical factor in retaining and attracting talent. With trust and engagement, employees are more likely to drive even greater levels of productivity (Kronos). Researchers Saxena and Srivastava (2015) found that the degree of employee engagement in the manufacturing sector strongly correlates with organizational culture, open communication with superiors, empathetic attitude of the superiors towards the
employees, recognition of one's contributions towards organisational goals and freedom to participate in decision making process, safety measures in the organisation and HR policies relating to training and development, compensation and benefits and career development. The analysis of the impact of leadership styles, transformational and transactional leadership styles on its impact on job satisfaction showed a positive result in the Malaysian manufacturing industry (Visvanathan et al., 2018).

2.4 Management and Leadership

Management can be defined as a set of activities (including planning, decision making, organising, controlling and leading) directed at an organisation's resources (human, financial, physical and information, with the aim of achieving organisational goals in an efficient and effective manner (Griffin, 2008). Griffin (2008) suggests that leading is a manager's third basic managerial function after planning and organising. Some people consider this role to be both the most important and the most challenging of all managerial activities (Griffin, 2008). Griffin (2008) further suggests that leading is the set of processes used to get members of the organisation to work together to further the interests of the organisation.

It has been stated that the required competencies of managers and leaders are merging (Salaman, 2004). Watson (2010) notes that conceptions of 'management' or 'leadership' have changed significantly. Salaman (2004) further notes that the obscuring roles of leadership and management has led to a redefinition of the roles and competences of those who organise, control and inspire across companies. Researchers agree that managers have to be leaders, and leaders are often, but not always, managers (Armstrong and Stephens, 2005).

Armstrong and Stephens (2005) argue that there is tension in the role of managers as leaders where there is a risk of conflict between their search for order, conformity and detailed plans and their need to be imaginative, innovative and concerned about how to get better results from the way in which they relate to their people rather than the use of control mechanisms. Goleman (2000) highlights that managers often fail to appreciate how profoundly the organisational climate can influence financial results. It is also highlighted that organisational climate in turn, is influenced by leadership style, by the way that managers motivate direct reports, gather and use information, make decisions, manage change initiatives and handle crises (Goleman, 2000).
Lunenburg (2011) proposes that organisations provide its managers with legitimate authority to lead, but there is no assurance that they will lead effectively. For this reason, there is a continuing controversy about the difference between leadership and management (Lunenburg, 2011).

2.5 Definition of Leadership

Leadership focuses on the most important resource, people (Armstrong and Stephens, 2005). Armstrong and Stephens (2005) state that leadership is the process of developing and communicating a vision for the future, motivating people and gaining their commitment and engagement. Leadership involves aligning people by communicating the new direction and creating coalitions that understand the vision and are committed to its achievement (Kotter, 1991). Xu (2017) describes that leadership takes practice, it is not a role that is practiced once and mastered.

2.5.1 Historical Background of Leadership

Paraschiv (2013) highlights that the issue of leadership as a differentiator and key success factor in a global business environment has become of great interest first to multiple organisations such as: multinationals, universities, both private and public, social and political institutions, non governmental institutions, being regarded as an important factor of success or failure.

The history of the ‘leadership’ concept highlights the shifting focus in theoretical orientation (Tannenbaum et al., 1961). Tannenbaum et al. (1961) also notes that early leadership research focused on the leader himself, to the virtual exclusion of other variables. As the trait approach fell from grace, the emphasis swung away from the leader as an entity complete unto himself. Instead the situationist approach came to the fore (Tannenbaum et al., 1961).

Bolden et al. (2003) states that each theory takes an individualistic perspective of the leader, although a school of thought gaining increased recognition is that of a ‘dispersed’ leadership. This approach with its foundations of sociology, psychology and politics rather than management science, views leadership as a process that is diffuse throughout an organisation rather than lying solely with the formally designated ‘leader’ (Bolden et al., 2003). Bolden et al. (2003) further states that emphasis thus shifts from developing ‘leaders’ to developing ‘leaderful’ organisations with a collective responsibility for leadership.
The problem of how modern managers can be 'democratic' in their relations with subordinates and at the same time maintain the necessary authority and control in the organisation for which they are responsible has come into focus in recent years (Tannenbaum & Schmidt, 1973). Tannenbaum & Schmidt (1973) adds that earlier in the century, this problem was not acutely felt. The successful executive was generally pictured as possessing intelligence, imagination, initiative, the capacity to make rapid and wise decisions, and the ability to inspire subordinates. People tended to think of the world as being divided into 'leaders' and 'followers' (Tannenbaum & Schmidt, 1973). Tannenbaum & Schmidt (1973) further adds that gradually, however, from the social sciences emerged 'group dynamics' with its focus on members of the group rather than solely on the leader. Research efforts of social scientists understood the importance of employee involvement and participation in decision making (Tannenbaum & Schmidt, 1973). Tannenbaum & Schmidt (1973) proffers that evidence began to challenge the efficiency of highly directive leadership, and increasing attention was paid to problems of motivation and human relations. Consequently, research found that modern managers often find themselves in an uncomfortable state of mind (Tannenbaum & Schmidt, 1973). Tannenbaum & Schmidt (1973) further suggests that often they are not quite sure how to behave; they are at times torn between 'strong leadership' and 'permissive leadership.'

2.6 Management and Leadership Characteristics

According to Griffin (2008), to carry out management functions, managers rely on a number of different fundamental management skills of which the most important are technical, interpersonal, conceptual, diagnostic, communication, decision making and time management skills.

Paraschiv (2013) reports that the concept of leadership has been intensely debated in literature in the last fifty years. It has been more than a decade since research first linked aspects of emotional intelligence to business results (Goleman, 2000). Goleman (2000) adds that emotional intelligence is the ability to manage ourselves and our relationships effectively which consists of four fundamental capabilities; self awareness, self management, social awareness and social skill. Characteristics that make a good leader are confidence, focus, honesty, positivity, decisiveness and inspire (Robbins Research International Inc.). Maccoby (2000) notes that leaders can also be dangerous, however, especially charismatic Pied Pipers.
who seduce people into disastrous adventures. Sometimes it can be hard to tell the difference between a Steve Jobs who promises that the team can be insanely great and and a demagogue who turns out to be greatly insane (Maccoby, 2000).

2.6.1 Impact of Leadership Characteristics/Skills on Engagement

Leadership is a key antecedent of engagement (Xu and Thomas, 2011). Karunathilake (2016) states that an effective leader or manager is not only able to influence subordinates, but also has the ability to ensure that subordinates perform their best. A research study performed by Karunathilake (2016) discovered that suitable leadership styles enhance employee attitudes and performance. The study concluded that the variable leader characteristics, leader behaviour and employee performance are interrelated and directly affect the business performance (Karunathilake, 2016). Research conducted by Zhu et al. (2015) established that ethical leadership has an indirect impact on follower job performance and follower voice behaviour. A further study initiated by Johnson (2008) confirmed that positive leadership affect at work and the positive follower affect increased as follower susceptibility to emotional contagion increased. It has been highlighted that people follow a leader either out of fear or for a mix of positive reasons such as hope of success, trust in the leader, excitement about a project or mission or the opportunity to stretch oneself to the limit (Maccoby, 2000).

2.7 Leadership Styles

Goleman (2000) proposes that many managers mistakenly assume that leadership style is a function of personality rather than strategic choice. Instead of choosing one style that suits their temperament, they should ask which style best address the demands of a particular situation (Goleman, 2000).

Bass (1990) states, as the old Chinese proverb goes ‘if anyone thinks they are leading but has nobody following them, they are merely talking a walk’. Progress has been made when the models and theories have been built on astute observation and assumptions that are consistent with a more general body of propositions form the social sciences (Bass, 1990). Bass (1990) also highlights that unfortunately leadership theories sometimes obscure the facts. Much effort has to be expended in coping with the obscurity (Bass, 1990).

A study undertaken by Paauwe (2004) on a Nigerian bank, sought to examine the significant effect of leadership style dimensions of followers and performance, and found a positive and a
negative correlation between leadership style dimensions and organisational performance. It was also found that leadership style dimensions jointly predict organisational performance, which counted for 23% of organisational performance (Paauwe, 2004).

2.7.1 Great Man Theory

Bass (1990) notes that for many commentators, history has been shaped by the leadership of great men. The eighteenth century rationalists felt that luck had to be added to the attributes of great men to determine the course of history (Bass, 1990).

Bolden et al. (2003) reports that based on the belief that leaders are exceptional people, born with innate qualities that are destined to lead. The use of the term ‘man’ was intentional since the latter part of the twentieth century leadership was thought of a concept which is primarily male, military and Western (Bolden et al., 2003).

2.7.2 Situational Theory

Bolden et al. (2003) notes that this approach sees leadership as specific to the situation in which it is being exercised. It proposes that there may be differences required in leadership styles at different levels in the same organisation (Bolden et al., 2003). Bolden et al. (2003) further notes that while some situations may require an autocratic style, others may need a more participative approach

2.7.3 Trait Theory

Bolden et al. (2003) states that the list of traits or qualities associated with leadership exist in abundance and continue to be produced. It was believed that through this approach, critical leadership traits could be isolated and that people with such traits could then be recruited, selected and installed into leadership positions (Bolden et al., 2003). Bolden et al. (2003) further states that this approach was common in the military and is still used as a set of criteria to select candidates for commissions. However, after several years of such research it became apparent that no consistent traits could be identified (Bolden et al., 2003). Bolden et al. (2003) highlights that some leaders may have possessed certain traits but the absence of them did not necessarily mean that the person was not a leader.

2.7.4 Contingency Theory

25
Bolden et al. (2003) states that contingency theory is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances.

2.7.5 Autocratic Leadership Style

Goleman (2000) suggests the authoritative leader takes a ‘come with me’ approach: the overall goal is stated but gives the people the freedom to choose their own means of achieving it.

2.7.6 Democratic Leadership Style

Goleman (2000) notes that a democratic leadership styles impact on organisational climate is not as high as it is expected. By giving workers a voice in decisions, democratic leaders build organisational flexibility and responsibility and helps generate fresh ideas (Goleman, 2000). Goleman (2000) further notes that sometimes the price is endless meetings and confused employees who feel leaderless.

2.7.7 Laissez Faire Leadership Style

A Laissez Faire leadership style abdicates responsibilities and avoids making decisions (Bass, 1990).

2.7.8 Participative Leadership Style

Participative leadership can build mutual trust relationships between staff and their leader (Xu, 2017). Xu (2017) adds that participative leadership can also improve organizational commitment and team collaboration. Participative leadership has low motivation (Xu, 2017).

2.7.9 Transactional Leadership Style

Bolden et al. (2003) reports that a transactional leadership style emphasises the importance of the relationship between leaders and followers, focusing on the mutual benefits derived from a form of ‘contract’ through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers. Transactional leadership clearly describes the roles and expectations of the leaders and the followers (Xu, 2017). Bass (1990) further reports that a transactional leader watches and searches for deviations from rules and standards and may intervene only when standards are not met.
2.7.10 Transformational Leadership Style

Transformational leadership occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purpose and mission of the group, and when they stir their employees to look beyond their own self interests for the sake of the group (Bass, 1990). Xu (2017) outlines that transformational leadership positively affects employee performance and organisational commitment. Transformational leaders inspire others with their vision and collaborate with their team to identify common values (Xu, 2017).

Bass (1990) proposes that transformational leaders can be individually considerate as they pay close attention to differences among their employees; they act as mentors to those who need help to grow and develop.

2.8 Relationship Between Leadership Style and Employee Engagement

A significant finding by Ojokuku et al. (2012) found that charismatic style of leadership, transactional style of leadership and bureaucratic style of leadership do not induce employees to perform as expected and may demoralise employees. However, transformational style of leadership, autocratic style of leadership and democratic style of leadership are said to have a positive effect and effectively induce employees to perform as expected (Ojokuku et al., 2012). In contrast, Chao et al. (2010) suggests that transformational leadership and transactional leadership have positive influences on employee innovative behaviour, in other words a higher degree of supervisor leadership leads to a higher degree of employee innovative behaviour. Laissez faire leadership has a negative influence on employee innovative behaviour (Chao et al., 2010). Skakon et al. (2010) conducted a study that found positive leader behaviour, leader support, and transformational leadership were associated with high employee affective well being and low degrees of employee stress.

Research conducted by De Cremer (2006) have shown that participants elicited higher positive emotions and stronger willingness to work together with the leader when the leader exhibited self sacrifice rather self benefiting behaviour, but these effects were considerably stronger when the leader did not act in an autocratic style. When there is bad leadership employees are frustrated, and when employees are frustrated they do not perform up to standard (Dandira 2012). A study conducted by Qu et al. (2014) found that through follower relational identification with the leader, and when inclusion of creativity expectations in the role
relationship with leader by followers, transformational leadership is positively related to follower creativity. It has also been discovered that Laissez Faire leadership may create an uncomfortable organizational atmosphere characterised by subordinate in-fighting for power and influence that was abdicated by a leader, in a study conducted by (Deluga, 1990).

Nanjundeswaraswamy and Swamy (2014) proffer that all the studies conducted are related to a large sector which interns feel that leadership style, organizational commitment and work satisfaction are interrelated. Thus leadership styles can affect the quality of work life (Nanjundeswaraswamy and Swamy, 2014).

2.9 Relationship between Management and Employee Engagement

According to Bass (1990), relationships between supervisors and their employees are quite different today as few managers depend mainly on their legitimate power. Without Line managers, there is no engagement (Roper, 2017). Taneja et al. (2015) states that employee engagement is critical to management and retention of talented employees in an organisation. A talented employee may join a company because of its charismatic leaders, generous benefits and world class training programs, but how long that employee stays and how productive he is there is determined by his relationship with his immediate supervisor (Buckingham and Coffman, 2016). Harter (2016) reports that people leave managers not companies. Businesses have thrown so much money at the challenge of keeping good people in the form of better pay, better perks and better training, when in the end, turnover is mostly a management issue (Harter, 2016).

Aluko (2014) highlights that leaders must build relationships that entail strong mutual confidence. When supervisor delineate ‘expectations’ they are telling people what they want them to do (Aluko, 2014). Aluko (2014) further highlights that it is more effective is when a leader is able to forge a relationship with mutual confidence. People want to understand the vision that senior leadership has for the organisation (Seijts and Crim, 2006). Dandira (2012) reports that bad leadership is also characterised by a high labour turnover of employees. People do not quit companies, they quit because of their managers or leaders (Dandira, 2012). Dandira (2012) further reports that employees can sabotage organisational activities when they lose confidence in their leader. Being the ‘boss’, does not equate to being a leader. ‘Boss’ is about authority, title or position, but leader is about behaviour (Aluko, 2014).
2.10 Training and Development

Training is described as a ‘systematic process through which an individual is helped or facilitated to master defined tasks, or competencies for a definite purpose (Garavan et al., 2003). Garavan et al. (2003) states that development is a process or set of planned activities that will help an individual, over time to develop to their full potential. Training both physically, socially, intellectually and mentally are very essential in facilitating, not only the level of productivity, but also the development of personnel in any organisation (Olaniyan & Ojo, 2008).

2.10.1 Training and Development Impact on Engagement

Training and development is an indispensable strategic tool for enhancing employee performance (Falola et al., 2014). Khan et al. (2011) suggests that training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organisation. The employee performance depends on various factors, but the most important factor is training. (Khan et al., 2011)

2.10.2 Managers Influence on Training and Development

Employers of labour and decision makers should endeavour to create an enabling training environment and favourable training policies that will give every worker the opportunity to attend training (Falola et al., 2014). Falola et al. (2014) also states that management should take into consideration the training needs of each worker and act as appropriate. Leaders should provide challenging and meaningful work with opportunities for career advancement (Seijts and Crim, 2006).

Hunt & Michael (1983) report that mentorship is the development process in many organisations. Mentorship has proven itself to be a superior way to learn ‘on the job’, (Bjursell & Sadbom, 2018). Researchers Bell & Goldsmith (2013) add that mentoring is that part of a leadership role that has learning (competence, proficiency, skill, know how, wisdom) as its primary outcome. Coaching is a part of the leadership role specifically aimed at nurturing and sustaining performance. The relationship between helper and helpee changes significantly when performed as a learning partnership rather than the traditional ‘parentship’(Bell &
Goldsmith, 2013). Bell & Goldsmith (2013) further adds that the concept of mentoring as a learning partnership is one rather foreign to many. Not all mentors are managers or supervisors, but most effective managers act as mentors.

2.11 Culture

Culture is the social energy that drives, or fails to drive, the organisation (Kilmann et al., 1986). Schein (1990) defines culture as 'the underlying values, beliefs and principles, that serve as a foundation for an organisation's management system as well as the set of management practices and behaviours that both exemplify and reinstate those basic principles'. Culture is manifested in behavioural norms, hidden assumptions, and human nature, each occurring at a different level of depth (Kilmann et al., 1986).

2.11.1 Culture and Engagement

Employee engagement needs to be a part of the organisational culture (Taneja et al., 2015). Taneja et al. (2015) highlights that a requirement from leaders is an organisational culture which can align and integrate drivers of engagement, with the strategic priorities of the organisation. Organisational leaders need to ensure that they are creating a culture of engagement on a global level (Taneja et al., 2015). Karl and Peluchette (2006) add that an organisation's effort to create fun in the workplace can lessen the negative impact of emotional exhaustion and job satisfaction.

2.11.2 Management's Influence on Culture

A great deal of research has focused on employee engagement in organisations. However, very little research has been conducted on the global leaders charged with the responsibility of developing and creating a culture of employee engagement (Taneja et al., 2015). A study conducted by Meng and Berger (2019) confirmed that organisational culture and strong leadership performance have a strong impact on working professionals' work engagement and job satisfaction. The degree to which a culture is consciously and overtly rather than unconsciously and covertly manifested has much to do with how easily the culture can be managed (Kilmann et al., 1986).

Papke (2013) states that an alignment of Leadership that is responsible for role modelling, reinforcing and leading an aligned culture and is committed to the reputation and the success
of the business, are leaders who hold themselves, and other leaders responsible for their personal alignment to the organisation, as well as its vision, and its culture. Managers should try to control the stressors and try to create a harmonious corporate culture and comfortable work environment. For managers, they should pay attention to the psychological needs of employees and try to create a psychological contract between the employees and the company rather than only a labor contract (Yao and Fan, 2014).

2.12 Recognition and Reward

Organisations are realising that they have to establish an equitable balance between the employees' contribution to the organisation and the organisations' contribution to the employee (Roberts, 2005). Taneja et al. (2015) state that rewards have cultural implications depending on the extent to which organisational leaders recognise and reward employees for their increased efforts and productivity.

2.12.1 Recognition and Reward Influence on Engagement

Reward is anything tangible or intangible that an organisation provides to its employees either intentionally or unintentionally in exchange for the employees' potential, or actual work contribution, and to which employees attach a positive value as a satisfier of certain self defined needs (Shields et al., 2015). Abasili et al. (2017) adds that reward is central to the functioning of any employer-employee relationships. Reward relates to the welfare of the workers with special references to enhanced salaries which has relationships to what is attainable in the economy (Abasili et al., 2017). A study conducted by Danish and Usman (2010) found that different dimensions of work motivation and satisfaction are significantly correlated and reward and recognition have great impact on motivation of the employees. Previous research on organisational commitment has been criticised for failure to investigate commitment as a construct distinct from other psychological concepts (Becker, 1960). Becker (1960) adds that new employees seem to base their commitment on compliance, changing behaviour for extrinsic rewards.
2.12.2 Management's Influence on Recognition and Reward

Employee recognition is as much as an organisational management issue as it is one related to the basic needs of individuals (Brun and Dugas, 2008). Taneja *et al.* (2015) highlights that it is the responsibility of the organisational leaders to show their employees that they care and value people in their workforce. Exceptional leaders give recognition, they coach and convert (Seijts and Crim, 2006). Taneja *et al.* (2015) further highlights that other drivers of employee engagement could include reviewing work processes and improving channels of communication, a healthy work-life balance and reviewing compensation policies to ensure fairness.

2.13 Manager and Subordinate Relationship

Pandita (2019) states that the manager - subordinate relationship has been acknowledged as a factor essential to organisational success and employee well being. Interpersonal savvy is the ability to build and maintain solid working relationships with colleagues, superiors and direct reports (Hannum *et al.*, 2013). Hannum *et al.* (2013) notes that interpersonal savvy is made up of several interlocking skills such as; good listening, empathy, honesty, sincerity, a strong orientation towards teamwork, trustworthiness, and a willingness to share responsibility.

2.13.1 How Management Influences Manager and Subordinate Relationships

A study conducted by Pandita *et al.*, (2019) found that managerial relationship effectiveness is influenced by a managers affiliation scores, previous work experience, and ability to address the personal and professional needs of employees. Good listening, honesty, sincerity and trustworthiness are qualities that are most important when an individual becomes a leader (Hannum *et al.*, 2013). Hannum *et al.*, (2013) further adds that exhibiting ‘interpersonal savvy’ before a crisis occurs can affect the team's ability to communicate to their leader.

2.14 Communication

Communication skills such as translation, clarity, negotiation and listening are vital (Darling and Dannels, 2010). Seijts and Crim (2006) notes that good leaders establish processes and procedures that help people master important tasks and facilitate goal achievement.
2.14.1 How Communication Influences Engagement

According to Nwagbara (2013), effective communication can create an atmosphere of communication satisfaction which can foster low employee turnover. In studies of communication, when an individual is exposed to an incomplete stimulus, that individual is bound to complete a task independently, often with negative results (Dandira, 2012).

2.14.2 How Management Influences Communication

Human to human interaction is paramount within the workplace, as is providing individualised support and encouragement to each employee (Chandrasekar, 2011). Dandira (2012) suggests that poor communication is a sign of dysfunctional leadership and typically some leaders do not communicate in some organisations so that organisational members are starved of information, and these 'leaders', derive power from being asked everything.

Management that does not allow information flow and disagreements, open debates or any contribution from subordinates is a sign of dictatorship (Dandira, 2012). A study conducted by Men and Yue (2019), which consisted of 506 employees to test the effect of internal communication on fostering a positive emotional culture characterised by companionate love, joy, pride and gratitude, found that symmetrical communication and responsive leadership communication cultivated a positive emotional culture.

2.15 Conclusion

The literature uncovered the fact that leadership and management are terms that are merging. Although there is significant literature on employee engagement, the existing literature also exhibits that there is a sheer lack of literature on the manufacturing sector in Ireland. The most essential take away point of this review is that the influence management has on factors relating to employee engagement appears to be overlooked. In summary, the researcher has cultivated knowledge that shows the impact management can have on employee engagement. However there is a conspicuous gap of knowledge in terms of how much of an impact and why their influence in many companies can be overlooked. Nonetheless the existing literature has provided information that will guide the researcher in carrying out the rest of the research.
Chapter Three: Methodology
Chapter Three: Methodology

3.1 Introduction

This chapter outlines the research process, design, and methods used for the purpose of this research study. Pre-existing literature on this topic is relatively antiquated and has not been researched within the manufacturing sector in Ireland. After carefully analysing academic literature relating to this topic, the variables that may be a factor contributing to the impact, and the various leadership styles and behaviours managers can have, the researcher outlined the process that is needed to achieve a conclusion. The researcher used quantitative research in the form of a questionnaire to explore the topic.

The data gathered for this project was completed with the permission of the company’s human resources department. A pilot questionnaire was conducted to ensure that the methodology chosen will clarify the research question posed by the researcher. The pilot questionnaire was given to one manager and three employees to gain a clearer insight into the possibilities of the findings and to ensure that the questions are understandable, clear, concise and most importantly, fit for purpose.

3.2 The Research Process
The word ‘research’ has multiple meanings, and its precise definitions vary from discipline to discipline and expert to expert. However, across these disciplines and experts, there seems to be agreement with respect to the function it performs. That is, to find answers to research questions (Kumar, 2019). Before commencing a research study, one must consider the steps in which they are going to take in order to answer the research objectives.

A research process consists of a series of actions or steps necessary to effectively carry out research and the desired sequencing of these steps (Kothari, 2004). Kothari (2004) states that a research process includes formulating a research problem, recapitulate previous literature, develop hypotheses, formulate the research design, determine sample design, compile the data, analyse the results and report findings.

The research journey began in December 2018, when a preliminary investigation required that the researcher look into the topic further. Having investigated the topic, the research problem was found and the research proposal was submitted to the college academic. After taking time to contemplate the research topic and the research proposal, the researcher clarified the research questions and objectives as outlined in Chapter 1. Upon review of the literature, the researcher decided an appropriate method of research, and deployed the method to the sample participants. Once data was collected and analysed, this thesis was initiated.

3.3 The Research Problem

Formulating a research problem is the first and the most important step in the research process, it is like a destination before undertaking a journey Kumar (2010). Creswell (2009) states that a research problem is the issue of concern that needs to be addressed. Any defects in the research problem will adversely affect the validity and reliability of the study (Kumar, 2010). With many company variables capable of influencing employee behaviour, this study aims to focus on certain characteristics or skills of management that influence engagement levels of employees. The research problem in this study relates to the behaviours of management and leaders within the company that impact employee behaviours, working within one area of the production plant that manufacture the same product.

As the study of behaviour can be quite complex, the aim of the study cannot be too specific. The researcher must be open to new findings and suggestions from research subjects and Company X. Focusing on a singular management skill or leadership style will still be empirical research in a manufacturing plant in Ireland. However, in order to determine any issues and
solutions as to possible fluctuations in behaviours and employee engagement, the researcher must look upon multiple possible outcomes.

3.4 Research Philosophy

An onion, like research, has many layers. There are important outer layers of an onion that needs to be understood and explained rather than thrown away (Saunders et al., 2019). Saunders et al., (2019) suggests that the term research philosophy refers to a system of beliefs and assumptions about the development of knowledge. The researcher could not undertake effective methodology without totally understanding the philosophical worldview, the nature of different paradigms and their methodological applications.

3.5 Positivism

Positivism is one of the five management philosophies, which typically uses a deductive approach to theory development and typically uses quantitative research methods, (Saunders et al., 2019). Greener (2008) states that a deductive approach begins by looking at theory, produces hypotheses from that theory, which relate to the focus of research, and then proceeds to test that theory. As a term in research in human sciences, positivism has come to be closely associated with the idea of fact based investigation, being a pejorative variation of empiricism,
Sakind, 2010). Scotland (2012) describes a positivist as directed at explaining relationships. Positivism refers to the importance of what is 'posited', or 'given'. This emphasises that the positivist focus on strictly scientific empiricist method designed to yield pure data and facts uninfluenced by human interpretation or bias, (Saunders et al., 2019).

Much like an onion's many layers, the researcher has considered many different philosophies and strategies to achieve the research goals. After careful consideration, positivism is the philosophy that the researcher elected to achieve the research objectives as factual data is desired. To achieve factual data a quantitative research method was used and the strategy required was a survey.

3.6 Research Design

Creswell (2009) states that research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The three types of designs are: qualitative, quantitative, and mixed methods.

3.7 Methodology

Appropriate methodology is crucial for a successful research study. According to Burnham et al (2004) methodology is a study of principles which guide the choice of method. Methodology is the worldview through which research is understood, designed and conducted (Walter, 2006). Scotland (2012) states that methodology is the strategy or plan of action which lies behind the choice and use of particular methods. Methodology is more about your attitude and your understanding of research and the strategy you have chosen to answer the research questions (Greener, 2008).

3.7.1 Qualitative Research

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009). Greener (2008) suggests that a qualitative approach to research is likely to be associated with an inductive approach to generating theory, often using an interpretivist model allowing the existence of multiple subjective perspectives and constructing knowledge rather than seeking to 'find' it in 'reality'.
3.7.2 Quantitative Research

Quantitative research is a means for testing objective theories by examining the relationship among variables (Creswell, 2009). Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. A quantitative approach to research is likely to be associated with a deductive approach to testing theory, often using number or fact and therefore a positivist or natural science model and an objectivist view of the objects studied (Greener, 2008).

3.7.3 Mixed Methods

Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative approaches, and mixing both approaches in a study (Creswell, 2009).

The initial step for the researcher was to decide which area of human resource management is to be focused on. The evident lack of research done in the manufacturing industry in Ireland, and the lack of research on how managers themselves impact employee engagement, prompted the researcher to study this field. Although the topic of study relates to behaviour, which is typically associated with qualitative research, the secondary data that was available, and the large research sample to be tested facilitated the researcher to be confident that quantitative research would be the most appropriate research route. When it comes to qualitative research methods, for example focus groups and interviews, the methods would not accurately represent the research sample size effectively, especially when time efficiency is a concern.

3.7.4 Secondary Research

Secondary research was conducted prior to primary research. Secondary data and desk research consisting of the companies past reports including the Gallup Q12 questionnaire results assisted the researcher in deciding what variables need to be investigated more. The readily available information enabled the researcher to make a decision that quantitative research was the correct research route to undertake.

Previous literature has shaped this research study. After conducting desk research and reviewing readily available company data, the researcher sought, reviewed and analysed an extensive number of books, journals and analysts reports to determine variables that contribute to various engagement levels and leadership styles and behaviour. For relative variables that
may be a contributory factor in this theory, a question was constructed that may identify a pattern or reasoning for fluctuating engagement levels.

3.7.5 Primary Research

Participants

The sample that was chosen for this study were product builders from a particular manufacturing section in the medical device company that varied in demographics, including gender, age and race. The section consisted of a sub area of 70 employees that share managers. The only constant variable in this study amongst product builders is the area in which the research subjects work in, and the management team that the employees currently have. Not only do they vary in demographics, but in length of service. The sample population was selected purely on the area they worked in to ensure that data can be reliable and specific to that sub area of the medical device company. Regarding the management team, like the product builders, all demographics varied and the constant variable is the area worked in and employees within the manufacturing area.

Participants can be selected by random sampling or convenience sampling. Creswell (2009) states that random sampling ensures that each individual has an equal probability of being selected from the population, ensuring that the sample will be representative of the population (Keppel, 1991). This is called a true experiment (Creswell, 2009). A convenience sample is possible when the investigator must use naturally formed groups (eg. a classroom, an organisation, or a family unit). When individuals are not randomly assigned, the procedure is called a quasi experiment. The researcher chose a convenience sample as the group were already formed by the area that the participants worked in.

3.7.6 Questionnaire

A questionnaire consists of a number of questions printed or typed in a definite order on a form, or set of forms, (Kothari, 2004). Multiple indicator questions were used as there are potential problems with a reliance on just a single indicator. A single indicator may incorrectly classify many individuals (Bryman, 2015). Literature has already established factors which may contribute to employee engagement and important management and leadership characteristics, but what the researcher needed to know was how important were these factors, how significant were these factors to each individual and how do management impact those factors?. A simple
yes or no answer would have classified a lot of individuals into two categories which would not have given an accurate conclusion.

The researcher employed a Likert scale which consisted of a five point scale of attitudes ranging from 'strongly agree' to 'strongly disagree'. Bryman (2016) asserts that the goal of a Likert scale is to measure the intensity of feelings about the area in question. There was a neutral response 'neither agree nor disagree', in between to dictate whether a respondent had any symbolic opinion on the matter on the research item. The last two questions of the product builder questionnaire, and the last three questions in the management questionnaire were open to attract raw data and opinions.

3.7.7 Pilot research

Pilot studies represent a fundamental phase of the research process. The purpose of conducting a pilot study is to examine the feasibility of an approach that is intended to be used in a larger scale study, (Leon et al., 2011).

Prior to initiating the research, the researcher reviewed the questions with the research supervisor and sent the pilot questionnaire to the company HR department, one manager and three production staff in order to test the surveys reliability, validity, and representativeness. The researcher needed to ensure that the questionnaire was easily understood as individuals may have chosen to opt out of answering if they did not understand the questions. The pilot was successful and the researcher gained feedback and suggestions from this pilot which facilitated with the research, and the official questionnaire was deployed.

3.8 Rationale for Using a Case Study Approach

A case study method was selected in this research as the primary research was only being undertaken in the researchers own workplace. Another reason was that a select group / sub area of the company were chosen to participate. Although case study methods remain a controversial approach to data collection, they are widely recognised in many social science studies especially when in depth explanations of social behaviour are desired (Zainal, 2007). Case studies are frequently sites for the employment of both qualitative and quantitative research (Bryman, 2016). There are common misunderstandings about case study research, including, theoretical (context-independent) knowledge is more valuable than concrete, practical (context-dependent) knowledge, one cannot generalise from a single case, the case
study contains a bias towards verification and that it is difficult to summarise case studies, (Flyvbjerg, 2011).

3.9 Data Analysis

Data will be analysed by using the embedded survey monkey tools to view the results of the questionnaire from both samples of participants via graphs. As paper questionnaires were used, the researcher needed to enter the data into survey monkey to analyse the answers. If the researcher failed to enter the data into a survey platform, results may be analysed incorrectly. This can create incompatible outputs and many results that will not get discussed or used, which can lead to overlooking key findings and failing to pull out subsets of the sample where clear findings are evident (‘Approaches to the Analysis of Survey Data’, 2001).

A coding technique was also used to analyse data. Coding includes compiling a list of defined codes corresponding to themes observed in a text and judging for each predetermined segment of text whether a specific code is present (Hruschka et al., 2004). As two questions in the product builder questionnaire, and three questions in the management sample were open ended, these questions will be thoroughly analyzed by segmenting answers into themes, in order to see any patterns, behaviours or opinions that will assist the researcher in concluding the research study.


3.10 Reliability and Validity

In order for research findings to be of great value, the research must be valid, reliable and representativeness. Validity refers to the problem of whether the data collected is a true picture of what is being studied (McNeill, 2006). Bryman (2016) states that validity is concerned with the integrity of the conclusions that are generated from a piece of research. Representativeness refers to the question of whether the group of people or situation that we are studying are typical of others. If they are, then we can safely conclude that what is true of this group is also true for others (McNeill, 2006).

Bryman (2016) proffers that reliability is fundamentally concerned with issues of consistency and measure of a concept. Three factors involved when considering whether a measure is reliable is stability, internal reliability and inter-rater reliability. If a method collecting evidence is reliable, it means that anybody else using this method or the same person using it at another time, would come up with the same results (McNeill, 2006).

As the research was being conducted on the manufacturing industry, the participants all had to be employed in the manufacturing industry. If the researcher chose to sample other industries and companies, it may cause a fluctuation of results which could make the results and measurement validity questionable.

The pilot study that was conducted aimed to test for flaws in the research method and the participants response to the study. The researcher ensured that the respondents understood the questions and research concept. After collecting the pilot research data, the researcher analysed the data and realised that some questions were negatively phrased and contained leading questions which may sway a respondent.

3.11 Ethical Considerations

The researcher must always think carefully about the impact of the research and how he/she ought to behave, so that no harm comes to the subject of the research or the society in general, (Kothari, 2004). Prior to subordinates and management partaking in a survey, each individual was made known of the purpose of the research and permission was acquired to use the data obtained for research. Research findings reveal personal issues and opinions. Creswell (2009) suggests that writing about such issues is required in making an argument for a study as well as being an important topic in the format for proposals. Researchers need to protect their research participants; develop a trust with them; promote the integrity of the research; guard
against misconduct that might reflect on the organisation and cope with new challenges (Isreal and Hay, 2006). Employees may not want to participate in the research if they feel that their job security and reputation may be jeopardised. For this reason the researcher ensured that the respondents would be anonymous. The data will not be shared with third party vendors. This enables the respondents to give more information and more accurate data if they feel that there will not be any consequences of the research subjects being truthful. The researcher is not disclosing the company name for confidentiality reasons and the risk that any leaked data may jeopardise the company's reputation.
3.12 Conclusion

This chapter describes the research framework adopted by the researcher. The researcher defines the philosophical paradigm used and the methodological approach that was conducted. Following the description of the philosophy of positivism, the researcher selected a quantitative research strategy and deployed two separate questionnaires to two sets of participants. The next chapter, Chapter 4, includes data analysis and the main findings of this research study.
Chapter Four: Data Analysis

4.1 Introduction

This chapter presents the findings of the two research questionnaires which were administered to the product builders and the management sample population separately, via paper questionnaires. The study was designed to assemble information on how management influences employee engagement. The data results from both the product builder and the management samples will be compared and contrasted to determine issues that will pinpoint areas of concern in terms of employee engagement.

The questionnaire was given to every member of the sample population within the day shift of the sub area of the manufacturing plant. The following results are based on seventy subordinates and six members of management that participated in the questionnaire. Each questionnaire consisted of twenty questions, with two open ended questions in the product builder questionnaire, and three open ended questions in the manager questionnaire in order to gain a more in-depth understanding of the sample populations. Each sample was given a questionnaire tailored to their role, thus the surveys are not identical. The analysis of this data will be segregated into themes in order to coincide with the relevant research objectives. The themes are culture, communication, recognition and reward, training and development, effective leadership style characteristics and skills, and the management / subordinate relationship. The research questions relating to each theme will be shown at the start of each section throughout this chapter. The full questionnaires can be found at Appendix two and three.
4.2 Culture

Subordinate results

Table 4.1: Demographics

Although one individual skipped the question, the data clearly shows that there are more females than males within the product builder sample with a 55.07% female population, compared to a 44.93% male population.
The data shows that research participants are principally 35 - 44 year olds. The majority of the population is made of millennials and generation X.
The results show that the product builder sample is predominantly made up of employees that have been employed by the company for over twelve years (35.71%). The second most popular response was ‘0-2 years’ with twenty-two respondents (31.43%). Thirteen subordinates (18.57%) have been employed in the company for ‘3-5 years’, five participants (7.14%) have been employed for ‘6-8 years’ and five participants have been employed in the company for ‘9-11 years’.
Table 4.4: Number of different managers

During this period of time, the number of different managers I have had are

Answered: 70  Skipped: 0

Over half (51.43%) of respondents stated that they have had two to four different managers. Nine (12.86%) responded that they have had five to seven managers. Fourteen (20%) stated that they have had eight to ten managers and eleven (15.71%) stated that they have had more than eleven managers over the course of their employment.
Table 4.5: Product builder’s determination to give their best effort

I am determined to give my best effort at work each day
Answered: 70  Skipped: 0

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>77.14%</td>
<td>17.14%</td>
<td>2.86%</td>
<td>2.86%</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>77.14%</td>
<td>17.14%</td>
<td>2.86%</td>
<td>2.86%</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>77.14%</td>
<td>17.14%</td>
<td>2.86%</td>
<td>2.86%</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>77.14%</td>
<td>17.14%</td>
<td>2.86%</td>
<td>2.86%</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77.14%</td>
<td>17.14%</td>
<td>2.86%</td>
<td>2.86%</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weighted average</td>
<td>77.14%</td>
<td>17.14%</td>
<td>2.86%</td>
<td>2.86%</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fifty four (77.14%) of people stated that they ‘strongly agree’ that they give their best effort at work each day.
Sixty-seven out of seventy employees responded ‘strongly agree’ and ‘agree’ to believing that their work is full of meaning and purpose.
Table 4.7: Satisfaction on workplace culture

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>43</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>17.14%</td>
<td>61.43%</td>
<td></td>
<td>14.43%</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>8.57%</td>
<td>11.43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td>14.3%</td>
</tr>
</tbody>
</table>

Twelve (17.14%) product builders 'strongly agree' and forty three (61.43%) 'agree' that they are satisfied with the culture in their workplace.
Table 4.8: Product builders look forward to going to work

Thirty-two (45.71%) of respondents stated that they ‘agree’ that they look forward to going to work. The second most common answer was ‘neither agree nor disagree’, with twenty-six (37.14%) respondents.
Table 4.9: Product Builders' willingness to work extra

For this question, forty-five (64.29%) respondents answered 'always' for being willing to do extra work when asked. The second most common answer was 'sometimes' with nineteen product builders (27.14%) stating 'sometimes'.
Table 4.10: How can managers improve engagement?

What could management do to make you more engaged and perform better during work? Please explain your answer.

<table>
<thead>
<tr>
<th>Culture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Good atmosphere in work</td>
</tr>
<tr>
<td></td>
<td>• High targets causes pressure</td>
</tr>
<tr>
<td></td>
<td>• Spread workload better.</td>
</tr>
<tr>
<td></td>
<td>• Don't be on peoples back constantly about targets when there is a problem on the line</td>
</tr>
<tr>
<td></td>
<td>• Create a better work environment by removing disruptive employees from the area</td>
</tr>
<tr>
<td></td>
<td>• Deal with problematic employees swiftly within company policy</td>
</tr>
</tbody>
</table>

This question saw fifty-eight respondents specify what management could do to make them more engaged. The researcher analysed these comments into themes. The comments indicated that subordinates wanted a good atmosphere, less pressure and less disruptions.
Management results

Table 4.11: Management Demographics

The results show that the management sample consists predominantly of males. The sample of six consists of five (83.33%) males and one (16.67%) female.
The sample consists of three (50%) managers within the age group ‘35-44’. There is one manager (16.67%) each within the age group ‘18-24’, ‘45-54’ and ‘55-64’.
Results show that 2 managers (33.33%), have spent between '0-2 years' as a member of management. Two participants (33.33%) have been a member of management between '3-5 years. The remaining two participants from this sample each (16.67%), have been in the company '6-8 years' and '9+ years'.
Table 4.14: Millennials requirement for different leadership needs and desires

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33.33%</td>
</tr>
<tr>
<td>No</td>
<td>66.67%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

Management Response

- I feel that good leadership can be applied across any generational gaps.
- They have less experience in the "real world".
- Try to treat all employees the same way.
- Different values, different experience, "encourage the youth and they will prosper"
- People usually work with others more experienced than they are. They also learn a lot from the more experienced group. "It's good to talk"
- 18 - 75 is our working force

The managers' responses to the question are shown above. The results show that two managers feel that millennials require different leadership needs and desires.
A positive organisational culture also aids in the engagement process because of the fact that a positive workplace supports its employees (Parent and Lovelace, 2018). If the organisation has happy employees, that happiness is felt by others which creates a positive work culture. Every organisational culture is different, much like every person is unique within it. Sayli et al. (2010) notes that demographic characteristics of employees are one of the factors that play an important role in employees organisational culture perception. Demographics are independent variables, which Creswell (2009) suggests can cause, influence, or affect outcomes.

A researcher cannot make a successful recommendation or research study, if they do not understand the roots of their sample population. As shown in table 4.1, the product builder sample was predominantly female with a 55.07% result. In comparison, the results show that the management sample consists predominantly of males (83.33%).

The data shown in table 4.2 shows that the subordinates are principally 35 - 44 year olds (35.71%) and 25-34 year olds (28.57%). It is vital to understand the demographic makeup of the sub area, as different generations and sexes may want different things from their leader. The sample consists of 50% of managers within the age group ‘35-44’ and 16.67% each within the age group ‘18-24’, ‘45-54’ and ‘55-64’.

Gender stereotypes may be a factor in workplace engagement. Konrad et al. (2006) notes that economists realised that an understanding of gender segregation and gender biases in the labour market had to be looked for inside organisations. It is vital to understand the demographics of the sample participants as the sample make up help create the organisational culture, which can influence engagement as a whole. The culture perspective which was developed in the 1980s included paying attention to how the values of different groups influenced the way they acted within the organisation, (Konrad et al., 2006). Different groups also include management and how they engage with the population.

Dwyer (2003) explains that gender diversity's effect at the management level is conditional on, that is, moderated by, the firm's strategic orientation, the organisational culture in which it resides, and /or the multivariate interaction among these variables. A manager's age moderates the age stereotypes that managers hold about workers, in that managers have a more positive attitude towards workers of similar age (Principini et al. 2015). If there is not enough focus on diversity and implementing effective policies and a healthy work culture, management gender may have an impact on how, management and subordinates alike, engage with each other.
The results from the question ‘do you think millennials (22 - 37 year olds) require different leadership needs and desires?’ received a ‘no’ response from 66.67% of the managers as shown in table 4.14. Twenge and Campbell (2008) state that managers should expect to see more employees with unrealistically high expectations, a high need for praise, difficulty with criticism, an increase on creativity demands, job hopping, ethics scandals, casual dress, and shifting workplace norms for women. In contrast, the manager’s responses indicate that they do not agree with this statement. Organisations and managers who understand these deeper generational differences will be more successful in the long run, finding ways to accommodate differences in some cases and exert constructive counter pressure in others (Twenge and Campbell, 2008). One manager stated ‘People usually work with others more experienced than they are, they also learn a lot from the more experienced group. It's good to talk’. This comment points out that individuals learn from others, irrespective of the age difference. When employees learn from each other, they start to understand the company culture and what's expected of them. Another manager responded that ‘18 - 75 is our workforce’, this comment indicates that all individuals are treated the same irrespective of their age. These findings are positive and contribute to a positive work culture.

The length of time employed in the company may reveal certain patterns amongst product builders, management and the company itself. The results show, as outlined in table 4.3, that the product builder sample is predominantly made up of employees that have been employed in the company for over twelve years. The second most popular response was ‘0-2 years’ by 31.43% of participants. Newer employees may have experience in other companies that enable them to see different perspectives of management and how they have impacted the product builders. It is important to note the length of time the employee has been employed, as according to Robinson et al., (2004), engagement levels decline as length of service increases.

The length of service within the management sample also varies. Results show that 33.33% of participants have spent between ‘0-2 years’ as a member of management and 33.33% have been a member of management between ‘3-5 years’. Length of service as a manager can impact how employees engage with them. If the manager was promoted from product builder to manager then they may have a better understanding of subordinates, and subordinates may feel they will understand their issues more as they were once ‘one of them’.

Over half (51.43%) of respondents stated that they have had two to four different managers. The second most popular response was 20% of participants stating that they have had eight to
ten managers, as shown in table 4.4. Having too many managers can confuse employees. Direct line of communication and hierarchy can be obscured. Having too many managers can also lead to disengagement through poor communication and the inability to build a working relationship with a manager.

Table 4.5 outlines results that 77.14% of people stated that they 'strongly agree' that they give their best effort at work each day. It is vital for employees to want to do their best as it can lead to increased productivity and overall an engaged workforce. If disengaged employees see their fellow colleagues putting in a greater effort into their work, it will show them that this is a standard that is expected and therefore, a higher standard of work is promoted.

67.14% of employees responded 'strongly agree' and 'agree' to believing that their work is full of meaning and purpose, as shown in table 4.6. Having employees believe in the purpose of their work is crucial for employee engagement. If employees do not believe in their companies' mission, or believe that their work is meaningful, it can cause employees to be less productive and less engaged. Positive responses to engagement statements indicate that the employees believe in the organisation's products and services, a positive attitude towards, and pride in the organisation (Institute of Employment Studies 2004).

45.71% of respondents stated that they 'agree' that they look forward to going to work. The second most common answer was 'neither agree nor disagree', with 37.14% of votes. Collectively, there is a positive 'agree' and 'strongly agree' response from 54.29% of product builders.

As illustrated in table 4.7, 61.43% of respondents 'agree' that they are satisfied with the culture in their workplace. Although mostly a positive result, there are still subordinates that are not positive about their work culture. This shows that the policies and processes implemented by the organisation to create a positive culture, are not affecting subordinates in the way that they are implemented to.

Company culture is created by a number of factors including the company mission, values, policies and behaviours accepted within the company. A strong organisational culture leads to strong employee engagement. The manager plays a key role in the engagement of employees and there are a number of ways they can work towards creating a culture of engagement (Sirisetti, 2012). The researcher will make recommendations on how to amend these issues in the next chapter.
4.3 Communication

Subordinate results

Table 4.15: Significance of manager characteristics/skills for a managerial role
Respondents chose ‘honesty’ (77.14%), ‘reliability’ (71.43%) and ‘respect for employees’ (72.86%) as the top three most significant management characteristics or skill. Communication received a significance score of five from forty-six (66.67%) of employees, making it the fourth most favourable characteristic / skill. Confidence was favoured as the fifth most significant characteristic / skill by thirty-four (49.28%) product builders. Knowledge was chosen by thirty-three (47.14%) as the sixth most significant characteristic / skill. Time management was voted as the seventh most significant characteristic / skill by thirty-one (44.29%) product builders.
Delegation was voted by twenty-nine (41.43%) product builders as the eight most significant characteristic/skill. Subordinates voted that 'charismatic' was the least significant management characteristic which received the lowest significance score.

Table 4.16: How can managers improve engagement?

What could management do to make you more engaged and perform better during work? Please explain your answer.

<table>
<thead>
<tr>
<th>Product Builder responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>• Engage and listen to employees</td>
</tr>
<tr>
<td>• More one on one engagement</td>
</tr>
<tr>
<td>• Talk to us and let us know what’s happening instead of beating around the bush</td>
</tr>
<tr>
<td>• When a P.B. has to leave the line for whatever reason, if the P.B cannot be replaced, that they communicate the reason, eg. no spare P.B</td>
</tr>
<tr>
<td>• More one to one meetings</td>
</tr>
<tr>
<td>• Communicate more</td>
</tr>
<tr>
<td>• More engagement with employee</td>
</tr>
<tr>
<td>• Listen more</td>
</tr>
<tr>
<td>• Communication is key</td>
</tr>
<tr>
<td>• Listen more to employees’ suggestions</td>
</tr>
<tr>
<td>• More communication and therefore less time for rumours</td>
</tr>
<tr>
<td>• Listen and act</td>
</tr>
<tr>
<td>• Communicate better and respond to queries and suggestions. Even if they can’t implement suggestions take item on board =&gt; follow up</td>
</tr>
</tbody>
</table>

After analysing fifty-eight responses, the researcher felt that these comments corresponded with the theme of communication.
Management results

Table 4.17: Management Tactics and Behaviours to help engage employees

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.00%</td>
</tr>
<tr>
<td>No</td>
<td>0.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
</tr>
</tbody>
</table>

Management Responses

- Communication and clear expectations are critical paired with support and recognition
- Take time to talk to someone if you can see something is bothering them
- Get them involved in decisions
- Set clear guidelines, expect team to perform, give and help when opportunity arises.
- Getting people to get involved in projects and naming them for their achievements
- Engagement and communication

All members of management (100%) voted ‘yes’ to ‘do you have tactics/behaviours that you feel helps to engage employees’.
Table 4.18: Significance of Management characteristic/skill for a managerial role.
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honesty</strong></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>83.33%</td>
<td>5</td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Respect for employees</strong></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>83.33%</td>
<td>5</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>50.00%</td>
<td>16.67%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Charismatic</strong></td>
<td>0.00%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Delegation</strong></td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>83.33%</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Time management</strong></td>
<td>0.00%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>83.33%</td>
<td>16.67%</td>
<td>1</td>
</tr>
</tbody>
</table>
The characteristics and skills that were voted the most significant by members of management were ‘honesty’ and ‘respect for employees’, which both received a score of five on the likert scale by five (83.33%) managers. ‘Reliability’, ‘communication’ and ‘time management’ each scored five on the level of significance by four managers (66.67%). ‘Confidence’ and ‘delegation’ received a score of four by five (83.33%) managers. The least significant characteristic as voted by members of management was ‘charismatic’, which received a score of three on the significance level by four managers (66.67%).

Table 4.19 Management’s clear and regular communication of rules

<table>
<thead>
<tr>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no label)</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Four members of management ‘agree’ with the statement ‘I clearly outline rules and regularly communicate them’, which was the most popular response.
Effective internal communication is a prerequisite for organisational success (Ruck and Welch, 2011). Employees cannot be expected to display higher levels of engagement if communication is not effective. As stated in chapter two, communication is one of the vital ten C’s of employee engagement.

Management were asked ‘Do you have tactics/behaviours that you feel helps to engage employees’. All management answered ‘yes’. The responses are outlined in table 4.17, which explain how the respondents try to engage subordinates more. Tactics varied, which indicates that there is no ‘rule book’ to dealing with employees, but rather experiences, which have enabled the manager to see what tactic works best. As seen from the table, all tactics involve some form of communication with employees. Concluding, that without effective communication, tasks cannot be completed and employees cannot be engaged.

Comments regarding communication from management include:

- ‘Communication and clear expectations are critical paired with support and recognition’
- ‘Take time to talk to someone if you can see something is bothering them’
- ‘Engagement and communication’

As shown in table 4.15, 66.67% of subordinates rated communication with a significance of five as a characteristic/skill most important in a management role. 66.67% of management also rated communication with a significance level of five. The results show that significance of communication is understood by management. Although the same percentage of subordinates rated communication with the same significance level, interestingly, when product builders were asked ‘what could management do to make you more engaged and perform better during work’, 32.76% of responses were related to communication. Analysed responses are shown in table 4.16 Comments in relation to this question include:

- ‘Talk to us and let us know what is happening instead of beating around the bush’
- ‘Communicate better and respond to queries and suggestions. Even if they can’t implement suggestions, take item on board - follow up’
- ‘Listen and act’
- ‘More communication and therefore less time for rumours’
Although four members of management ‘agree’ with the statement ‘I clearly outline rules and regularly communicate them’, the comments above indicate that a significant portion of subordinates feel that not enough effective communication occurs within the manufacturing area. Given that the sub area is located in a GMP (good manufacturing practices) production room, communication is limited in some ways. Currently, management communicate via a weekly meeting called a ‘kwic’, which is a ten-minute meeting with the team to discuss any work related matters. Management seldom walk down the production line to speak to staff. Subordinates can speak to managers individually if they approach them. One to one meetings are held on an annual basis. Management desks are located at the top of the sub section area, which is out of sight of 90% of the sub area they are managing.

While attitudes can be influenced by communication, traits are fixed in comparison, and are less open to communication interventions and influence. Nonetheless they need to be understood by communicators concerned with serving diverse internal stakeholder groups, (Welch, 2011). A study conducted by Subari and Riady (2015) found that internal communications confirmed as the moderator of the relationship between training and performance as well as competency and performance. This proffers that without effective communication, management will not get the performance outcomes they desire. Thus, communication is a vital element in engaging employees.
4.4 Recognition and Reward

Subordinate results

Table 4.20: Sufficient recognition for work

I believe that I am recognized adequately for my work

Answered: 69  Skipped: 1

Thirty-three (47.83%) of respondents declared that they 'agree' that they believe that they are recognised adequately for their work. The second most common answer was 'neither agree nor disagree', with twenty-one people (30.43%).
Table 4.21: How can managers improve engagement?

What could management do to make you more engaged and perform better during work? Please explain your answer.

<table>
<thead>
<tr>
<th>Recognition and Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feel more appreciated</td>
</tr>
<tr>
<td>• More recognition to employees, don't get enough</td>
</tr>
<tr>
<td>• Money</td>
</tr>
<tr>
<td>• Recognition of extra skills and work completed</td>
</tr>
<tr>
<td>• More money</td>
</tr>
<tr>
<td>• Praise, when praise is due</td>
</tr>
<tr>
<td>• Pay raise</td>
</tr>
<tr>
<td>• More money or rewards</td>
</tr>
<tr>
<td>• It would be nice to get a 'well done' every now and again</td>
</tr>
<tr>
<td>• Recognise good work</td>
</tr>
<tr>
<td>• Reward more</td>
</tr>
<tr>
<td>• Give me the time to get tasks done outside of your regular work</td>
</tr>
<tr>
<td>• Could ask more and show more interest in employee work/progression</td>
</tr>
</tbody>
</table>

The responses above are the comments that coincided with the theme of 'recognition and reward' from fifty-eight responses.
Table 4.22: Valued Employee

I believe that I am a valued employee

Answered: 70    Skipped: 0

Thirty-five (50%) employees ‘agree’ that they are a valued employee. The second most common answer was ‘neither agree nor disagree with eighteen respondents (25.71%).
Management results

Table 4.23: Management Tactics and Behaviours to help engage employees

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.00%</td>
</tr>
<tr>
<td>No</td>
<td>0.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
</tr>
</tbody>
</table>

Responses

- Communication and clear expectations are critical paired with support and recognition
- Take time to talk to someone if you can see something is bothering them
- Get them involved in decisions
- Set clear guidelines, expect team to perform, give and help when opportunity arises.
- Getting people to get involved in projects and naming them for their achievements
- Engagement and communication

The responses above show that two managers involve recognition as a tactic to engage employees.
As outlined in Table 4.20, the results show that 60.87% of product builders have a positive ‘strongly agree’ and ‘agree’ response, that they believe that they are recognised adequately for their work. This indicates that the remainder of the sample of product builders are not happy with the recognition they are receiving. Brun and Dugas (2008) state that employee recognition is as much an organisational management issue as it is one related to the basic needs of individuals. Employees need recognition to thrive. If they are not recognised for good work, they will feel that the work they do has no value and thus, feel disengaged. Recognition is not just an option for a company, it is a basic need that should be addressed in order to gain more engagement from employees.

When subordinates were asked ‘what could management do to make you more engaged and perform better during work’, 22.41% of responses were related to recognition and reward. Some comments related to this include:

- ‘more recognition to employees, don’t get enough’
- ‘Praise, when praise is due’
- ‘Praise for performance and overall good friendly attitude’
- ‘More money or reward’

Interestingly, although the 25-34 age group is not the largest age group within the subordinate sample, they responded with a pay related answer more than any other age group. This indicates that the younger generation desire monetary reward.

When managers were asked ‘do you have tactics/behaviours that you feel helps to engage employees’, two out of six participant’s comments were in relation to recognition. Comments relating to this include:

- ‘Getting people to get involved in projects and naming them for their achievements’
- ‘Communication and clear expectations are critical paired with support and recognition’

The results imply that two managers understand how important recognition is. However, the data gathered and analysed from the subordinates suggest that the current recognition levels given to subordinates are not sufficient.
The data gathered signifies that, although a third of the management sample understand that recognition is important, nearly 40% of subordinates are not positive that the level of recognition they receive is adequate. The younger generation especially, have indicated that they desire more monetary rewards. An increase in the level of recognition is crucial to fulfilling the subordinates needs in order to increase employee engagement.
4.5 Training and development

Subordinate results

Table 4.24: How can managers improve engagement?

What could management do to make you more engaged and perform better during work? Please explain your answer.

<table>
<thead>
<tr>
<th>Training and Development</th>
<th>Make employees more involved in decisions, I feel like a robot on the line</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create more internal opportunities, projects and more job rotation as we are constantly stuck on the same job</td>
</tr>
<tr>
<td></td>
<td>Help me feel as though I can progress up the ranks by giving me training and help me gain product knowledge</td>
</tr>
<tr>
<td></td>
<td>Make sure people have a number of workstations so that they can be moved around and not in the same station all the time</td>
</tr>
<tr>
<td></td>
<td>More training and self-development opportunities for an employee</td>
</tr>
<tr>
<td></td>
<td>Encourage growth</td>
</tr>
<tr>
<td></td>
<td>Praise for performance</td>
</tr>
</tbody>
</table>

The comments shown above display subordinate desires in terms of an increase of training and development.
Table 4.25: Opportunities to apply talents and expertise

I am satisfied that I have the opportunities to apply my talents and expertise

Answered: 69  Skipped: 1

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>(no label)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>18.84%</td>
<td>49.28%</td>
<td>21.74%</td>
<td>7.25%</td>
<td>2.90%</td>
</tr>
<tr>
<td>Weighted average</td>
<td>13</td>
<td>34</td>
<td>15</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

Thirty-four (49.28%) product builders stated that they ‘agree’ that they are satisfied that they have the opportunity to apply their talents and expertise. Fifteen (21.74%) product builders stated that they ‘neither agree nor disagree. Five (7.25%) of respondents ‘disagree’ and two (2.90%) of respondents ‘strongly disagree’ with the statement.
Management results

Table 4.26: Mentoring Employees

I believe mentoring employees is important

- **Strongly agree**: 83.33%
- **Agree**: 0.00%
- **Neither agree nor disagree**: 16.67%
- **Disagree**: 0.00%
- **Strongly disagree**: 0.00%

The results show five (83.33%) members of management 'strongly agree' with the statement 'I believe mentoring employees is important'. Only one manager (16.67%) voted 'neither agree nor disagree' with the statement.
Table 4.27: Management Tactics and Behaviours to help engage employees

The responses above show that all managers use tactics and behaviours to help engage employees. One manager mentioned ‘getting them involved in projects’, another manager mentioned ‘get them involved in decisions’. These comments indicate that two managers understand that training and development help to engage employees.
Today managers and supervisors expect employees to transcend the boundaries of their job description and show proactive work performance which can be characterized by proactive behaviours such as individual innovation and feedback inquiry that represents employees self-initiated, anticipatory actions to change and improve a certain situation or themselves, (Maden, 2015). However, subordinates cannot excel without the resources or opportunities to do so.

As shown in Table 4.25, the data gathered from the responses to the statement ‘I am satisfied that I have the opportunity to apply my talents and expertise’, found that 68.12 % gave a positive response. However, as shown in Table 4.24, of the subordinates that were asked ‘what could management do to make you more engaged and perform better during work’, 12.06% of the responses were in relation to training and development. Comments in relation to this include:

- 'Create more internal opportunities, projects and more job rotation as we are constantly stuck on the same job'
- 'More hands on. Could ask more and show more interest in employee work / progression'
- 'More training and self-development opportunities for an employee (myself)'
- 'Help me feel as though I can progress up the ranks by giving me training and help me gain product knowledge'

This data suggests that individuals who want to achieve work related goals through training and development within the organisation, are restricted from doing so due to insufficient training and development management processes. Training is a form of competency development to meet the demands in the fulfilment of both individual and company performance (Subari and Riady, 2015).

Over the researcher’s employment within Company X, the researcher has observed that individuals are trained on one station and may only be on one station for up to a year. Very few subordinates, regardless of their length of service, are trained on more than three out of fourteen stations, with the exception of a select few individuals who are chosen to be an SME (subject matter expert). Lack of training can create excessive boredom within the workplace if the employees are not learning anything new. Boredom can be associated with performance reduction, general dissatisfaction and accidents (Azizi et al., 2010). The data gathered from the participants also show that job rotation is an issue. Job rotation is defined as lateral transfer of
workers among a number of different workstations where each requires different skills and responsibilities (Azizi et al., 2010).

Comments relating to job rotation are:

- 'Make sure people have a number of workstations so that they can be moved around and not in the same station all the time'

- 'Create more internal opportunities, projects and more job rotation as we are constantly stuck on the same job'

Considering that it is known that a few chosen product builders are trained on more stations than others, this suggests that management pick top performers to be trained rather than those product builders who desire the need for more training and learning experiences. This is considered an exclusive approach. Those individuals who are not included will eventually get bored and become disengaged.

The results show that 83.33% of management ‘strongly agree’ with the statement ‘I believe mentoring employees is important’. A study conducted by Gong and Chen (2014) concluded that the relationships between personal learning, mentoring, and career development were positive and significant. Mentoring is a factor in aiding employees to become more engaged. Although this data is positive, only two managers indicated that they use training and development as a tactic to engage employees, as shown in Table 4.27.

The inadequacy of product builders being cross trained, regardless of their length of service indicates that there is a non-existent talent management and development process in place. Talent development focuses on the planning, selection and implementation of development strategies for the entire talent pool to ensure that the organisation has both the current and future supply of talent to meet strategic objectives and that development activities are aligned with organisation talent management processes (Garavan et al., 2012).

Robinson et al. (2004) has stated that a positive response to engagement statements, indicate a perception that the organisation enables the employees to perform well. Considering the fact that a large amount of these results were not positive indicates that the organisation does not always enable the employee to perform well. Giving employees the opportunity to apply their talents and expertise is vital for employee engagement as it enables employees to apply their strengths. Every individual is different and so are their skill sets and talents. If an employee’s
diversity and talents are not embraced, it can lead to disengagement as the employees feel their talents are not valued.
4.6 Effective Management Characteristic/Skill

Subordinate Results

Table 4.28: Significance of manager characteristics/skill
The top three characteristics / skills that subordinates feel are the most significant characteristics / skills in a managerial role are (in order): 'honesty', 'respect for employees' and 'reliability'.
Table 4.29: Significance of manager characteristics that can cause disengagement

Please rate how strongly you believe in the significance of each management characteristics/skills that can cause disengagement (5 being most significant)

Answered: 70  Skipped: 0

- Picking favorites
- Lack of empathy
- Self-centered
- Too domineering
- Micromanaging
- Doesn't follow up on promises
The top three characteristics / skills that subordinates feel cause disengagement are (in order): 'picking favourites among employees', 'does not follow up on promises' and 'focuses on weaknesses rather than strengths'.
Forty (58.82%) product builders 'strongly agree' with the statement 'I believe that management with integrity inspires employees'. The second most popular answer was 'agree' with twenty (29.41%) product builders selecting this.
Table 4.31: How can managers improve engagement?

What could management do to make you more engaged and perform better during work? Please explain your answer.

<table>
<thead>
<tr>
<th>Management characteristic/ skill</th>
<th>• Be nice and hopeful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Overall good friendly attitude</td>
</tr>
<tr>
<td></td>
<td>• More flexible with time off</td>
</tr>
<tr>
<td></td>
<td>• Be human and don’t always follow the book of rules down to the letter. It’s not all black and white</td>
</tr>
<tr>
<td></td>
<td>• Be more flexible with time off</td>
</tr>
<tr>
<td></td>
<td>• Focus more on quality rather than quantity</td>
</tr>
<tr>
<td></td>
<td>• Encourage staff more</td>
</tr>
<tr>
<td></td>
<td>• Trust the employees and let them do their job</td>
</tr>
<tr>
<td></td>
<td>• Encouragement, friendliness and taking an interest</td>
</tr>
<tr>
<td></td>
<td>• Have empathy and understanding for employees. Focus on the strength of employee instead of weaknesses</td>
</tr>
<tr>
<td></td>
<td>• Less micro management</td>
</tr>
<tr>
<td></td>
<td>• More hands on</td>
</tr>
<tr>
<td></td>
<td>• Deliver on the skill that they are employed to deliver; leadership, direction, communication</td>
</tr>
<tr>
<td></td>
<td>• Lead by example -&gt; don’t ask people to do things they wouldn’t do themselves</td>
</tr>
<tr>
<td></td>
<td>• Always be available to help out</td>
</tr>
</tbody>
</table>

The comments above are the responses from fifty-eight subordinates that corresponded with the theme ‘management characteristic and skill’.
Management results

Table 4.32: Significance of manager characteristics/skill

Q16 Please rate the significance of each characteristic/skill for a managerial role (5 being most significant)

Answered 6 Skipped 0
Management voted that ‘honesty’ and ‘respect for employees’ were most significant, and the third position was shared among ‘reliability’, ‘communication’ and ‘time management’.
Table 4.33: Significance of manager characteristics/skills that cause disengagement

Please rate the significance of managerial characteristics/skills that you feel may cause disengagement (5 being most significant)

- Picking favorites
- Lack of empathy
- Self-centered
- Very dominating
- More managing

Answered 6, Skipped 0
Management's top three answers were (in order): 'lack of empathy', 'very domineering' and 'focuses on weaknesses rather than strengths'.
The response from the statement ‘I accept input from my employees’ received five (83.33%) votes for ‘strongly agree’, and one (16.67%) for ‘agree’.
Table 4.35: Trust in Other Group Members

I trust other group members with important tasks
Answered: 6  Skipped: 0

Two participants (33.33%) affirmed that they strongly agree with the statement ‘I trust other group members with important tasks’. Four (66.67%) managers stated that they ‘agree’ with this statement.
Table 4.36: Encouraging Creativity

I encourage creativity

Answered: 6  Skipped: 0

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.00%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>16.67%</td>
</tr>
<tr>
<td>(no label)</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Three (50%) participants from this sample voted ‘strongly agree’ for the statement ‘I encourage creativity’. Two (33.33%) voted ‘agree’, and one member of management (16.67%) voted ‘disagree’.
The statement ‘I react to things that happen rather than taking proactive steps to prevent situations from occurring’, received diverse responses from management members. The most prominent response was ‘disagree’ with three (50%) votes from participants. Secondly was ‘agree’ with two (33.33%) of votes from respondents, and lastly was ‘strongly disagree’ with one (16.67%) vote.
Table 4.38: Advice Acceptance from Other Management Members

I accept advice from other management members

Answered: 6   Skipped: 0

![Bar chart showing acceptance levels of advice from other management members]

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no label)</td>
<td>83.33%</td>
<td>16.67%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Five (83.33%) members of management stated that they ‘strongly agree’ with the statement ‘I accept advice from other management members’. One (16.67%) of participants responded ‘agree’ to this statement.
The statement ‘I resist change’ received a ‘disagree’ response from four (66.67%) of the management team and two (33.33%) responses of ‘strongly disagree’ from the remaining individuals in the sample.
Table 4.40: Lead with Vision

Two (33.33%) of managers ‘strongly agree’, and four (66.67%) agree with the statement ‘I believe I lead with vision’.
Michaels et al. (2001) state that the most effective leaders and managers at all levels, are those who can help a company to fulfill its aspirations and drive its performance. Managerial talent is a combination of a sharp strategic mind, leadership ability, emotional maturity, communication skills, the ability to inspire and attract other talented people, entrepreneurial instincts, fundamental skills and the ability to deliver results (Michaels et al., 2001, p.111). According to Golec (1996), managers with greater human capital (intelligence, etc.) should produce better performance. In order for a positive work relationship to form, one needs to understand the characteristics/skills that receives the best outcome within the workplace.

Interestingly, as presented in Table 4.33, the data gathered from management shows that only one out of three characteristics/skills that cause disengagement coincided with the subordinate sample. This indicates that managers may not be aware that they are picking favourites among employees or that employees believe that managers do not follow up on promises.

As demonstrated in Table 4.30, subordinates responded to the statement ‘I believe that management with integrity inspires employees’ with a largely positive result, with 58.82% stating ‘strongly agree’ and 29.41% stating ‘agree’. This shows that employees want to follow a leader that displays moral principles. Hunter et al. (2013) notes that service leaders ignite a cycle of service by role modelling servant behaviour that is then mirrored through co-workers helping behaviour and high quality customer service, as well as reciprocated through decreased withdrawal. Thus, it is essential for a leader to show integrity and have strong moral principles in order to inspire employees.

As displayed in Table 4.40, 33.33% of managers believe that they ‘strongly agree’ that they ‘lead with vision’ and 66.67% ‘agree’. It is crucial that managers ensure the company vision is aligned with their attitudes and leadership style. The message transmitted by a declared vision can be considered valid for drawing conclusions about the attitude and expectations of the company’s manager since the message is from a valid source of information (Bibu et al., 2016). If the vision is not aligned with their behaviours, subordinates can disengage, as the purpose of their work is not being communicated or understood by management’s lack of vision.

When employees were asked ‘What could management do to make you more engaged and perform better during work’, 32.8% of responses related to a management characteristic/skill and respect. Responses included:
- 'Have empathy and understanding for employees. Focus on the strength of employee instead of weaknesses'

- 'Be nice and hopeful'

- 'Overall good friendly attitude'

- 'Be human and don't always follow the book of rules down to the letter. It's not all black and white'

The statement ‘I react to things that happen rather than taking proactive steps to prevent situations from occurring’, received diverse responses from management members. The most prominent response was ‘disagree’ with 50% of votes from participants. In relation to the organisation's engagement results, the decrease in results could have been avoided if managers took proactive steps rather than waiting for issues and gaps in engagement to arise.

As shown in Table 4.34, the response from the statement ‘I accept input from my employees’ received ‘strongly agree’ from 83.33% of respondents. It is vital that members of management accept input from their employees. Accepting input helps build trust and relationships. If the employees' input is not valued, they will feel disengaged.

50% of participants from the management sample voted ‘strongly agree’ for the statement ‘I encourage creativity’. The demand for creativity is expanding from occasional, to clearly delineated problem solving situations to an essential necessity of everyday work life and an organisation's capacity to stimulate its employees’ potential, enabling novel and flexible ways to achieve organisational goals (Nisula and Kiant, 2018). Allowing employees to be creative stimulates engagement and enables them to reach their full potential.

The Table 4.35 shows 33.33% of managers affirmed that they strongly agree with the statement ‘I trust other group members with important tasks’. The more employees feel that management trust them, the more they will engage with managers. Trust in management increases knowledge sharing through reducing fear of losing one's unique value, (Renzl, 2008).

As outlined in Table 4.38, 83.33% members of management stated that they ‘strongly agree’ with the statement ‘I accept advice from other management members’. It is important to gain an insight into the management’s relationship with each other as this can impact subordinates. These attitudes and opinions are directly related to employee engagement within the company (Kennedy and Daim, 2010).
As shown in Table 4.39, the statement ‘I resist change’ received a ‘disagree’ response from 66.67% of the management team. In order to evolve, managers need to be open to change. If factors within the organisation were to never change, for example, work structure and policies, the business, as well as its people, will not change or evolve.
4.7 Manager - Subordinate relationship

Subordinate results

Table 4.41: Management's leadership style

Which of the following best describes your management's leadership style

Answered: 70  Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic (Leader dictates policies and doesn't allow employee participation)</td>
<td>11.43%</td>
</tr>
<tr>
<td>Democratic (Ideas exchanged freely and discussion is encouraged)</td>
<td>27.14%</td>
</tr>
<tr>
<td>Transformational (Concerned and involved in the process and on helping every member of the group succeed)</td>
<td>28.57%</td>
</tr>
<tr>
<td>Transactional (Focus on specific tasks and use rewards and punishments to motivate followers)</td>
<td>1.43%</td>
</tr>
<tr>
<td>Laissez Faire (Group members expected to solve problems on their own with very little guidance from leaders)</td>
<td>4.29%</td>
</tr>
<tr>
<td>Situational (Style depends on the situation at hand and which type of leadership and strategies are best suited to the task)</td>
<td>27.14%</td>
</tr>
</tbody>
</table>

TOTAL 70

The most popular answer was 'transformational' as voted by twenty (28.57%) product builders. The second most popular answer was a divide between 'democratic' and 'situational' leadership styles which equally received responses from nineteen (27.14%) product builders. 'Autocratic' leadership style received a response by eight (11.43%) subordinates.
Table 4.42: Product builder’s performance equality for each manager

I perform equally well for each manager
Answered: 70    Skipped: 0

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.43%</td>
<td>48.57%</td>
<td>5.71%</td>
<td>4.29%</td>
<td>0.00%</td>
</tr>
<tr>
<td>29</td>
<td>34</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thirty-four (48.57%) product builders established that they ‘agree’ that they perform equally well for each manager. The second most common answer was ‘strongly agree’ with twenty-nine (41.29%) respondents.
Table 4.43: Management and Product Builder relationship

I believe that a good relationship with management is vital for employee engagement and performance

Answered: 70  Skipped: 0

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Total</th>
<th>Weighted average</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>AGREE</td>
<td>NEITHER AGREE NOR DISAGREE</td>
<td>DISAGREE</td>
<td>STRONGLY DISAGREE</td>
<td>TOTAL</td>
</tr>
<tr>
<td>71.43%</td>
<td>24.29%</td>
<td>0.00%</td>
<td>4.29%</td>
<td>0.00%</td>
<td>70</td>
</tr>
</tbody>
</table>

Product builders were asked to answer the statement 'I believe that a good relationship with management is vital for employee engagement and performance'. The most popular answer was 'strongly agree' with fifty (71.43%) respondents. The second most common answer was 'agree' with seventeen (24.29%) respondents.
Table 4.44: How can managers improve engagement?

What could management do to make you more engaged and perform better during work? Please explain your answer.

| Management - subordinate relationship | • Treat everyone the same  
| | • Be more personally interested in me  
| | • Treating every employee fairly  
| | • Treat all the same  
| | • Not pick favourites. Treat all employees the same  
| | • Seem interested in you as a person. You’re not just a number in the company  
| | • Treat ALL employees in the same manner |

The responses show above that the respondents want management to pay attention to subordinates and treat employees the same.
What do you think of the statement 'Employees don't leave companies, they leave managers'? Please comment on your reason.

Answered: 70  Skipped: 0

Answer Choices

- Agree
- Disagree

TOTAL RESPONSES

- Agree 44.29% 31
- Disagree 54.29% 38
- Total 70

Subordinate Responses

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>- You want to be happy in your workplace and if you don't like the management you're going to leave</td>
<td></td>
</tr>
<tr>
<td>- Some managers can bully employees and make life difficult, picking up on weaknesses</td>
<td></td>
</tr>
<tr>
<td>- Poor management leads to disengagement</td>
<td></td>
</tr>
<tr>
<td>- A manager can make your job very difficult and if this does happen you would end up hating your job.</td>
<td></td>
</tr>
<tr>
<td>- Strongly Agree. If a manager gives, then I give, it shouldn't always be give and take.</td>
<td></td>
</tr>
<tr>
<td>- Management can have a significant impact on the work culture and happiness of employees</td>
<td></td>
</tr>
<tr>
<td>- Managers must be approachable and regard them as a friend as well as an employee</td>
<td></td>
</tr>
<tr>
<td>- Employees leave to pursue other ambitions</td>
<td></td>
</tr>
<tr>
<td>- Never heard that statement</td>
<td></td>
</tr>
<tr>
<td>- It depends on the employees role, he may not like the work regardless of manager.</td>
<td></td>
</tr>
<tr>
<td>- I would resolve issues with the manager in a professional and constructive manner. I would not leave because of our individual attitude or style</td>
<td></td>
</tr>
<tr>
<td>- The managers primarily mirror the companies values</td>
<td></td>
</tr>
<tr>
<td>- Managers are only implementing company policy</td>
<td></td>
</tr>
<tr>
<td>- If it is a good company you would hold out in the hope of a change of manager</td>
<td></td>
</tr>
<tr>
<td>- It's the companies make the rules</td>
<td></td>
</tr>
</tbody>
</table>
- Previous work experience
- The employee/manager relationship has caused colleagues of mine to leave
- Bad management = lack of empathy
- A dictator can turn a company sour
- Managers can make work unbearable
- Treatment
- Relationships are crucial in work life
- To a large degree that statement makes sense
- May be the case in a small office
- A bad manager is impossible to work with
- Happy employee is a productive employee
- Think it goes either way
- Treatment of employee
- Poor manager equals poor motivation

- People might not agree with company policy
- Employees leave for all different reasons, pay rise, promotion elsewhere, family situations etc.
- Not all managers are the reason for a person leaving. It could be the hours, the pay or working conditions
- Another person shouldn't decide your future
- Employees leave for personal reasons
- Managers change often, so you could get on better with the next manager
- People want a change
- People like to better themselves and move to do something different
- Each case is different but if you don't get on with your manager then move areas not companies
- Sometimes management do much to stop people leaving the company
- Leaving the policies of company not leaving managers, they're just doing their job like us 07:15 - 16:00
- Managers are important, but the pay is king
- If it is a good company you could probably ignore the bad manager
- If the company was good enough I would stay
- Bad companies can make bad managers, managers communicate the bad policies
- You would leave a job if unhappy
- I work for the company managers come and go
- Happy workers will stay in a job
- If someone doesn't like the manager they can move departments
- Good management can make bad company better, but bad company culture can't be fixed by a great manager
- When people are happy at work they won't leave
- Bad companies can create bad managers, thus companies fault
Usually a lot more contributing factors
I think it is only an excuse to leave the company because you don't like the manager. People leave because they believe they can progress their career elsewhere.

The results of this question shows that 44.29% of respondents agree that 'employees don't leave companies, they leave managers'. The responses gathered from the subordinates were split into 'agree' and 'disagree' in order to analyse data effectively.
Three (50%) participants have identified themselves as exhibiting a ‘situational’ style of leadership. Two (33.33%) have responded that they model a ‘democratic’ leadership style and just one (16.67%) identified that they best portray a ‘transformational’ leadership style.
Table 4.47: Leadership Style impact on employee engagement and performance

Do you believe leadership styles can impact employee engagement and performance?

Answered: 6  Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.00%</td>
</tr>
<tr>
<td>No</td>
<td>0.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
</tr>
</tbody>
</table>

- Poor leadership can disengage the employee and this leads to a negative effect on employee performance.
- Be fair with people and they will be fair with you.
- Needs to be respect both ways.
- I could write a thesis!! Two-way contract.
- People will look to you for help and guidance, you need to be there to give it. Openness and honesty is best.
- Employees are part of the team.

The results of the question ‘Do you believe leadership styles can impact employee engagement and performance?’ show that all members of management (100%) agree with this statement, as shown above.
According to Sirsetti (2012), engaged employees are motivated to go above and beyond the minimum of what is required from them, find enjoyment in the work they do and have a passion for excellence. Most organisations today realise that a 'satisfied' employee is not necessarily the 'best' employee in terms of loyalty and productivity (Sirsetti, 2012).

Table 4.9 outlines how subordinates reacted to the statement 'I am willing to do extra work when asked'. Alarmingly, 4.29% voted 'depends which manager asks me'. The results pinpoint how crucial manager-subordinate relationships are in terms of engagement. Although there are many factors that contribute to whether an individual is willing to do extra work, a positive work relationship, as data shows, has an impact on how much employees are willing to work.

As outlined in Tables 4.41 and 4.46, the contrasting answers between subordinates and management indicates that subordinates do not perceive management the same way management understand their own style to be. The biggest difference in these results are that some individuals feel that managers can dictate policies and do not allow employee participation, and that group members are expected to solve problems on their own with very little guidance from leaders.

As shown in Table 4.42, subordinates responded to the statement 'I perform equally well for each manager' with mostly positive results. However 5.71% of participants voted 'neither agree nor disagree' and 4.29% voted 'disagree'. This proffers that some participants strongly value manager-subordinate relationships. The result does not explain whether the participant is considered engaged, but shows that engagement levels depends on the relationship and treatment by superiors.

As displayed in Table 4.43, employees responded to the statement 'I believe that a good relationship with management is vital for employee engagement and performance', with a 'strongly agree' (71.43%) and 'agree' (24.29%) response. Comments relating to this include:

- 'Be more personally interested in me'
- 'Treating every employee fairly'
- 'Treat all the same'
- 'Not pick favorites. Treat all employees the same'

Subordinates reacted to the statement 'Employees don't leave companies, they leave managers', as shown in Table 4.45, with 44.93% of the sample in unison with the statement.
With only seven individuals that make up the difference in results, it is clear that the concept of people leave managers, not companies, is nearly equally divided thought amongst staff. Nonetheless, the results indicate the massive impact management can have on subordinate’s work life. Others that did not agree with the sample, indicated that management behaviour is a reflection on company policy, ‘the managers primarily mirror the companies’ values’.

The results of the question ‘Do you believe leadership styles can impact employee engagement and performance?’ show that all members of management (100%) agree with this statement, as shown in Table 4.47. Two comments relate to respect of subordinates, three comments relate to manager-subordinate relationship in terms of teamwork and giving help and guidance, and one comment relates to effective leadership.
Summary of the Main Quantitative Research Findings

Figure 1 - Product Builder Questionnaire Findings

**Subordinate Sample**

**Culture**
- Subordinate population is 55.07% female.
- Subordinate population is principally 35-44 years old.
- Most of the subordinate sample have been an employee of Company X for over 12 years.
- 77.14% of subordinates strongly agree that they give their best effort at work.
- 67.14% strongly agree that their work is full of meaning and purpose.
- Only 17.14% of product builders strongly agree that they are satisfied with the work culture.
- 45.57% of subordinates agree that they look forward to going to work.

**Communication**
- 66.67% of subordinates rated communication as the most significant management skill.
- 32.76% of responses to the question 'what could management do to make you more engaged and perform better during work', were related to communication.

**Training and Development**
- 12.06% of subordinates responded that training and development would help them to become more engaged.
- 68.12% had a positive response in relation to having enough opportunities to apply their talents and expertise.

**Manager- Subordinate Relationship**
- 44.93% of the sample agree that employees don’t leave companies they leave managers.
- 95.72% believe that a good relationship with management is vital for employee engagement and performance.
- 4.29% will only work extra depending on which manager asks them.
- 5.71% of participants voted ‘neither agree nor disagree’ and 4.29% voted ‘disagree’ to perform equally well for each manager.
- Employees want managers to be more personally interested in them.

**Management Characteristics/skills and Respect**
- The top three characteristics/skills that subordinates feel are the most significant are (in order) 'honesty', 'respect for employees' and reliability.
- The top three characteristics/skills that subordinates feel cause disengagement are (in order) 'picking favourites among employees', 'does not follow up on promises' and 'focuses on weaknesses rather than strengths'.

**Reward and Recognition**
- 60.87% of subordinates have a positive opinion regarding recognition that they receive for their work.
- 22.41% of subordinates stated that more recognition and reward would make them more engaged.
- The 25-34 age group responded with a pay related answer that would encourage them to become more engaged more than any other age group.
Figure 2 - Management Questionnaire Findings

**Management Sample**

**Culture**
- Management population is 83.33% male.
- Management population is mainly 35-44 years old.
- 33.33% of the management sample have been employed as a manager between 0-2 years, and 33.33% for 3-5 years.

**Communication**
- All members of management responded that they have tactics to help engage employees.
- 66.67% of management rated communication as a significance level of five as a characteristic/skill most important in a management role.

**Training and Development**
- 83.33% of management feel that mentoring employees is important.

**Manager-Subordinate Relationship**
- 100% of management believe that leadership styles can impact employee engagement and performance.
- 66.67% of management do not think that millennials require different leadership needs and desires.
- 11.43% of subordinates believe their managers leadership style is autocratic, which zero managers agree with.
- 4.29% believe their manager displays laissez faire leadership, which zero managers agree with.
- All managers accept employee input.

**Management Characteristics/skills**
- 32.8% of responses related to a management characteristic/skill when asked what could management do to make the subordinates more engaged.
- Management voted that ‘honesty’ and ‘respect for employees’ and the third position was shared among ‘reliability’, ‘communication’ and ‘time management’ for most significant characteristic/skill in a managerial role.
- Management responded that (in order), ‘lack of empathy’, ‘very domineering’ and ‘focuses on weaknesses rather than strengths’, cause disengagement.
- Only one out of three characteristics/skills that cause disengagement coincided with the subordinate sample.
- 66.67% don’t resist change.
- 50% of the sample react to things that happen rather than taking proactive steps to prevent situations from occurring.
- All managers believe they lead with vision.
- All managers trust other group members with tasks.
Reward and Recognition

- 33.33% of managers responded with recognition as a tactic that they use to help engage employees.

Conclusion

The researcher has found that the demographic makeup of the organisation and the apparent length of service divide, does not seem to have an impact on employee engagement level. Most of the responses indicate that employees give their best effort, their work is full of purpose, they believe that they are valued, they look forward to going to work and the majority of individuals are satisfied with the work culture. However, it is undeniable that statistics show that there is still improvement to be made in each of these areas.

Subordinates rate communication as the same level of significance as management do. However, subordinates want more communication and engagement with management. It has also been found that subordinates desire an increase in recognition and reward and training and development.

Conclusions and recommendations agglomerated from this data analysis will be discussed in the next chapter. The data will either ratify or reject the framework of this study which was constructed based on the research objectives and recapitulation of existing literature.
Chapter Five: Conclusion
Chapter Five: Conclusion

5.1 Introduction

This chapter presents an evaluation of the main themes of the research findings. After carefully analyzing the data results, a correlation between both sets of sample participants was found in this study. Subsequently, this chapter will outline limitations that constrain the study and the researcher will advise recommendations for practice and additional research. The end of this chapter will finish with a conclusion that will summarise and emphasize the importance of this research study.

5.2 Communication

Karanges et al. (2015) states that internal communication is an important concept and integral to internal public relations with links to positive and organisational outcomes such as employee engagement. A study conducted by Karenges et al. (2015) confirms the importance of internal supervisor communication and internal organisational communication and the need to support these functions, both strategically and with resources, as part of the overall internal communication function. Given the substantial amount of research into this factor in organisations and the outcome these studies have had, it poses the question, has there been enough emphasis placed on communication within Company X.

This research has found that communication appears to be the most significant factor that subordinates want in order to improve employee engagement; 'Talk to us and let us know what is happening instead of beating around the bush' (Chapter 4: p.67). Subordinates also rated it as the most significant skill in a managerial role. 32.76% of responses to the question 'what could management do to make you more engaged and perform better during work', were related to communication. These figures supports karanges et al. research as it is proven to be the most significant factor to subordinates. The study also found the product builders want 'more one on one engagement' (Chapter 4: p.67). This shows that subordinates feel that they are not getting enough one on one attention.

5.3 Recognition and Reward

It's important to understand the link between motivation and performance, and what motivates employees, but it is equally as important how you manage employee performance, and reward them, not just in terms of salary but through recognition and other incentives,
The literature highlights the critical need for reward and recognition. A significant finding in the research study supports this theory as it was discovered that 22.41% of subordinates stated that more recognition and reward would make them more engaged, ‘more recognition to employees, they don’t get enough’ (Chapter 4: p.75). Interestingly, 33.33% of managers responded that they used recognition as a tactic to help engage subordinates. This indicates they know it is an important factor to engage employees. Nonetheless, with the copious amount of responses requesting more recognition and reward, it indicates clearly that the focus on recognition and reward is inadequate. The study also found that overall reward is a crucial factor to investigate, as employees don’t just want recognition, but monetary rewards also, ‘more money or rewards’ (Chapter 4: p.75).

5.4 Training and Development

Employee engagement has become a key aspect in goal achievement, but to achieve this, training and development play an important role in grooming workforce in order to improve their work quality at numerous levels (Ezm et al., 2018). However, Cook and Macauley (2017) argue that Human Resources and Learning and Development cannot implement engagement on their own, it is down to line managers. The study discovered that just under a third of subordinates did not have a positive response in relation to having enough opportunities to apply talents and expertise. Further to this finding, the study found that employees want, not only more opportunities, but importantly more job rotation. ‘Create more internal opportunities, projects and more job rotation as we are constantly stuck on the same job’ (Chapter 4: p. 80). Although, 83.33% of management feel that mentoring is important, in contrast, zero managers responded that training and developing was a tactic they use to engage employees. This indicates that management are completely unaware of the training and development desires of their own employees in order to engage their subordinates.

5.5 Management Characteristics/Skills

The diverse nature of the prevailing conceptualisations of skills required for successful managerial performance hinders our understanding of the phenomenon (Kanungo and Misra, 1992). Although literature points out this area is deficient in understanding, in order to engage employees it is necessary to know which skills they best respond to. This research found that management skills and practices required by the subordinates include, ‘deliver on the skill that they are employed to deliver; leadership, direction, communication’ and ‘have empathy and understanding for employees, focus on the strength of employee instead of weaknesses’
Unfortunately, out of the management sample, only one out of three characteristics / skills that cause disengagement coincided with the subordinate sample. The management skills / practices that did not coincide with the subordinate sample were ‘picking favourites among employees and ‘does not follow up on promises’. This indicates that management are unaware of where they are going wrong in terms of skills and practices that disengage employees. Without understanding what the employees want, management will not be able to fully engage product builders.

5.6 Manager - Subordinate Relationship

Organisations can engender higher levels of engagement when managers actively and consistently make team members feel special, treat them as individuals and respect them (Cook and Macauley, 2017). The literature ties in with how the managers have indicated that they understand their behaviours can have an impact on subordinates, as 100% of management believe that leadership styles can impact employee engagement and performance. Management show they understand the importance of manager and subordinate relationship as comments illustrate that there ‘needs to be respect both ways’ (Chapter 4: p. 115), and it is a ‘...two way contract’ (Chapter 4: p.115).

In contrast, the responses from subordinates express that there is an issue with management and subordinate relationship when employees comment ‘treat ALL employees in the same manner’ (Chapter 4: p.110), ‘some managers can bully employees and make life difficult, picking up on weaknesses’ (Chapter 4: p.111). The study also discovered that the relationship is affecting turnover, ‘the employee/manager relationship has caused colleagues of mine to leave’ (Chapter 4: p.111).

These findings clearly illustrate that, although management discern their behaviours can impact employees, the subordinates clearly show that, undeniably there is a work relations gap that needs to be addressed.

5.7 Culture

It can be often the management that starts things on a downward trajectory in the workplace. From setting a standard of bad habits, to not managing employees properly, the culture can often be the casualty (www.6q.io). Fortunately, although research points to employee demographics having an impact on an organisation’s culture, the study found that it does not have an impact on the organisation. The analysis of data revealed that only 17.14% of product
builders strongly agree that they are satisfied with the work culture. This exposes that there are elements within the company culture to be alternated. The study also revealed that there is an element of a high pressured environment, as one subordinate specified, ‘high targets can create pressure’ (Chapter 4: p.57). Employees stated that they would become more engaged if management ‘spread workload better’ (Chapter 4: p.57). The responses indicate that subordinates are under pressure which can enable them to feel stressed and disengaged.

Disruptive employees also contribute to a negative work culture. Data also revealed employees want management to ‘create a better work environment by removing disruptive employees from the area’ (Chapter 4: p.57). Overall, the study found that in terms of culture, employees want a lower target, less pressurised environment and less disruptive employees.

5.8 Limitations of the Study

The author had research limitations in carrying out and collecting research data. Because of ISO cleanroom classifications, only certain products are allowed into the production room which limited the researchers research method. As the employees are operating on a production line, process efficiency is also a great concern for the company. For these reasons, the HR department would only allow the researcher to collect data via paper questionnaires which could not be collected until production ceased for the sub area participants. This resulted in data collection taking longer than anticipated. As the time for participants to complete the survey was limited, some individuals may have rushed the answers, which meant some answers were either an inaccurate representation, or in some cases, just not answered. Another drawback with a paper survey was, unlike online surveys, the researcher could not ensure that the participant answered a question before they moved onto the next one, which meant that some answers were left blank. Subsequently, the researcher had to input the primary research data into survey monkey in order to analyse the data, which was time consuming.

5.9 Recommendations for Practice

The study has revealed a number of factors to be addressed by management and the organisation as a whole. The researcher believes the study has proven that even a company that employs many HR practices and rewards policies, without effective management, these tools will not be effective. Based on the research conducted, it has been discovered that; there is insufficient communication between management and subordinates, subordinates crave more recognition and reward, management are utterly negligent of subordinates training and
development desires, management are not displaying the characteristics / skills that are desired by employees, employees want a lower target, less pressurised environment and less disruptive employees and there is a dysfunctional manager - subordinate relationship. In the following sections, the researcher will propose recommendations for practice on the themes of communication, recognition and reward, training and development, management characteristic/skill, manager subordinate relationship and culture.

5.9.1 Communication

The researcher recommends that the evident communication issues must be addressed. Specifically, the lack of one on one engagement.

Moving desk positions of management - As management are situated at the top of the sub area, it can be inconvenient for some subordinates to find management as they cannot be seen from the back of the sub area. The researcher suggests that the management desks be situated in the middle of the four production lines, which will allow the subordinates to see the managers. The desk repositioning ensures that web chat will not be the only form of communication as it makes face to face communication more convenient.

Increase in reviews - More reviews gives the subordinates a chance to express themselves. The researcher suggests a one to one review every three months for a new employee up until the end of the first year, and every six months after that. A feedback form should also be introduced in reviews to give a review more structure and to ensure that communication is consistent between the manager and the subordinate.

5.9.2 Recognition and Reward

As data analysis showed, 22.41% of subordinates stated that more recognition and reward would make them more engaged. A number of these employees mentioned that a pay rise would make them engaged, while others mentioned recognition and reward. The researcher proposes a scheme that appeals to both extrinsic and intrinsic needs of an employee. A total rewards system can attain engagement of people through a mix of elements tailored to meet individual needs, which can include financial incentives but also other forms of non financial rewards in the form of recognition, scope for growth and job design (Armstrong, 2010).

Employee of the Month and Year - Management can strengthen the recognition strategy by introducing an employee of the month, and year award. This assures that management notice,
recognise and reward employees achievements, not just as a once off but on a consistent basis. The researcher recommends that other subordinates also vote colleagues for this award. This helps build and solidifies relationships as employees feel appreciated and needed, not just by their managers, but by their colleagues as well.

Recognition Board - The researcher proposes that a recognition board is introduced into the organisation. The recognition board will be used for product quality purposes and performance. This will assist in creating a culture of a favourable performing workforce that notice other employees being recognised for their hard work. This will allow the employee to feel very appreciated as the manager will show off the employee with pride to the whole site.

Bonus scheme - Although a bonus scheme already exists, the factors on which the bonus is calculated is limited. The researcher suggests that the bonus scheme be calculated on additional new terms including, hours of overtime, number of time employee of the month or year, number of times on the recognition board and involvement in work improvement teams. This allows the more engaged employees to feel more valued, which currently 68.57% of subordinates do. The bonus scheme would assist in helping the remaining 31.43% feel more valued.

Reward employees good behaviour with time off - Additional annual leave or even an unexpected half an hour at the end of a shift will give employees a boost. Having unexpected time off shows employees that managers realise how hard they work, even if they have not directly told them. It is an initiative easily implemented and cost effective.

5.9.3 Training and Development

Job Rotation - As job rotation was discovered as an issue, the researcher proposes that product builders be rotated more from station to station, and even new areas to learn about new products. Job rotation reduces the risk of an employee becoming bored at work, thus reducing the risk of disengagement.

Cross Training - In order to be rotated more, subordinates will need to be cross trained. Employees that are cross trained become engaged as they understand that the company is using resources to further develop their skills and utilise their talents.

Mentoring - As explained in chapter two, introducing managers as mentors can be very beneficial in terms of building work relationships. Having managers also act as mentors allows the subordinate to see them as someone to look up to and guide them through a process. The
researcher proposes that when an employee is training in a new area or a new station, that a manager has a weekly succession plan for six weeks. This will allow the subordinate to ease into a new area or station with guidance and ease.

5.10 Management Characteristics and skill

Management coaching - As discussed in the analysis, the managers view on management characteristics and skills, do not coincide with the subordinate sample. For this reason the researcher proposes that the organisation implement policies that ensures management are coached on communicating effectively, behaviour, leadership styles, how to train and develop employees effectively to ensure that managers are consistent in their behaviour.

5.11 Manager-Subordinate Relationship

The researcher has proposed one to one meetings and mentoring, which will assist in building a healthy work relationship. However, this alone is not enough. To build a healthy relationship employees need to feel that their manager respects and trusts them. The organisation should ensure that work nights out are implemented and manager and subordinate team building workshops are carried out to help build trust.

5.12 Culture

The work culture cannot be changed overnight. The researchers proposals which include; reducing target, increasing communication through reviews and webchat, improving a total rewards scheme, improving training and development through job rotation, mentoring and cross training, improving manager subordinate relationship and management coaching, are all factors which are aimed at creating more engaged employees.

5.13 Recommendations for Future Research

Originally the researcher thought that quantitative research would be sufficient, given the information that was already available and the sample size. However, the researcher recommends that qualitative research be carried out in order to gain further understanding of the perceptions and feelings in relation to the subordinates engagement levels, issues surrounding their engagement levels and how managers influence that.

Due to confidentiality and company constraints, the researcher could not explore the different relationships between managers and subordinates, such as why subordinates will only work extra when a certain manager asks them, perform differently for certain managers or further
explore why employee engagement levels are not increasing year by year. The HR department did not want the researcher to assess management personalities and leadership styles on an individual basis as they were worried it could cause negative attention and conversation and turn management into an engagement 'competition'. Thus in order to gain a full understanding of why and how management influence engagement, further research will need to be carried out.

5.14 Overall Conclusion

Based on the overall research study, the researcher has concluded that management certainly has an influence on employee engagement, however, it is not totally responsible for subordinate engagement levels. Therefore, Company X needs to take a strategic approach in terms of engaging employees, but incorporating management coaching into their strategic planning in order to achieve optimal engagement levels.

The literary review highlighted the idea that factors affecting engagement have as much impact on management and how they can influence that, as they do on subordinate engagement. The literary review also pointed out that the literature available on engagement in the manufacturing industry, especially in Ireland, is undeniably scanty.
References


Impact of Training and Development on Employees’ Engagement: Empirical Evidence from Pakistani Banking Sector
[Accessed 05.08.2019].


Greener, S. (2008), Business Research Methods, London: Ventus Publishing APS, [online], available: https://books.google.ie/books?hl=en&lr=&id=mR2sPdK0BLUC&oi=fnd&pg=PA9&dq=BUSINESS+RESEARCH+METHODS+DR+SUE+GReENER&ots=el4Ak6f5&sig=1kHXBk
Griffin, R. (2008), *Fundamentals of Management*, Fifth Ed., Boston: Houghton Mifflin, [online], available: https://books.google.ie/books?id=YtfyyZLCgC&pg=PA3&dq=(Griffin)*Management can be defined as a set of activities (including planning, decision making, organizing, controlling, and leading) directed at an organization's resources (human, financial, physical, and information) with the aim of achieving organizational goals. In an efficient and effective manner, according to Griffin, leading is a manager's third role, together with both the most important and the most challenging of all managerial activities. Leading is the set of processes used to get members of the organization to work together to further the interests of the organization & source: books.google.ie/books?id=ACfU3U3bHcepCdQ0AmSD3u3EmDzXSMQvwkh&en=ksa=X&ved=2a


List of Figures

Figure 1 - Product Builder Questionnaire Findings

**Subordinate Sample**

**Culture**
- Subordinate population is 55.07% female.
- Subordinate population is principally 35-44 years old.
- Most of the subordinate sample have been an employee of Company X for over 12 years.
- 77.14% of subordinates strongly agree that they give their best effort at work.
- 67.14% strongly agree that their work is full of meaning and purpose.
- Only 17.14% of product builders strongly agree that they are satisfied with the work culture.
- 45.57% of subordinates agree that they look forward to going to work.

**Communication**
- 66.67% of subordinates rated communication as the most significant management skill.
- 32.76% of responses to the question ‘what could management do to make you more engaged and perform better during work’, were related to communication.

**Training and Development**
- 12.06% of subordinates responded that training and development would help them to become more engaged.
- 68.12% had a positive response in relation to having enough opportunities to apply their talents and expertise.

**Manager-Subordinate Relationship**
- 44.93% of the sample agree that employees don’t leave companies they leave managers.
- 95.72% believe that a good relationship with management is vital for employee engagement and performance.
- 4.29% will only work extra depending on which manager asks them.
- 5.71% of participants voted ‘neither agree nor disagree’ and 4.29% voted ‘disagree’ to perform equally well for each manager.
- Employees want managers to be more personally interested in them.

**Management Characteristics/skills and Respect**
- The top three characteristics/skills that subordinates feel are the most significant are (in order) ‘honesty’, ‘respect for employees’ and reliability.’
- The top three characteristics/skills that subordinates feel cause disengagement are (in order) ‘picking favourites among employees’, ‘does not follow up on promises’ and ‘focuses on weaknesses rather than strengths’.

**Reward and Recognition**
- 60.87% of subordinates have a positive opinion regarding recognition that they receive for their work.
- 22.41% of subordinates stated that more recognition and reward would make them more engaged.
- The 25-34 age group responded with a pay related answer that would encourage them to become more engaged more than any other age group.
Figure 2 - Management Questionnaire Findings

**Management Sample**

**Culture**
- Management population is 83.33% male.
- Management population is mainly 35-44 years old.
- 33.33% of the management sample have been employed as a manager between 0-2 years, and 33.33% for 3-5 years.

**Communication**
- All members of management responded that they have tactics to help engage employees.
- 66.67% of management rated communication as a significance level of five as a characteristic/ skill most important in a management role.

**Training and Development**
- 83.33% of management feel that mentoring employees is important.

**Manager- Subordinate Relationship**
- 100% of management believe that leadership styles can impact employee engagement and performance.
- 66.67% of management do not think that millennials require different leadership needs and desires.
- 11.43% of subordinates believe their managers leadership style is autocratic, which 66.67% agree with.
- 4.29% believe their manager displays laissez faire leadership, which zero managers agree with.
- All managers accept employee input.

**Management Characteristics/skills**
- 32.8% of responses related to a management characteristic/skill when asked what could management do to make the subordinates more engaged.
- Management voted that 'honesty' and 'respect for employees and the third position was shared among 'reliability', 'communication' and 'time management' for most significant characteristic/ skill in a managerial role.
- Management responded that (in order), 'lack of empathy', 'very domineering' and 'focuses on weaknesses rather than strengths', cause disengagement.
- Only one out of three characteristics/ skills that cause disengagement coincided with the subordinate sample.
- 66.67% don't resist change.
- 50% of the sample react to things that happen rather than taking proactive steps to prevent situations from occurring.
- All managers believe they lead with vision.
- All managers trust other group members with tasks.