

**A PROJECT REPORT ON  
EMPLOYEE ENAGEMENT w.r.t. EPICENTRE  
SUBMITTED TO  
THE UNIVERSITY OF MUMBAI**

**IN THE PARTIAL FULLFILMENT OF  
THE REQUIREMENT FOR  
THE DEGREE OF  
BACHELOR OF MANAGEMENT STUDIES**

**BY  
CHARANPAL SINGH HUNJAN  
UNDER THE GUIDANCE OF  
PROF.KAJAL DESAI**

**BAL - BHARATI'S  
M.J.P COLLEGE OF COMMERCE  
MUMBAI**

**ACADEMIC YEAR**

**2014-2015**

## **DECLARATION**

I Charanpal Singh Hunjan student of University of Mumbai B.M.S Course of Bal-Bharati's M.J.P college of Commerce hereby submit my project entitled as Employee Engagement in the academic year 2014-15.

The subject matter is contained in this project is research and the work carried out is original and is under the guidance of Prof. Kajal Desai However, this material has been developed to enhance the clarity of the hypothesis and has been used for academic purpose only

Also on part this may be used and reproduce by other, either accidentally or commercially without consent if author and his/her guide.

Yours sincerely

Date

Place

Signature of the student  
(Charanpal Singh Hunjan)

## **ACKNOWLEDGEMENT**

I would like to thank our Co-coordinator Prof. Monika Chandiwala for giving me opportunity for doing this project. I take this opportunity to express my profound gratitude and deep regards to my guide Prof. Kajal Desai for his exemplary guidance, monitoring and constant encouragement throughout the course of this thesis. The blessing, help and guidance given by him time to time shall carry me a long way in the journey of life on which I am about to embark.

I am obliged to staff members of the college like library, computer, lab, for the valuable information provided by them in their respective fields. I am grateful for their cooperation during the period of my assignment.

Lastly, I thank almighty, my parents, brother, sisters and friends for their constant encouragement without which this assignment would not be possible.

## TABLE OF CONTENT

Chp.no	Content	Page no
1	Introduction of the Study	7
2	Objectives of the Study	8
3	Limitations of the Study	9
4	Executive Summary	10
5	Research Methodology	11
6	Introduction <ul style="list-style-type: none"> <li>➤ Problem statement and research question</li> <li>➤ Relevance of thesis topic and the applicability of the results</li> <li>➤ Structure of the paper</li> </ul>	12
7	Theoretical background <ul style="list-style-type: none"> <li>➤ Concept of employee engagement</li> <li>➤ Defining Engagement</li> <li>➤ Similarity and distinction from other organizational constructs</li> <li>➤ Employee engagement models and theory</li> <li>➤ Importance of engagement</li> <li>➤ Organizational outcomes</li> <li>➤ Employee outcomes</li> <li>➤ Why do engaged employees perform better</li> <li>➤ Antecedents of engagement</li> <li>➤ Implication for organization</li> <li>➤ Organizational support of employee engagement</li> <li>➤ HR support of employee engagement</li> <li>➤ Specifics of administration employees' work-life in educational organizations</li> <li>➤ Specifics of work</li> <li>➤ Issues affecting the quality of administrators work lives</li> <li>➤ Administrative workers moral</li> <li>➤ Factors influencing the engagement of</li> </ul>	17

	administrative staff	
8	Results	49
9	Company Profile	57
10	Data Analysis and Interpretation	60
11	Conclusion	76
12	Recommendation	77
13	Bibliography	78
14	Annexure	79

## LIST OF FIGURE

1.	Characteristics of engaged employees	26
2.	Relationship between engagement and intent to leave the company	26
3.	Impact of formal performance review on employee performance	39
4.	Values of individual employee engagement	50
5.	Ratio of engaged to actively disengaged employees	50
6.	Mean values and the disposition of ranks of antecedents of engagement	51
7.	The disposition of mean value of antecedents of engagement belonging to “meaningfulness”	52
8.	The disposition of mean value of antecedents of engagement belonging to “safety”	53
9.	The disposition of mean values of antecedents of engagement belonging to “availability”	54

## **INTRODUCTION OF THE STUDY**

- The topic is all about the behavior of employees towards their Organization.
- It includes the Epicenter employee behavior.
- An Introduction to employee engagement examines what is meant by employee engagement, why organization is interested in it, how employers can build an engaged workforce and how it can be measured.
- Now-a-days employee engagement in India has increased in height.
- The cultural and historical impacts.
- Employee engagement is the level of commitment and involvement an employee has towards their organization and its values.
- Need for employee opportunity in India.
- An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organization.
- The employers and their ability to create the conditions that promote employee engagement.

## **OBJECTIVES OF THE STUDY**

- To measure employee engagement in Organization.
- To identify the role and impact of organizational culture in driving employee engagement.
- To develop a holistic employee engagement model.
- To know about the awareness of their work to the employees.
- To know about the job opportunity to the employees.
- To know about the engagement process in the organization.

## **LIMITATION OF THE STUDY**

- This research has a number of significant limitations, which should be noted. Firstly, a possible limitation is the representativeness of the sample
- Secondly, the empirical part of the research has a limited generalization. Researchers have shown that the level of engagement depends on the size of the organization. Therefore, the level of engagement that the respondents indicate might not correspond to the engagement level of another educational organization of a different size. Furthermore, the level of engagement employees have shown in this study might not be true for the educational organizations of the similar size in other countries, as the level of engagement varies geographically.
- Thirdly, limitation is related to the list of chosen antecedents of engagement. The list of twelve factors was made on the basis of the existing engagement literature with attempt to include factors especially important for administrative workers in educational institutions. The list appears to cover the most important antecedents of engagement.
- However, as the knowledge regarding the specific drivers of engagement for this group of employees is limited, there is a risk that some important drivers were not included in the list.

## **EXECUTIVE SUMMARY**

- The term employee engagement has gained popularity over the past twenty years. Advocated positive outcomes of employee engagement make organizations develop the culture of engagement at work as a priority for organization.
- For educational organizations, it is important to engage administrative workers, as they are the ones who have a significant influence on the tone, manner and style of the entire institution and quality of their day-to-day performance contributes to the quality of the relationships with faculties, students and the public .
- Therefore, the purpose of this paper is to find out the specifics of work of administrative staff, their moral, factors that influence their engagement and to investigate the current engagement level of the administrative workers and what can be done to improve it.
- The research was conducted at the VUC Aarhus, an educational institution for adult based in Aarhus. The research was based on a questionnaire distributed to 25 administrative workers, who support VUC Aarhus. All respondents were asked to rank 12 factors that according determine the level of engagement.

## **RESEARCH METHODOLOGY**

Data collection method:

- Primary data
- Secondary data

**Primary data is collected through;**

- Observation
- Filling up of the questionnaire from employees.

**Secondary data is gathered through;**

- The help of a Epicenter Management who engages the employees in their work or duties.
- From various websites, newspaper, etc.

## **INTRODUCTION**

Managers agree that modern business demands higher productivity and more efficiency, than in previous times. Companies are trying to increase their performance in order to place their company ahead of the competitors. At some point, satisfied employees content with their work experience, was a good formula for success, as a satisfied employee, who wanted to stay with a company, contributed to the workforce stability and productivity. But those times have changed. Nowadays, the business environment is global and competitive and simply satisfied and stable employees are not enough to bring necessary business results. Satisfied employees may just meet the work demands, but this will not lead to higher performance. In order to compete effectively, employers need to go beyond satisfaction - employers must do their best to inspire their employees to apply their full potential and capabilities to their work, if they do not, part of the valuable employees' resources remains unavailable for the company. Therefore, modern organizations expect their employees to be full of enthusiasm and show initiative at work, they want them to take responsibility for their own development, strive for high quality and performance, be energetic and dedicated to what they do – in other words companies want their employees be engaged. Other researchers state that employee engagement is the best tool in the company's efforts to gain competitive advantages and stay competitive. Therefore, the construct of employee engagement has been an area of interest among many researchers and consultancy firms, and received its recognition in the management literature and among practitioners though, the notion of engagement is relatively new, it is already a hot managerial topic and it is rare to find an HR or managerial related article that does not mention employee engagement. The relative novelty of the concept has caused a situation, where there is still no one clear and agreed definition of engagement. HR consulting firms and academic researchers are presenting their own interpretations of the meaning of the construct. Some of the points presented by the researchers are complementary and they agree that engagement creates the prospect for employees to attach closely with their managers, co-workers and organization in general and the engaging environment is the environment where employees have positive attitude toward their job and are willing to do high-quality job. The importance of engagement is proven by the literature on engagement, which shows that an engaging environment pays off. Studies by a number of researchers

prove that employee engagement supports organizational performance and success. As literature claims that the outcomes of employee engagement are exactly what most organizations are looking for, there is no surprise in corporate executives seeing the development of the engagement of employees as a priority for organization. However, in his book “The New Rules of Engagement”, Johnson wrote “the ability to engage employees, to make them work with our business, is going to be one of the greatest organizational battles of the coming 10 years”. CEOs worldwide see employee engagement as one of the top five most important challenges for management. It is even harder to build engagement within the specific group of employees in the situation, when the knowledge about the specifics of their work-life is missing. The majority of studies have a sample of employees within different occupations and industries. Engagement of administrative workers in the educational organizations is rarely studied and poorly understood, even though these employees have a significant influence in the institution and the quality of their performance contributes to the quality of relationships with faculty, students and the public. Therefore, understanding the specifics of administrative personnel work-life perceptions is important to educational organizations, because those perceptions influence how well they perform at work. In addition, theoretical and practical understanding of administrative personnel in educational organizations is needed in order to prioritize and implement engagement building interventions targeted towards improving their employees’ performance, students, faculty, public, satisfaction, and other organizational outcomes. Therefore, a review of the existing literature regarding engagement of administrative workers in educational organizations was conducted. The example of VUC Aarhus, an educational institution for adults, was taken in the investigation to test engagement theories on the rarely investigated group of people. It was considered to be interesting to find out the present engagement level of administrative personnel and to find out factors that need to be improved. Firstly, we will see the current level of the employee engagement. Secondly, the questionnaire will map out the areas, which need improvement for further engagement building.

- **Problem statement and research question**

During past two decades, employee engagement became a very popular managerial concept. Organizations use different engagement building tools in order to stay competitive and improve performance. The aim of this paper is to contribute to the research regarding the engagement of administrative workers within educational institutions, as this part of the employees is rarely studied, though their day-to-day performance has a significant influence on the quality of the entire institution performance. This paper will apply the engagement theory and engagement measuring methods to measure the existing level of engagement of administrative workers in the educational institution for adults, VUC Aarhus. The aim is to find the current engagement level of employees and to find the factors, which need to be improved in order to further increase engagement. Thereby, the research question for the investigation is the following: What is the existing level of engagement of administrative workers at VUC Aarhus and which areas of work-life needs to be improved in order to increase the level of administrative personnel engagement in VUC Aarhus? The problem statement will be addressed through the quantitative study, with the aim of identifying the current level of administrative workers' engagement and which work related aspects need to be improved for the purpose of deeper engagement. The present research will help leaders to highlight the areas for improvement. The results of the research will help to give specific recommendations to VUC Aarhus, regarding which areas they need to pay more attention to in order to improve administrative workers engagement, and in order to be a better work place.

- **Relevance of thesis topic and the applicability of the results**

According to the book “First, break all the rules”, which compiled the results from the Gallup organization’s program of research on engagement, less than 1 out of 5 employees is actively engaged in their work . The same results, showing a low rate of engagement, continued to be presented in many other surveys conducted in the past decade. This represents tendency for a crisis in productivity and the workers well-being. These results show that managers need to realize that the engagement level of their employees might not be as good as they think, so they need to stay updated about the present level of employee engagement in order to take appropriate action in time and not to lose productivity. According to the survey of 656 chief executive officers in America, Europe, Japan and other countries, employee engagement is one of the top five most important challenges for management. Taking into consideration that administrative workers in educational organizations are a rarely studied group of employees, this is a double challenge for the managers at VUC Aarhus. Therefore, this paper will also provide information regarding specifics of administrative workers in the educational organizations work lives. In the situation when organizations have a better understanding of the administrative personnel work-life perceptions, it is easier for them to create appropriate engagement building tools. More specifically, the empirical research will show the current level of employee engagement and which factors managers can improve to support engagement at work. It was found that the answer to the problem statement will serve to address an important issue for the managers of VUC Aarhus, though they might have limited applicability for other educational organization. In one of its reports Temkin Group found that employees working at smaller-sized organizations are more engaged, and this might be due to the reason that they have better relationships with colleagues and experience a greater sense of belonging than their colleagues from larger firms. Furthermore, Johnsrud and Rosser (1999) also suggest that the smaller the institution, the more positive administrative workers moral and consequentially the higher chances for their engagement. Therefore, result of this study can be applied only to the educational institutions of the similar size. Furthermore, results of this study cannot be used for similar organization in other countries. A Global Workforce Survey conducted

- **Structure of the paper**

The structure of this thesis can be divided into four major parts. Firstly, an introduction presents basic information regarding theoretical foundation of engagement and the importance of the topic of administrative workers engagement in educational organizations. It also presents research questions and explains the aim of the paper explains why the topic is relevant and suggests to who the results of the research will be useful to. The second part is the theoretical part of the thesis. It is based on the engagement literature presented by academic circles. In this section, analysis of the existing engagement literature and discussion of the area of interest are presented. The theoretical foundation of the thesis is presented in 5 parts. The first part presents the number of definitions of engagement and how it is different from the earlier, related managerial concepts for the reader to understand the complexity of the term. This section ends with a discussion of the four main employee engagement models. The second section presents the impact employee engagement has on organizational and individual outcomes, showing the benefits and importance of engagement. The third section discusses factors leading to engagement in a workplace. The fourth section deals with the discussion of actions organizations can take in order to build engagement, and the supportive role of HR in engagement building process. The final theoretical section presents work-life specifics of the administrative personnel in educational institutions, their moral, and factors that influence their engagement. From country to country. For example, countries like Mexico and Brazil have the highest percentages of engaged employees, while Japan and Italy have the largest percentages of disengaged employees the third part, methodological, is based on the empirical research. This part presents the chosen methods, ways the information was gathered, how questionnaires were constructed and how the results were collected. Furthermore this section presents the justification of the choice of the employee engagement measuring tool and the choice of factors that predict engagement of employees. The last section of the paper contains the results of the conducted research.

## **Theoretical background**

## ○ **Concept of employee engagement**

### ❖ **Defining Engagement**

One of the challenges of defining engagement is the lack of a universal definition of employee engagement, as a research focus on employees' work engagement is relatively new. More often than not, definitions of engagement include cognitive, emotional, and behavioral components. The cognitive aspect of engagement includes employees' beliefs about the organization, management and working conditions. The emotional components (or beliefs) defines employees positive attitude, how they "feel" about their employer, company's values, leaders and working conditions. The behavioral components measure the willingness to act in certain ways, skills which employees offer and willingness to go the "extra mile" — some of these components are often used for the employee engagement definition. Academic literature presents a couple of definitions of engagement. One of the first and most recognizable definitions of engagement is provided by Kahn (1990) and it suggests that personal engagement is: "the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance (p.694)". His view concentrates on the personal engagement of workers in order to emphasize performance improvement through employing and expressing themselves on physical, cognitive and emotional levels during their performance. In the case of disengagement employees withdraw from role performance and try to defend themselves physically, cognitively or emotionally. In summary, following Kahn (1990), engagement means the employees' psychological presence at work. Burnout researchers suggest that engagement is the opposite, a positive antitheses of burnout. Maslach et al. (2001) state that "engagement is characterized by energy, involvement, and efficacy ", the direct opposite of the three burnout dimensions of exhaustion, cynicism, and ineffectiveness. Schaufeli et al. (2002), present work engagement as contrastive concept to burnout, they define work engagement "as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption". They also state that engagement is not a momentary and specific state, but it is "a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior". In his research

Harter et al. (2002) referred to employee engagement as “the individuals’ involvement and satisfaction with as well as enthusiasm for work”.

Three well-known organizations in the human resource area also offer definitions on the term. Perrin’s Global Workforce Study (Towers Perrin, 2003) definition defines engagement “as employees’ willingness and ability to contribute to company success”, by putting “discretionary effort into their work, in the form of extra time, brainpower and energy (p.1)”. Gallup organization defines employee engagement as the involvement with and enthusiasm for work. Gallup as cited by Dernovsek (2008) likens employee engagement to a positive employees’ emotional attachment and employees’ commitment. Institute of employment studies defines employee engagement as “a positive attitude held by the employee towards the organization and its value. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organization. The organization must work to develop and nurture engagement, which requires a two-way relationship between employer and employee”. After the process of synthesizing definitions and conceptual frameworks of employee engagement, Shuck and Wollard suggested an emergent definition of the concept. They propose to define employee engagement as “an individual employee’s cognitive, emotional, and behavioral state directed toward desired organizational outcomes”.

### **Similarity and distinction from other organizational constructs**

Engagement is related to, but distinct from established organizational behavior constructs such as organizational commitment, organizational citizenship behavior (OCB), job satisfaction, or job involvement. There clear overlaps with organizational commitment and OCB, but there are also differences. Even though engagement includes many elements of commitment and OCB, but none of them reflect the two way nature of engagement – the organization works on engaging the employee, who in respond chooses the level of engagement to offer back. First of all let’s discuss engagement and organizational commitment. Many researchers suggested that engagement is related to employees’ voluntary behavioral aspects, while organizational commitment is more attitudinal in nature including affective, continuance, and normative domains. Saks (2006) also states that organizational commitment refers only to the employees’

loyalty, attitudes and attachment to the organization and this in turn brings the benefit of employment. But engagement is not an attitude; it is a degree of how attentive and absorbed employees are in their roles. In addition, commitment focuses on the organization, while the engagement focuses on the tasks. Talking about difference between employee engagement and OCB, it should be said that employee engagement focuses on more formal role performance actions, which are not voluntary and not extra-role, whereas OCB relates to the voluntary and informal intentions to help coworkers or the organization on top of what is expected from them. Job satisfaction has been defined as “the primary affective reactions of an individual to various facets of the job and to job experiences”. This and other definitions of job satisfaction emphasize the affective nature of the construct. In contrast to job satisfaction, engagement is considered a voluntary emotional commitment that can be influenced by peer/supervisor/organizational support, mutual trust and personal enthusiasm. Job satisfaction is the extent to which employees use work as a source of fulfillment of their needs, by which they feel comfortable or avoid feelings of dissatisfaction. It does not encompass employees’ relationship with the work itself. Similarities between job involvement and the involvement aspect of engagement at work can also be found. Lawler and Hall (1970) defined job involvement as the degree to which the employee perceives the job situation as important part of their life, because of the opportunity it gives to satisfy a persons’ needs. From this, one can understand that job involvement tends to depend on the importance of needs and the potential of the job to satisfy the individual needs of the employee. Therefore, involvement is the result of the employees’ perception of the need satisfying abilities of the job. Engagement differs from involvement, as it is concerned more with how the workers employ themselves during job performance. Furthermore, engagement includes the employee’s energy and emotions.

To summarize the above it can be said that the meaning of engagement can sometimes overlap with other constructs in organizational behavior, however it is still a distinct and unique construct, which embraces cognitive, emotional, and behavioral components that are associated with individual role performance.

### **Employee engagement models and theory**

Kahn's need satisfying approach the first time employee engagement was mentioned in an Academy of Management Journal article called "Psychological Conditions of Personal Engagement and Disengagement at Work". In his article, Kahn defined personal engagement as "the simultaneous employment and expression of a person's "preferred self" in a task behaviors that promote connection to work and to others, personal presence, and active full role performance". According to Kahn employees can be engaged on a physical, emotional and cognitive level: these levels are significantly affected by three psychological domains: meaningfulness, safety and availability. In turn, these domains create influence on how employees perceive and perform their roles at work.

Kahn defines meaningfulness as the positive "sense of return on investment of self in role of performance" . He describes psychological meaningfulness as a feeling the person experiences in return for the psychological, cognitive and emotional energy invested into task performance. The employees experience meaningfulness when they feel useful, valuable and not taken for granted, and that their work is important, desired and valued too. Work meaningfulness means that employees are more likely to dedicate their efforts to specific tasks, instead of withholding – this indicates the presence of engagement. Furthermore safety was defined as the ability to show one's self "without fear or negative consequences to self image, status or career". The predictable, consistent and clear situations at work make employees feel safer in their actions, which also increases the likelihood of engagement.

Availability, the third domain, Kahn defined as the "sense of possessing possessing the physical, emotional and psychological resources" necessary to perform task in this very moment. It measures how ready the employee is, taking into consideration the distractions they experience.

### **Maslach et al.'s burnout-antithesis approach**

Kahn's research was the only published literature on engagement until 2001, when Maslach, Schaufeli, and Leiter (2001) began their study on the job burnout concept. In their study they positioned employee engagement as the "positive antithesis" to burnout. Accordingly, employee engagement was defined as "a persistent positive affective state of fulfillment in employees, characterized by vigor, dedication and

absorption". Vigor refers to the employees' willingness to invest their efforts into their job, the high levels of energy and their endurance and persistence in the face of difficulties. Dedication refers to the employees' strong involvement in their work, their feelings of enthusiasm and significance. Absorption happens when the employee is pleasantly occupied with work, this can be seen by the employee not keeping the track of time and their inability to separate themselves from the job at hand. Burnout or disengagement arises when there is an imbalance between the workers and the six work settings: workload, control, reward, community, fairness, and values.

According to Maslach et al. (2001), engagement is associated with the match between an employees' profile and the job. This match can be characterized by a "sustainable workload, feelings of choice and control, appropriate recognition and reward, a supportive work community, fairness and justice, and meaningful and valued work". Taking a look at Kahn's (1990) concept of engagement and Maslach et al.'s (2001) concept of burnout, it can be said that all of researchers presented a similar setting for that influences engagement or burnout. These include: the amount of physical, emotional and psychological recourses available to the employee and the skills they possess, feelings of choice and control, the need of recognition as a reward, supportive work interactions, and meaningful tasks and valued work. However, contrary to Kahn who explains cognitive engagement processes, Maslach et al. lacks this explanation and instead presents engagement as the physical or emotional absence of burnout. Kahn's (1990) and Maslachs et al's (2001) works are the first theoretical frameworks, which help to understand employee engagement. Many of the contemporary researchers built their concepts of engagement from Kahn's (1990) and Maslach et al's (2001) works. Harter et al.'s satisfaction-engagement approach

In 2002, Harter et al. presented one of the most widely read and cited works on employee engagement, where they used 7939 business units to examine the benefits of engagement. Employee engagement was defined here as an "individual's involvement and satisfaction with as well as enthusiasm for work".

In their meta-analysis, they agreed with Kahn's concept (1990) and saw engagement occurring when the employees are emotionally and

cognitively engaged and when they know what is expected of them. They also agreed that engagement was dependent on the employees having the tools necessary to do their tasks, feelings of fulfillment, perceiving themselves as being significant, working with others whom they trust and having the chance for improvement and development. Saks's multidimensional approach another approach to employee engagement emerged from the multidimensional perspective of employee engagement presented by Saks (2006). His theory was built on the belief that engagement is developed through a social exchange theory (SET). Saks defined employee engagement as "a distinct and unique construct consisting of cognitive, emotional, and behavioral components that are associated with individual role performance". This definition embraced previous literature on engagement, and introduced the suggestion that employee engagement was developed from cognitive, emotional, and behavioral components.

Following Kahn's conceptualization of engagement (1990), this reflects the extent to which employees are psychologically present during particular organizational role performances. According to Saks (2006), the two main roles that most organizational members perform are their own work role and their role as a member of an organization. From this we can identify that Saks was the first one to present separate states of engagement: job engagement (psychological presence in one's job) and organizational engagement (psychological presence in one's organization).

Saks's model was build on the potential antecedents drawn from Kahn's (1990) and Maslach et al.'s (2001) model (Saks, 2006). Saks's findings indicate that even though the two measures of engagement are related, they are distinct, as participants showed significantly higher job engagement ( $M = 3.06$ ), than organization engagement ( $M = 2.88$ ). The results of testing engagement antecedents showed that job characteristics ( $r = .37$ ) and organizational support ( $r = .36$ ) were significant predictors of job engagement. Procedural justice ( $r = .18$ ) and organizational support ( $r = .57$ ) were significant predictors of organization engagement. Furthermore, it was shown that job and organization engagement are predictors of job satisfaction ( $r = 0.26$ ,  $r = 0.41$ ), organizational commitment ( $r = 0.17$ ,  $r = 0.59$ ), and intention to quit ( $r = -0.22$ ,  $r = -0.31$ ) and organizational citizenship behavior directed to the organization

( $r = .20$ ,  $r = .30$ ). Whereas, only organization engagement predicts OCB directed to the individual ( $r = 0.20$ ). Unique variances and the fact that only organization engagement predicts OCBI show that there is a difference between job and organizational engagement.

In general Saks (2006) research suggested that the engagement can be experienced emotionally and cognitively whilst being demonstrated behaviorally. Like Schaufeli, Salanova et al. (2002), Saks supported the view of engagement as an absorption of resources the employee has into the work they performed. This view linked Schaufeli, Salanova et al. (2002), Kahn (1990) and Harter et al. (2002) models, as they all agree that for engagement or absorption to occur, employees need the physical, emotional and psychological resources to successfully perform their work; – without this, employees eventually disengage.

### ❖ Importance of engagement

Employee engagement is an important employee performance and organization management topic. The importance of this topic is proven by its positive consequences for the organization and employees - ‘Work engagement is a positive experience in itself’. There are numerous positive outcomes from building employee engagement, and both practitioners and academic literature seems to be more or less consistent regarding the benefits of employee engagement. Almost all major consultancy firms state that there is a connection between employee engagement and profitability increase through higher productivity, increased sales, customer satisfaction and employee retention.

In academic circles, positive consequences on work engagement are also associated with customer satisfaction, productivity, profit, employee turnover, positive work attitudes, individual health, extra-role behaviors and performance.

### **Organizational outcomes**

## **Organizational Performance**

Evidence from a number of studies supports the relation between employee engagement and organizational outcomes. Studies have shown that employee engagement have a positive influence on the following organizational performance indicators: customer satisfaction, productivity, profit, employee turnover and safety.

One of the most important studies, which show the importance of engagement on business level, was conducted by Harter, Schmidt and Hayes (2002). They connected employee engagement with outcomes, which are directly relevant to most businesses: customer satisfaction, productivity, profit, employee turnover and safety at work. Employee engagement had a positive influence on all of the mentioned categories, but mostly on customer satisfaction–loyalty ( $p=.33$ ) employee turnover ( $p=.30$ ) and safety ( $p=.32$ ), followed by productivity ( $p=.25$ ) and profitability ( $p=.17$ ) (Harter et al., 2002). One of the explanations of the lower magnitude of correlation between engagement and two last outcomes can be explained by the fact that these outcomes are more remote variables, which are also influenced by other variables and indirectly by employee attitudes. Through their study, the researchers concluded that increasing employee engagement and building an environment that helps to foster employee engagement, can significantly increase the companies' chances of success in their business. Other researchers, such as Salanova et al. (2005), Bakker and Demerouti (2007), Hakanen et al. (2006) and Hallberg and Schaufeli (2006), also support Harter et al.'s(2002) findings and agree that employee engagement could be a predictor of organizational success, as it seems to have the potential to affect employee retention, employee loyalty and productivity, with some link to customer satisfaction, which results a company's business outcomes

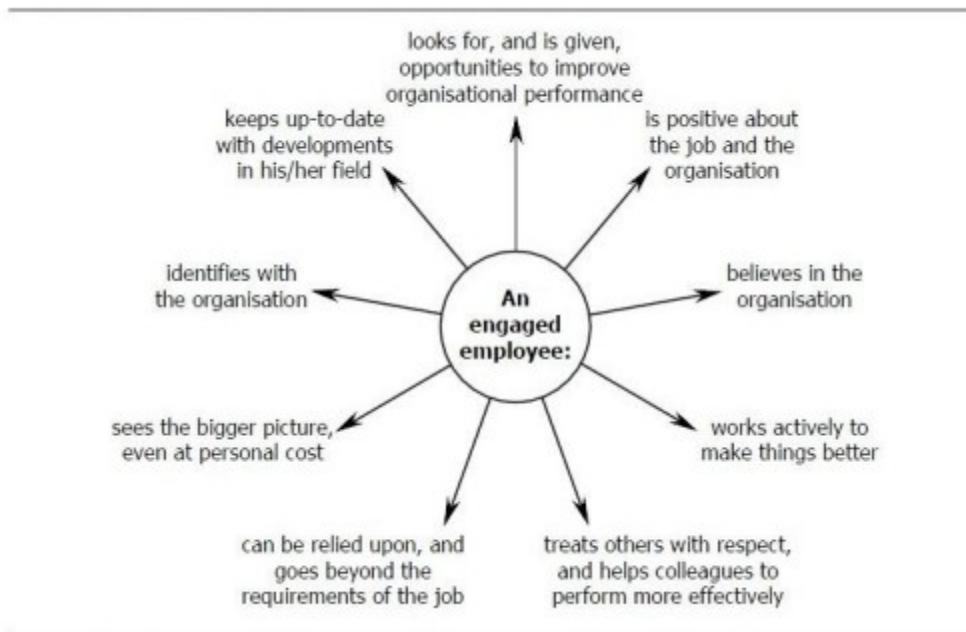
But not everyone totally agrees with the idea that employee engagement boosts business results. For example, Balain and Sparrow (2009) suggest that the link between employee engagement and organizational performance is not so strong.

## **Employee productivity**

As Kahn (1990) states, engagement affects employee performance. Other researchers agree with this. In her research of six public organizations, Sonnentag (2003) found that a high level of engagement helps employees “in taking initiative and pursuing learning goals”. Engaged employees develop new knowledge, respond to opportunities, go the extra mile support the company, and engage themselves in mentoring and volunteering. In addition, engaged employees are more satisfied with their job and are more committed to the organization, they have the urge to meet challenging goals, and they have the urge to succeed. Engaged employees do not hold back, they not only have more energy, but they also enthusiastically apply their energy at work. In addition, 16 engaged employees are intensively involved in their work and pay attention to the details. Engaged employees go beyond the job description, they dynamically change and arrange their job in a way in which it fits the changing work environment. Furthermore, the positive attitude of engaged employees stimulates the integrative and creative perspective that adds value to service enterprise. As researchers state, engaged employees see meaningfulness in their work, If employees see no meaningfulness in their job, they start to alienate and detach from their work, in other words they become less committed and motivated at work. Furthermore, engagement in the meaningful job increases the perception of benefits from work. Even though neither Khan (1990), nor May et al. (2004) included the outcomes of engagement in their study, later on Khan (1992) suggested that on the individual level, engagement influences the quality of an employees’ work and their own experience of doing their work etc. and on the organizational level, it influences the growth and productivity of the organization. Salanova, Agut and Peiro agree with this suggestion. In their study, they found the support of this suggestion, that those who are engaged perform better .

The Institute for Employment Studies summarized the ways in which engaged employees behave (see Figure 1).

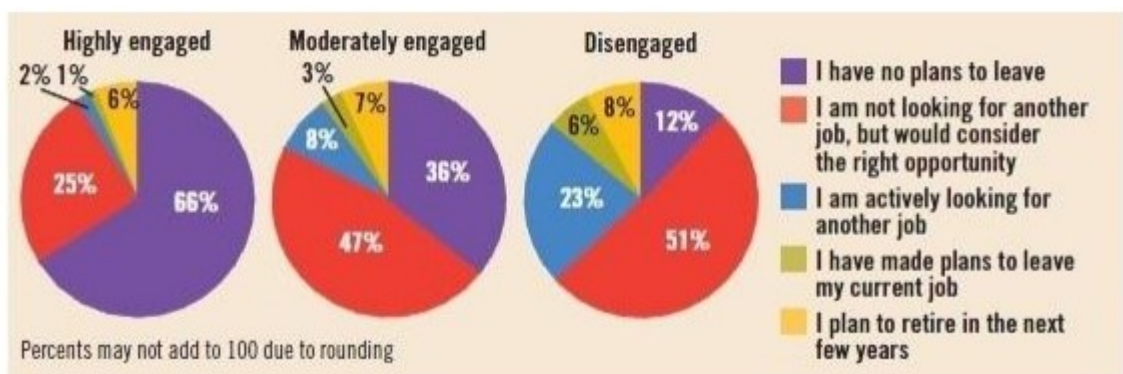
### **Figure 1. Characteristics of engaged employees**



### Employee retention

Besides the number of researches, who have presented evidence that engagement has an influence on an employees’ intentions to quit, HR consultancy company Towers Perrin has also found that highly engaged employees are a more stable employees. The results of their survey showed that around 66% of highly engaged employees had no plans to leave their job versus 36% of moderately engaged and just 12% of the disengaged employees (see Figure 2).

**Figure 2. Relationship between engagement and intent to leave the company**



According to Towers Perrin (2003) though high engagement does not guarantee retention (because a quarter of the employees would still consider the right opportunity), it does increase the chances that the

possibly more attractive employees, in a competitive labor sense, will stay with the company.

### **Advocacy of the organization**

The Chartered Institute of Personnel and Development (2006, as referenced in Scottish Executive, 2007), states that engaged employees may be advocates of their organization. Therefore this means that engaged employees are more predisposed to recommending their organization, as a place to work, or believing in and recommending the products and services of the organization. Another interesting result came out of the CIPD's annual employee attitudes and engagement survey. Results show that employees working in the public sector are more critical to their organization than their private sector colleagues (CIPD 2006, as referenced in Scottish Executive, 2007). The same survey also showed that 37% of employees are willing to do two things. Firstly, they are willing to promote the organization as an employer, which means that future recruitment costs could be reduced by recommending/introducing new personnel by existing employees. Secondly, they are willing to promote its products and services, which allows for free marketing and enhances the public awareness of the organization.

In addition to these findings, the 'Meaning at work research report' presented by Penna(2006) notes, that organizations might have a very disengaged group of employees, to whom they refer as to "corporate terrorist". According to Penna (2006) this group of employees would actively discourage others from joining their current organization. In summary, these two surveys show that employees who are more engaged are more likely to bring an extra benefit for the company by advocating the organization, contrary to those who are disengaged and can even harm the company.

### **Customer loyalty**

Although research on the consequences of work engagement has shown its relationship with positive outcomes such as low absenteeism and low turnover, and high organizational commitment and performance, little is known about the consequences of engagement of service workers. Taking a closer look at the specifics of the administrative workers role, it can be said that the level of their service highly depends on the climate in the organization and on how the employees feel at work. How employees feel at work is important, because it influences the quality of their work and the satisfaction of their clients. This happens because the organization-customer relationship is managed through their employees. The way an organization treats their employees, and the way an employee feels during their role performance, is transmitted on their customers, as they meet face-to-face and work closely together and observe each other. During this interaction, clients receive both a personal and psychological experience with the company. Afterward the exchange is complete, the company is judged depending on the customers experience.

The study by Salanova et al. (2005) showed that organizational resources and the level of engagement influences the service climate, which effects employee performance (appraised by the customer) and employee performance makes customers more satisfied and loyal. Therefore, engagement is the predictor of the service quality, and respectively the customer loyalty, in the organization. Successful organizational change

Some authors suggest that employee engagement might play important role in the implementation of organizational change, because though doing nothing, actions taken by top management teams or external consultants brought mixed success. Graen (2008) suggests that engaged participants of organizational change may be important in

making organization able to change and adapt to changing environment.

## **Employee outcomes**

### **❖ Psychological outcomes**

Cartwright and Holmes (2006) suggest that the changing workplace environment brings changes in the relationship between workers and their employers. When compared to a traditional workplace environment, two decades ago, now employee-employer relationships have become more

transactional. Before employees offered their organization loyalty, commitment and trust, and in return expected job security, training and development, job advancement in their existing organization, but now this situation has changed. Cartwright and Holmes (2006) state that employers now offer higher salaries and instead of opportunities for skills development, which would lead to job advancement, the chance to become more entrepreneurial and manage their own career in exchange for employees' efforts, and companies expect these efforts be higher than before. Authors suggest that such a change in the employee-employer relationship has frustrated many employees, as they have lost trust in the organization and they question the meaningfulness of their work. As a result, many employees are trying to find greater fulfillment from their work. Authors believe that engagement could help employees in this situation, providing them with the opportunity to invest themselves in work. Other authors suggested self-efficacy as a possible outcome of engagement . They state that engaged employees believe they can make a difference in the organization, which is a powerful predictor of their behavior and performance. Results of the Towers Perrin survey support this idea:

⊗ Eighty-four percent of highly engaged employees believe they can positively impact the quality of their organization's products, compared with only 31 percent of the disengaged.

### ❖ **Health and well-being**

Some research has presented an idea that engagement may result in a positive health effect and positive feeling towards the organization and work itself. Gallup organization reported increased health in engaged employees, with 62 per cent of engaged employees stating that work positively affects their physical health, compared with 54 per cent of

disengaged employees reporting a negative effect of their work on their health, and 51 per cent reporting a negative effect on their general well-being.

### ❖ **Why do engaged employees perform better**

#### **Positive emotions**

Some researchers describe engagement as “a positive, fulfilling, work-related state of mind”. With this state of mind, employees more often experience positive emotions, such as happiness, joy and enthusiasm. Happy people may be more open to opportunities at work, more helpful to others, exert more confidence and be generally more optimistic. For example, joy broadens resources “by creating the urge to play ... and be creative” and interest, broadens resources by creating the desire to explore, to learn new information and experiences.

#### **Good health**

Some researchers present an idea that engagement positively influences an employees' health, which means that the health condition of engaged employees allows them to perform better than non-engaged employees. In a study conducted by Hakanen et al. (2006), they found evidence that work engagement is positively related to self-rated health and work ability. Schaufeli and Bakker (2004) also found a positive connection between engagement and health. In their study among four different service organizations, they found that engaged workers suffer less from self-reported headaches, cardiovascular problems, and stomach aches.

#### **Ability to mobilize resources**

Another reason why engaged employees are more productive, could be that engaged employees are also more successful in mobilizing their job resources, as they have a better working environment, and more pleasant colleagues to work with, and they are better at creating their own resources. The Broaden-and-build theory presented by Fredrickson (2001), claims that the momentary experience of positive emotions can build enduring psychological resources and, in addition, it can “trigger upward spirals toward enhanced emotional well-being”. This means that

positive emotions make people feel good in the present, but also through their influence on broadened thinking, positive emotions increase the possibility that people will feel good in the future. There is also evidence for an upward spiral of work engagement and resources presented by Xanthopoulou et al. Researchers showed that job and personal resources resulted in a higher level of engagement one year later. At the same time, engagement results in an increase of personal resources (optimism, self-efficacy and organization-based self-esteem) and job resources (social support from colleagues, autonomy, coaching, and feedback) over time. Similar results were presented by Llorens et al. (2007). They presented the “gain spiral” of resources, self-efficacy and engagement over time. The study by Schaufeli et al.’s (2009) also supports this idea. The results of this study showed that an initial high level of engagement predicted the increase of job resources the next year, this included: social support, autonomy, learning opportunities, and performance feedback. So all these findings show that, compared with non-engaged employees, engaged employees are better able to mobilize both job and personal resources, which supports their future engagement.

### **Transfer of engagement**

Organizational performance is the result of the combined efforts of the individual employees. Therefore, it is possible to assume that the transfer of engagement from one employee to another will increase company performance. Crossover can be defined as the transfer of positive or negative emotions and experiences from one person to another.

Some researchers found evidence of emotional transferability , the results of these research show that:

- A positive mood of the leader is transferred to the employees, resulting in less effort needed to complete the task and more coordination.
- A team members’ positive mood spreads among other team members and result in more cooperation and better task performance.

A similar theory was put forward by Bakker et al, who found that team work engagement was related to individual team members’ engagement. Individual engaged workers spread their optimism, positive attitudes and

pro-active behaviors between their co-workers, creating a positive team climate.

All these findings suggest that engaged employees have a positive influence on their colleagues and, as a consequence, their team performs better.

- **Antecedents of engagement**

A lot of the literature on employee engagement comes from practitioner literature and consulting firm. There is a lack of research on employee engagement in the academic literature. Though, some of the studies in the academic literature contribute to the understanding of what drives employee engagement. This section will present the current thinking and evidence of the catalysts for employee engagement.

While reviewing the academic literature, there is a tendency towards many authors using antecedents and the driver of engagement interchangeably, however it is also possible to argue why these two notions should be used separately. For example, one can say that antecedents are more or less fixed characteristics of the people, organization or job, such as meaningfulness, whereas drivers are more actions or activities, such as providing learning opportunities or social support. The main purpose for this section is to find out which constructs, strategies or conditions have a positive influence on employee engagement, regardless of whether it is fixed characteristics or actions. The literature on the antecedents or drivers of employee engagement does not present a lot of empirical research, however some factors have found empirical support. For the purpose of this thesis, organization-related antecedents and drivers of engagement have been combined into four groups, depending on their origin: the task level, the organization of work level, the interpersonal and social relations level, the level of organization, and the level of individual.

### **Task Level**

In their research Saks (2006) and Ologbo and Saudah (2011) have differentiated job engagement from organization engagement and showed that there is a difference between these two types of engagement. For the purpose of this thesis, interest will be based in the general engagement of

employees at work, both job and organizational engagement, this section presents the antecedents of both types of engagement. As the foundation for the possible antecedents of engagement, Saks took Kahn's (1990) and Maslach et al.'s (2001) models of engagement. Results of this study show that job characteristics are positively related to job engagement (Saks, 2006). For example, challenging job, which allows employees to use different skills and gives an opportunity to contribute to the company's success, brings employees psychological meaningfulness and a sense of return to their performance-investments. Kahn (1992) also states that employees who are involved in jobs, which are high on the core job characteristics, are more likely to be engaged. According to Hackman and Oldham (1980), core job characteristics are skill variety, task identity, task significance, autonomy, and feedback. Kahn's view has also been supported by other authors. In the study of job resources it was found that feedback and autonomy were positively associated with work engagement, as they help in achieving work related goals and may stimulate personal development. At the same time burnout literature states that the lack of feedback and autonomy are consistently related to burnout, and cause the range of withdrawal reactions as they restrain learning and the need for autonomy. The relationship between job characteristics and employees' engagement can also be explained from the social exchange theory's point of view. According to this theory, the employee and employer are found in a reciprocal relationship and obligations are developed during their interactions. Following this interpretation, when employees receive challenging jobs they feel obligated to show higher level of engagement.

### **Organization of work Level**

Employee development opportunities were also found to have a positive influence on job engagement. This connection may be due to the reason that many employees desire to maintain their jobs inventive and

interesting by acquiring new skills and applying new approaches to their daily tasks. This goes hand in hand with Kahn's (1990) viewpoint that the ability to learn and to apply new knowledge increases meaningfulness for employee, which in turn positively influences engagement.

### **Interpersonal Level**

Studies also show that social support from colleagues and supervisors are also positively associated with work engagement . Supportive colleagues and proper feedback from supervisors increases the likelihood of being successful in achieving work goals . Furthermore, social support satisfies employees' need to belong. In summary, social support stimulates employee engagement either through satisfaction of basic needs or through the achievement of work goals. Job burnout literature has also extensively studied social support and has shown that there is a consistent and strong evidence that lack of social support is linked to burnout. Social support from the colleagues and supervisor may also be important from the point of view that both these constructs contribute to the general positive social climate in the organization. In the research conducted by Hakanen et al. (2006), it was shown that social climate predicts employee engagement. Studies, that show the connection between social support and engagement, are in conflict with the study conducted by Saks (2006), who did not find a significant connection between perceived supervisor support and employee engagement. The difference of these results and the ones presented later may be due to the fact that studies were conducted between different employee groups, in different organizations, industries and countries. These factors may have influenced the difference in the results.

### **Organization Level**

The organizational level antecedents of employee engagement also found its empirical support. The feeling of safety presented by Kahn (1990) is influenced by the predictability and consistency of the procedures used to assign rewards, resources etc. at work. Procedural justice, which is concerned with the employees' perception of fairness of means, used to determine the amount and distribution of resources among employees, was proven to have a positive effect on job engagement . It can be explained from the fairness point of view. If the employees perceive an

organization to be just and fair, they will also feel it is fair for them to put in more to work by increasing their engagement.

Other antecedents of employee engagement on the organizational level are the rewards and recognition. Following Kahn's theory (1990), the level of an employees' engagement depends on the level of returns on their investments of self into work. The sense of return can come not only from meaningfulness but also from an external environment like rewards and recognition. Some literature suggests that many employees like to be distinctively rewarded and recognized for the outstanding work they do. This means that the amount of received rewards and recognition may stimulate the employees' engagement. Maslach et al. (2001) also suggest that the lack of rewards and recognition can lead to burnout; from this we can say that a sufficient amount of rewards and recognition is important for engagement. Study by Koyuncu et al. (2006) support this idea and show that the level of rewards and recognition is an important part of work experience and a strong predictor of engagement. The study conducted by Ologbo and Saudah (2011) duplicates the result from Koyuncu et al. (2006) by showing that reward and recognition influences job engagement. However, these findings contradict the findings of another study, where no significant connection between rewards and recognition was found.

Robinson (2007) agrees with Saks, and states that other factors besides rewards are usually more important for engagement. Leadership also plays a role in the level of an employees' engagement. Employees need to be confident in their organization; this confidence can be built through the reliability of the leadership. It can be seen in a couple of studies that a strong degree of trust and confidence in senior leaders increases the chances that the employee will repay with organizational engagement, as trust is an important factor in building relationships. Many researchers have stated that employees need clarification and communication of a company's goals and objectives and to have the feeling of being well informed about what is going on in the company. One of the publications showed that the availability of information was positively related to engagement, as the access to information increases the chances that the task at hand will be completed successfully and that work goals will be achieved.

The image of the organization was also found to be connected with organizational engagement. The more employees approve the company's products and services, the higher the level of organizational engagement they show.

### **Individual antecedents**

Perceived organizational support (POS) was empirically proven to have a positive influence on job and organization engagement. POS refers to the employees' beliefs that an organization values their contributions and cares about their well-being. The amount of support and care employees perceive to receive from organization influences their psychological safety, and enables them to employ their selves without fear of negative consequences. From Rhoades' et al.'s (2001) point of view, the employee and the employer are in a dynamic relationship and employee monitors and responds to the organizations' actions towards them. POS makes employees feel obligated "to care about the organizations welfare and to help the organization reach its objectives". In other words, when an employee feels that the organization takes care of them, the employees are expected to want to pay back by becoming more engaged and helping organization. Recognizing the feeling of obligation does not always bring its positive effects – the organization needs to establish a context in which the obligation feels more like a favorable relationship with the organization ,as this will support favorable treatment by both the employee and the company in the future.

An employees' perception of the work environment as emotionally and physically safe,can also be seen as the antecedent to the development of employee engagement . The study by Xanthopoulou et al. (2007) showed that there is also a connection between personal resources and an employees' engagement. Employees' self-efficacy, organizational-based self-esteem and optimism are those personal resources, which can influence employees' engagemen.

This was supported by Luthans et al's. study (2006), which showed that employees who believe that they can meet the demands in a broader context, satisfy their needs by participating in roles within the organization and believe that they will experience good outcomes feel more prepared for varying work situations and that they are more able to

control their working environment. These feelings may result in an employee being more confident and proud of their work, seeing their work as meaningful and as a result being more engaged. Engaged workers possess personal resources such as self-efficacy, self-esteem and optimism, which help to control and influence their working environment. As Kahn (1990) stated, at work employees employ themselves physically, cognitively and emotionally, therefore they use their inner resources. From this, one can assume that the level of the employees' inner resources has an influence on the level of engagement they show at work. Sonnentag (2003) agrees with this viewpoint and states that the level of recovery of personal resources has an impact on the employees' experience at work.

He claims that being able to recover in the evening after a working day, or during weekends, is important for restoring an employees' physical, emotional and psychological resources necessary for engaging at work. During his study Sonnentag found that the employees who get a sufficient recovery during leisure time show a higher level of engagement the next day. Moreover, work engagement was found to be the mediator of the effect of recovery on the proactive behaviors the next day. In other words, recovered employees were more engaged and showed more personal initiatives.

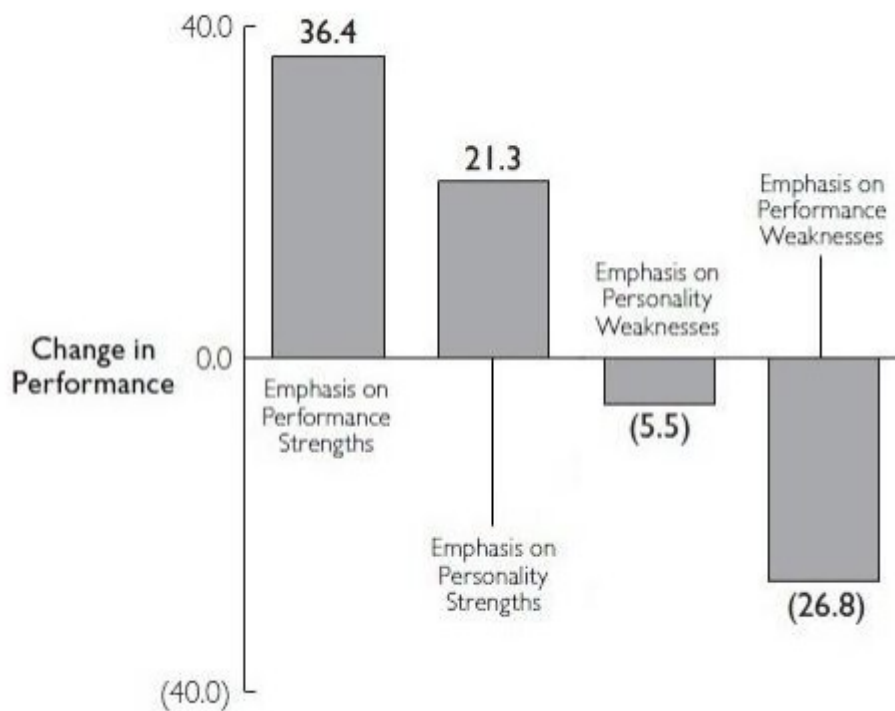
In conclusion for this section, it can be said that engagement, which has a positive effect on the employees' behavior and attitude, can be derived from a strong mutual relationship between the co-employees, their employer and the organization as a whole. It is also important to remember that employees' resources, and their recovery, play an important role in the employees' ability to engage. However, it is important to note that, as pointed out, it is unlikely that a "one-size fits all" approach will bring its benefits, as engagement and its drivers depend on the organization, employee group, the individual and job itself.

- **Implication for organization**

### **Organizational support of employee engagement**

To build employee engagement employers can use different practices. Authors state that actions should be taken on two levels – individual employee and at the larger organizational level (Attridge et.al., 2009, as referenced at Attridge 2009). A good point to start at is the individual level, which according to Attridge (2009) is to change the way of giving feedback to employees regarding their job performance. It is understandable that there is a limit to the number of points a manager can address during the performance review, so it is important that they decide how to best allocate their time during the feedback process. Some managers decide to concentrate more on the employees' performance or personality strengths while others may pay more attention to performance or personality weaknesses (Corporate Leadership Council,2002). Some studies have found evidence that job related feedback concentrating on an employees' strengths, not weaknesses, increases their engagement level. Some researchers investigated engaged and disengaged employees regarding this statement. The work by Coley Smith (2006, as referenced at Attridge 2009) presents that 77% of engaged employees state that their supervisor focuses on positive characteristics while giving feedback, compared to 23% of moderately engaged and only 4% of disengaged employees, who agree with this statement. The survey conducted by The Corporate Leadership Council (2002), which analyzed 19000 employees and managers in 34 organizations, also presents some interesting findings (see Figure 3).

**Figure 3. Impact of formal performance review on employee performance**



As shown in the figure, the choice of emphasizing the positive or negative features in performance reviews has a substantial impact on employee performance. More precisely, the far left-hand side of the figure shows that an emphasis on performance strengths in formal reviews can increase performance by 36.4 percent. The second bar emphasizes on personality strengths, which also have a positive (21.3 percent) impact on individual performance. The authors of the study state that those employees who receive feedback, with emphasis on performance strengths, also feel better matched with their job and believe they have the necessary resources to do their job (Corporate Leadership Council, 2002). At the same time, the right-hand side of the figure demonstrates that an emphasis on performance weaknesses can lower employee performance on 26.8 percent, and these employees are more likely to feel they are not in the right job (Corporate Leadership Council, 2002)

The message from these studies is a note of caution – organizations should understand that the way in which they conduct formal reviews with

employees is critical. Giving negative feedback, without suggestions for improving performance, can undermine the goal of the formal review. Though emphasizing performance strengths during the formal reviews and providing employees with suggestions for how they can better perform on the job, can increase performance and make employees feel more comfortable with their work (Corporate Leadership Council, 2002). Besides training managers to focus on the strength of the employees during performance feedback, it makes more sense for the organization to prevent the situation of the disengagement at the first place (Corporate Leadership Council, 2002). Authors suggest many practices that can help to advance an organization's health in this way . On the organizational level, effective practices to prevent disengagement include a better job design, resource support, working conditions, corporate culture and effective leadership style.

**Job design was defined as “...specification of the contents, methods, and relationships of jobs in order to satisfy technological and organizational requirements as well as the social and personal requirements of the job holder” (Buchanan, 1979)**

Researchers state that employee engagement can be improved with the help of a better job design, as specific elements and the job tasks can be designed in a way to benefit from the employees strengths and, at the same time, employees can be placed into the jobs, which are better matched to their abilities and knowledge . Researches also associate a low level of engage ent with a low level of social support from supervisors and colleagues. Meta-analysis of 73 prior research studies conducted by Rhoades and Eisenberger (2002), shows that a higher level of POS can decrease ‘strains’ symptoms, such as feeling fatigued, burnout, anxious and having headaches, amongst employees. POS is expected to reduce these negative reactions to stressors by signaling the availability of material as well as emotional support when employees face high demands at work. One of the studies found that, when job demands are high, employee engagement can be improved if the organization provides employees with more support and job resources, such as supervisor support, innovative problem solving, positive appreciation and collaborative organizational culture. They also provide the reasons, why these factors can act as a buffer for the increased strain. For example,

supervisor support may reduce the negative influence of job demands on strain, because supervisor's support and appreciation puts demands into different perspective.

Positive appreciation helps to maintain an employees' motivation and shows that employees should continue in a certain direction. Organizational culture and innovativeness also may be highly important to maintaining engagement between employees, as this maintains their work as both interesting and challenging. Therefore, providing employees with the right job resources can protect them from negative consequences, depending on the kind of work, and support the employee engagement.

Furthermore, to create the appropriate environment for future engagement, organizations should avoid or reduce the main predictors of an employees' exhaustion and/or burnout, such as difficult job demands and stressful working conditions. Practices can include removing problematic or unfavorable aspects of the tasks and technical operations, providing more user-friendly workplace equipment, introducing more role clarity and decision making authority of workers, and creating and supporting opportunities for positive social interactions at work. Even Gallup method of assessment of work engagement includes the question of having a best friend at work.

1. Supporting work-life balance. Work-life balance programs recognize that workers have responsibilities outside work and include not only practices and policies regarding elderly and child care but also other responsibilities in employees' private lives that require flexibility.

Examples of work-life balance programs include flexible scheduling, childcare, eldercare, and provision of job security.

2. Promoting employee growth and development. With employee growth and development programs, organizations invest in the employees' skills potential, which makes them more committed to the organization and increases the chances for internal career development. Employee growth and development programs examples include additional on-the-job

training, leadership development and provision of internal career opportunities.

3. Encouraging employee health and safety at the workplace. Health and safety programs are designed to maximize employees' physical and mental health. Such programs might include employee assistance programs for alcohol and drug addiction, wellness screenings, stress management training, counseling and safety training.

4. Praise and recognition. Recognition programs, which make employees feel rewarded for their contribution to the organization, are usually perceived as monetary rewards (bonuses or raises, but they can also include other types of rewards such as honorary ceremonies, personal acknowledgment in companies' newsletters etc

Other researchers suggest engagement practices, which can be taken on the managerial level, that facilitate community-building efforts in organization:

1. Communicating a compelling message. To successfully engage people, the company needs to capture their hearts and minds.

2. Building a guiding coalition. To build a community, it is necessary to create a core leadership team that supports common goals.

3. Creating principle-based versus compliance-based guidelines for decisions and behaviors. Principle-based guidelines are preferred for promoting engagement and commitment, because it requires an individual interpretation of messages and gives the opportunity to personalize meaning. Whereas, compliance-based guidelines states that not demonstrating the desired behavior will result in negative consequences. (Examples of principle-based guidelines: Treat others the way that you would like to be treated. Be all that you can be. Examples of compliance-based guidelines include: Don't walk on the grass. You will be docked an hour's pay if you are late for work.)

4. Generating continuous opportunities for dialogue. Making people communicate, rather than just listen, creates buy-in. Communication between leaders increases their commitment and tends to strengthen the ties within the leadership group

5. Planning assimilation strategies for new members and new leaders. Successful assimilation of new members into the community and managing their transition to leadership roles are two key points of increasing engagement and commitment

- **HR support of employee engagement**

In order to get competitive advantages, organizations are referring to HR departments to set the agenda to creating the culture of engagement at work. The HR departments deal with personnel and their relations. Its responsibilities often involve standard administrative tasks and assisting other managers by dealing with employees starting from the selection process to the end of their contract. The HR department is in charge of staffing, selection, orientation, training and development, performance appraisal and safety issues. As the HR department works so closely with employees and their issues, it is clear that for employee engagement to take place, HR activities can help other managerial practices when dealing with employees.

### **Strategic function.**

Strategic HR helps to integrate HR policies and practices with the organization's strategic plans, giving the possibility to make the employees' work more meaningful and related to the strategic direction of the organization. Research shows that the employees' understanding of how their job is connected to the company's strategy, and how their job contributes to the company's success, is one of the most important drivers of employee engagement.

### **Recruitment and selection.**

The recruitment process tries to ensure that the company has the right people placed in the right jobs. This is important for further employee engagement, because if employees are in tune with their jobs then they are psychologically and emotionally present during their task performance, they do not block or withdraw from the job, and do not perform it mechanically.

### **Training and development.**

Learning, training and development can have two meanings for the employees. It can be perceived as an intrinsic motivator, as they support employees' growth, learning and development. It can also be an extrinsic motivator, because they give employees more tools they can use during their work for achieving their goals . Moreover, in the survey conducted by Paradise (2008), employees ranked quality of workplace learning opportunities as the first factor influencing their engagement.

### **Performance management.**

In their book Mone and London (2010) recommends managers to pay more attention to performance management in order to create a more engaged workforce. Performance management includes the following activities, which are found to be essential for employee engagement:

1. **Building trust.** Authors state that one of the key predictors of employee engagement is their ability to trust their manager.

2. **Setting meaningful goals.** Research shows that a manager who spends time on setting goals and plans with the employee makes them more able to engage, because setting goals effectively empowers employees to act.

3. **Communication about performance.** Feedback is communication in the company that helps an employees understand how their job contributes to the success of the team and organization. Employees receiving ongoing feedback, specially positive, on their performance are more engaged, because they also see it as recognition and encouragement, which contributes to engagement.

4. **Recognition.** A simple “thank you”, not mentioning other formal ways (e.g. new, exciting project, invitation to a senior meeting, awards, etc) gives employees a sense of being valued and important.

5. **Team learning and development.** Employees have a chance to learn and develop skills, which give them more tools to achieve their job goals, and, according to Khan (1990), having necessary tools at work makes employees more able to engage.

6. **Compensation and Benefits.** Thought compensation and benefits are not perceived to be the most important, however they still play an important role in employees' perception of the job. Having a market-

related compensation and benefit package, combined with the feeling of being reasonably rewarded, fairly treated and appreciated, makes employees more willing to engage. The reward is not just a pay, it can be a combination of pay, bonuses, financial and nonfinancial rewards such as extra free days, child care etc.

- **Specifics of administration employees' work-life in educational Organizations**

The engagement of staff members at educational institutions is an important and interesting issue to look at. Firstly, the administrative staff of the university has a significant influence on the tone, manner and style of the entire institution. Secondly, because the tasks and quality of day-to-day performance contributes to the quality of the relationships with faculties, students and the public. Lastly this part of staff of academies and universities has rarely been studied. Nowadays, educational institutions they are starting to realize that engagement helps to create a more efficient and productive workforce . Administrative staff is the advisors, analysts, counselors, specialists, technicians, and officers on which the faculty and students rely on and trust. They are the unsung professionals in the academic environment: unsung, because their contribution to the educational organization is rarely recognized , despite them making a significant contribution to higher education as a whole .Administrators play an essential role in the educational organizations and they are known to be a loyal, dedicated, committed group of managers who work long hours, are highly professional and skilled, with a strong sense of connection to their work and enthusiastic about their tasks.

- **Specifics of work**

The specifics of the administrative employees are that, as well as having specific responsibilities, they are also the front line employees of the

organization. Every first contact with the educational organizations is done so through them. The quality of this experience may be an important factor for the future students' integration and development. Administrators are also the ones who interact with the students, faculty, public and private sector and provide public and community service information. Another significant element of their position, is that they are the link between their own superior's directions and the public, faculty and students, who actually use their support and service. They deal with the external suppliers of resources needed to support the different activities in the educational organizations. As well as interacting with the faculty and students, administrators deal also with the private sector, public sector and government in fund-raising activities and provide the public and community with service information. Furthermore, they monitor and regulate the policies and procedures in the educational organizations. However, the specific with their position, is that they rarely have the authority to participate in administrative policy.

- **Issues affecting the quality of administrators work lives**

Understanding the significance of administrative staff within educational organizations helps to understand the factors that influence their professional life. Studies have found a couple of factors, which may negatively influence an employees' job attitudes, and consequentially their engagement: lack of cooperation with supervisors, little involvement with the mission and goals, role ambiguity, position limitations, lack of advancement and opportunities, and limited resources.

At the same time, Johnsrud has identified three areas which, as she suggests, are of consistent frustration for administrative workers: the specifics of the midlevel position, lack of recognition for their contributions and the lack of career development opportunities. The first issue, feeling between, is the biggest source of frustration for administratives. Their responsibility is to implement and enforce policies developed by the senior administrators. However they rarely have the chance to contribute to the decision-making process, even though they are the ones who defend and explain these policies – when students, faculties or the public question them. Despite being a big part of the educational

organizations, administrative workers sometimes feel invisible and unappreciated in the organization. However, they want to be recognized for their contribution to reaching educational organizations' mission. They want to be acknowledged and appreciated for the supportive role they play and for their competencies. Recognition of their competencies includes: guidance, trust, communication, participation, confidence and performance feedback. Looking for and gaining recognition has become an important aspect of an administrators work life.

Recognition is known as one of the basic human needs. Despite this many administrative staff feels that their need is not being met by their organization . Recognition can take many forms: most important element is that administrators must feel valued and appreciated for all the work they do. Another source of frustration is the lack of career development. Unlike faculty members, who have the chance to remain in the same position while advancing in the ranks (assistant – associate – full professor), administrators lack these advancement opportunities. In most educational organizations mobility is limited or difficult, which is why it is highly important to create possibilities for their professional growth. Administrative staff members are willing to improve on their techniques of completing their current job, as well as gaining new skills and knowledge necessary to complete more challenging assignments, or to gain more experience required for another position.

- **Administrative workers moral**

Understanding the specifics of the administrative workers' perception of their work-life, as expressed in moral for example, is very important to educational organizations, because these perceptions, in one way or another, may influence the quality of the job the workers complete or how long they decide to stay with organization.

In their study Johnsrud and Rosser (1999) studied the administrators' morale and its influence on the employees' perception of work. Wesbrook (1980) argues that on the individual level, moral is connected with the employees' satisfaction with their work environment. Furthermore, Johnsrud and Rosser (1999) has defined morale as "a state of mind regarding one's job, including satisfaction, commitment, loyalty, and sense of common purpose with respect to ones work". For a better

understanding of the administrative employees' work life in their study Johnsrud and Rosser (1999) presented the factors that affect an administrative workers' morale. From the institutional side it is affected by salary, opportunity for promotions and career development opportunities. Professional issues, which also have an influence on morale, are the degree of trust from the supervisor, sense of teamwork and recognition for their contribution. Recognition can take many forms, whichever the form administrators must feel that their abilities and contributions are valued and appreciated in the organization.

Another factor, trust as perceived from the supervisor, shows that supervisors play an important role in the development of a positive work environment for their employees. It can be seen that factors influencing moral, correspond to antecedents of employee engagement. In summary, building and increasing employee engagement has a positive influence on the workers moral and in turn, their attitudes to the work environment.

- **Factors influencing the engagement of administrative staff**

Unfortunately, the higher education administrators' engagement literature is not extensive and does not yet include a lot of studies conducted within higher education. The findings presented by Hermsen and Rosser (2008) shed some light on the factors that influence engagement, specially that of the administrative workers within educational institutions. They state that significant variables include: working conditions, job fit, role fit, time spent interacting with students, and length of employment on campus.

In other words, the higher the match between a person's characteristics and those of the job, and the role he/she needs to perform, the higher chances for engagement. Employees who spend more time interacting with students also report a higher level of engagement. The only factor, which was found to have a negative influence on the engagement of administrative workers, was employment history, meaning that the longer employees were working within an educational organization, the lower level of engagement they were showing.

## **Results**

The results of the investigation will be discussed in two sections. The first section will present the general level of administrative workers engagement at VUC Aarhus. The second part will present the factors that need to be addressed in order to improve engagement.

Gallup (2006) suggests that all employees can be divided into 3 types: engaged, not engaged and highly disengaged. Respondents who answered agree or strongly agree to the suggested Q12 questions belong to the engaged group. Gallup (2006) describes engaged employees as the ones who work with passion, feel a profound connection to their company, and help move their organization forward.

**Non-engaged employees** are the ones who “sleepwalk” through the working day. They dedicate their time, but not energy or passion to their work. Actively disengaged employees are the biggest concern for the organization, as they don’t keep their unhappiness to themselves; instead they spread it around, undermining the results, their co-workers accomplished. The results of the questionnaire show that that the overall score of the employee engagement at VUC

Aarhus is 3.73, which means that the employees are generally not engaged. Of course, the engagement score, which is the middle position of the engagement scale, could be explained by the existence of highly engaged or highly disengaged employees. However the Figure 4, which presents the ranks of the individual level of administrative workers’ engagement, shows that there are no highly engaged or highly disengaged employees. The ranks of employee engagement are spread more on the middle part of the figure with only 7 employees reaching a score of 4 or slightly over. This means that improvement to the level of engagement can be applicable to all of the presented employees.

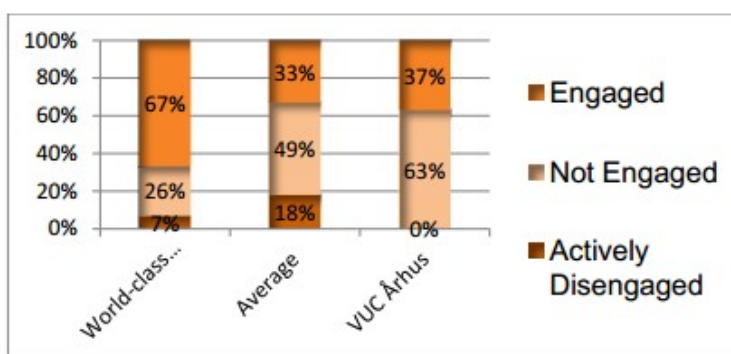
#### **Figure 4. Values of individual employee engagement**



(For the better visualization on this figure the “engaged” area is presented by green color, “non engaged” area by yellow and “disengaged” by red)

The results of the VUC Aarhus administrative workers engagement show that 12 employees were found as “not engaged” and 7 as “engaged”. The comparison with the world-class organizations and average rates can be found on Figure 5. Through this, it can be seen that the disposition of engagement at VUC Aarhus is closer to the average indicators.

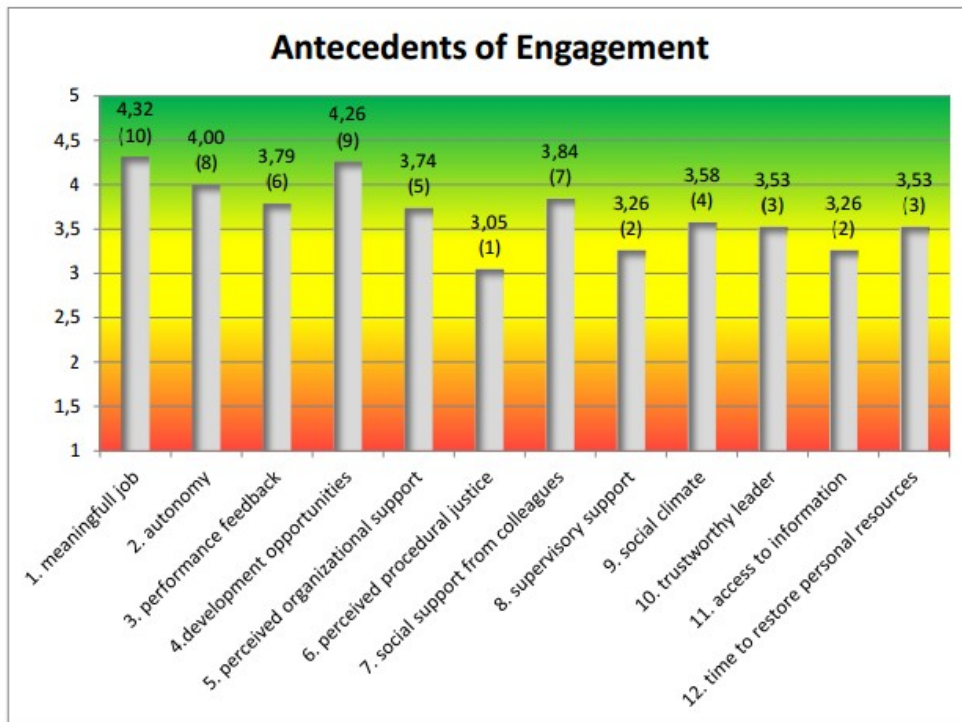
**Figure 5. Ratio of engaged to actively disengaged employees**



On Figure 6 the disposition and ranks of the antecedents of engagement is shown. Only three factors “1.meaningful job”, “2.autonomy” and

“3.development opportunities” lie in the engaging area, whereas most of the factors lie in the “not engaging” area.

**Figure 6. Mean Values and the disposition of ranks of antecedents of engagement**

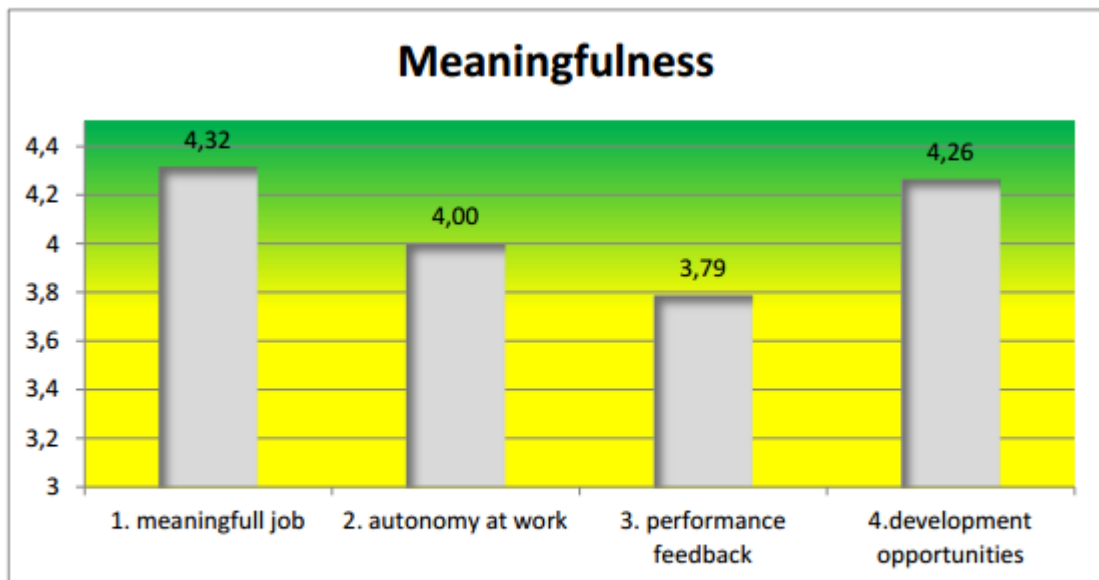


(For the better visualization on this figure the “engaged” area is presented by green color, “non engaged” area by yellow and “disengaged” by red)

The three categories of antecedents of engagement can be analysed separately for deeper discussion. Figure 7 shows the mean values of engaging factors belonging to meaningfulness. The relatively high mean value of the “1.meaningful job” (4.32) means that employees see their work as challenging, they can utilize their different skills and they have the opportunity to make an important contribution to the overall success of the organizational .

The mean value of “2.autonomy” (4.00) means that employees choose which tasks to perform, the order in which they perform the tasks, and when to start and finish the tasks.

**Figure 7. The disposition of mean value of antecedents of engagement belonging to “meaningfulness”**

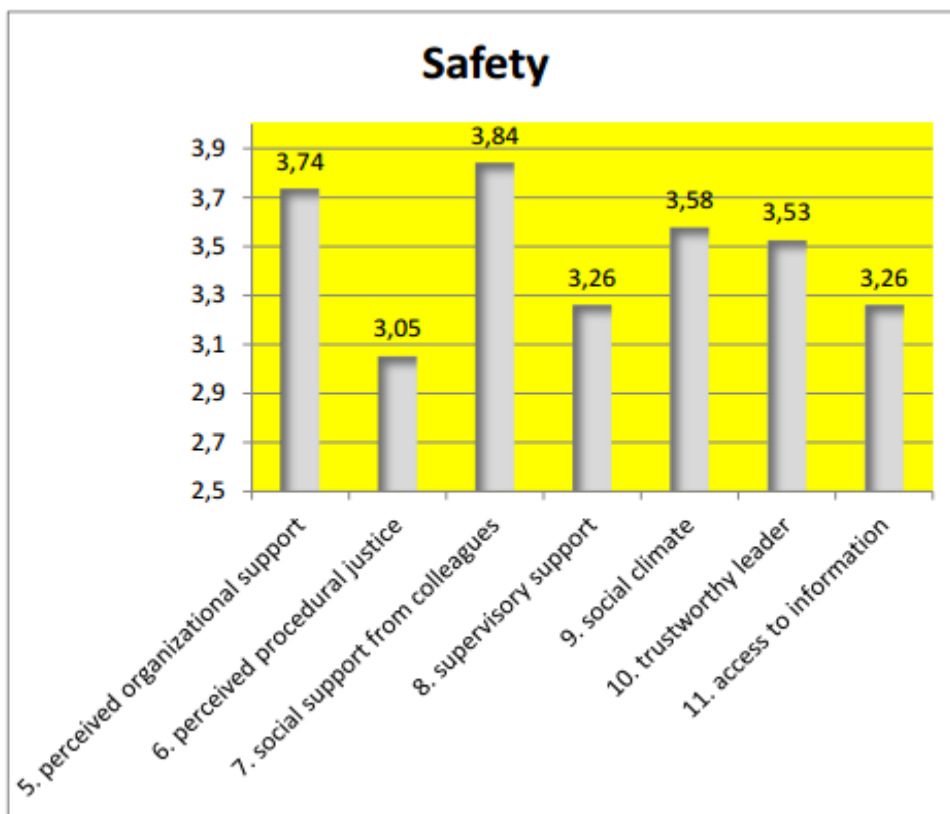


(For the better visualization on this figure the “engaged” area is presented by green color and “non engaged” area by yellow)

The mean value of the factor “4.development opportunities” (4.26) says that employees have enough access to learning programs. This allows them to improve their knowledge and development new skills, which helps them apply new methods to their daily tasks

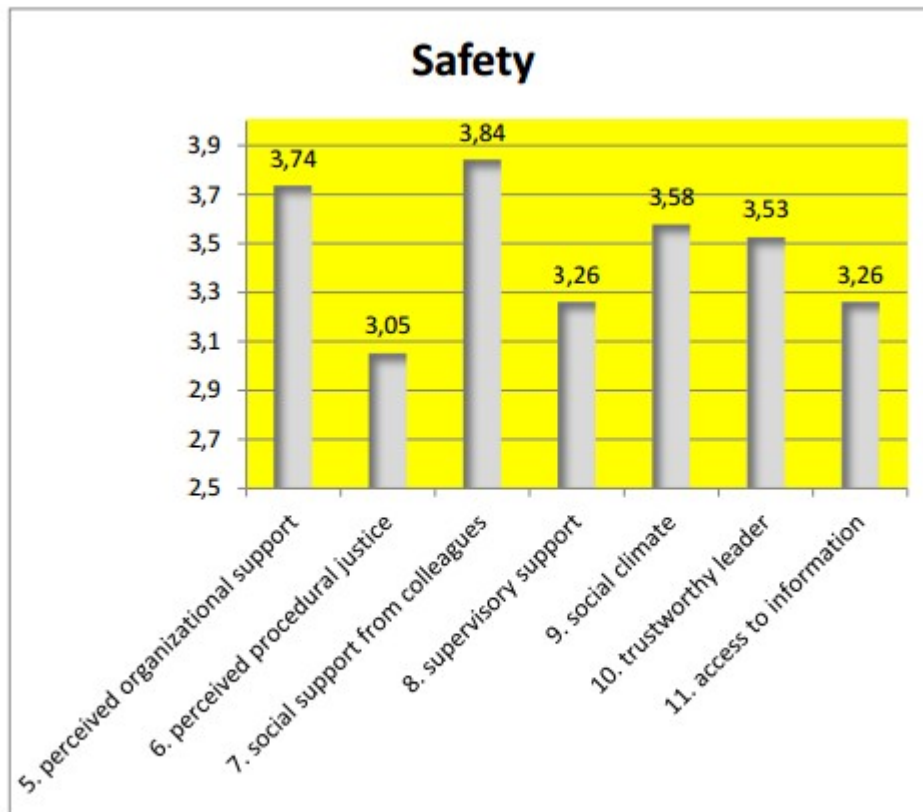
The only factor in this category in the “not engaging” zone is “3.feedback” (3.79). The broad disposition of ranks shows that the level of feedback may differentiate from department to department, depending on the supervisor.

Figure 8 shows the mean values of engaging factors belonging to safety.



Here you can see all of the presented factors lie in the “non-engaging zone”. Such consistency shows that workers generally do not perceive VUC Aarhus as a safe environment and they do not feel comfortable enough to employ their selves without fear of negative consequences for their image, status or career. Individual responses to the “5.perceived organizational support” with the mean value of 3.74 shows that most of the respondents believe that the organization values their contributions and cares about their well-being, however there are still some, who do not feel that their contribution is valued in the organization.

**Figure 8. The disposition of mean value of antecedents of engagement belonging to “safety”**



(For the better visualization on this figure the “non engaged” area is presented by yellow color)

Factor “6.perceived procedural justice” received the lowest value out of all antecedent of engagement (see Figure 6). Looking at the individual responses (see Appendix 2.2), it can be seen that only 4 employees find the allocation of rewards, resources etc. at work as fair.

Factor “7.social support from colleagues” has the higher mean value of 3.84 in the “Safety” group (see Figure 8). Taking a look at the individual responses , it can be said that nearly all employees feel as they are part of the group and can receive help from co-workers if needed. The big difference in responses may be explained by the individual characteristics of respondents; some employees may be less open for contact with others.

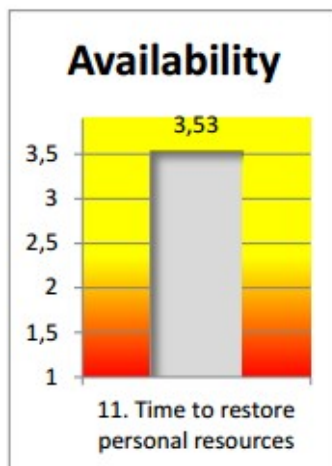
The next factor “8.supervisory support” with a mean value of 3.26 is the second lowest one out of the list (see Figure 6). If you take a look at the individual responses , one can see that opinions are split, however most of the employees do not receive enough support and appreciation from their supervisors. As supervisors are seen as organizational agents, low levels of supervisory support may partially explain the low evaluation of perceived organizational support. Both factor “7. Social support from colleagues” and “8.supervisory support” contribute to factor “9.social climate” with an average value of 3.58. Individual responses show that most employees feel positive, comfortable and relaxed at work. If we take into consideration the previous factor, “8.supervisory support”, respondents who places a low value here, may not be satisfied with the contribution of supervisors to the social climate.

The factor “10.trust in senior leader” has a mean value of 3.53 and shows that individual responses were split .This demonstrates that a percentage of employees do not have confidence in their organization, because they do not see the leadership as being reliable. Lack of trust in organizational leadership may partially explain the lack of trust in procedural justice, as leader are the ones who decide which tools to use and how to use them.

Factor “11.access to information” has one of the lowest mean values of 3.26 (see Figure 6). Individual responses (see Appendix 2.7) show the respondents’ opinions differ markedly on this topic. Consequently, such a difference in responses may be explained by different working styles of department leaders.

**Figure 9. The disposition of mean values of antecedents of engagement belonging to “availability”**

Comp



(For the better visualization on this figure the “not engaged” area is presented by area by yellow color and “disengaged” by red)

The level of personal availability was measured by the time employees have to restore their resources (Figure 9). The mean value of 3.53 and the disposition of individual responses (see Appendix 2.8), show that not all employees are ready for high performance the next day, as they do not get asufficient amount of rest at home.

## Company Profile

Company :- The Coca-Cola Company



More than 700,000 associates create the [Coca-Cola](#) system.

Each associate brings his or her unique talents and ideas to work every day to help [the Coca-Cola system](#) achieve the goals outlined in our 2020 Visions. Associates also represent Coca-Cola in their communities and are ambassadors of our brands to the world. Ensuring our associates are happy, healthy and treated fairly and with respect is at the core of our business philosophy and success. We strive to create open work environments as diverse as the markets we serve, where people are inspired to create superior results. We also aim to create environments where people are fully engaged and where the Company is viewed both internally and externally as an employer of choice.

To encourage a work environment of open communication and to effectively solicit and leverage innovative ideas, we engage in frequent

dialogue with our associates around the world. Such dialogue provides us with valuable information, increases awareness, promotes business strategies, shares successes and opportunities, and solicits employee opinions. For example, global associates and bottling partners have contributed ideas to major initiatives, such as our 2008 Beijing Summer Olympic Games activation. And, employee input was a key ingredient to our Company's Missions, Visions & Values. Another example of our regular dialogue with our associates is our global Employee Insights Survey. In 2010, the results of our global Employee Insights Survey showed improvement across almost all survey categories, including an 84% associate engagement score -- a 2 point increase over 2008.

**Rewarding and Developing Employees:-**

Our compensation and benefits packages are among the best in the world, benchmarked against other global, high-performing employers. We also offer a variety of developmental opportunities for our associates, including COCA-COLA University, a learning program for high performers. Using the Peak Performance System, our performance management and development system, in tandem with more than 100 global people development forums, associates and their managers regularly discuss development, movement and succession plans around the world.

Company Name :- Epicentre



## Corporate Overview

---

Epicenter is a leading provider of Business Process Management Solution's, founded in the year 2000 and began its operations in 2001. It is a part of the USD 2.4 Billion Kalyani Group, a leading industrial house in India and among the largest and technologically most advanced manufacturers of Forged & Machined components in the world.

We operate out of a brand new state of the art facility in India with a capacity of 750 physical seats that can support 2000+ FTE's. All the seats are fully equipped to support voice as well as data services. We have an office in the US from where we manage connectivity and logistics within North America.

Epicenter has Core Competence in processes like Customer Service, Collections, Sales, Transaction Processing, Data processing, Chat and E-mail support. Epicenter provides best-in-class call center operations that reflect the "Client Standard" in terms of high quality customer service while minimizing cost through efficient management of processes, procedures and technological infrastructure. We provide a solution that allows scalability without compromising on quality. We ensure a seamless transition of work from the client to Epicenter.

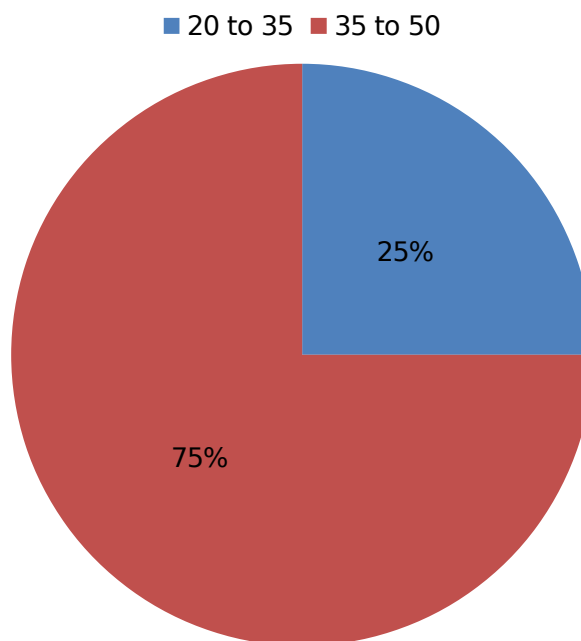
We pride ourselves in being the 'First ITES Organization in India' to have PAS 99 (Integrated Management systems, Quality Management system - ISO 9001:2008 and Information Security System - ISO 27001:2005).

We are also amongst the first BPO's in India to achieve Payment Card Industry (PCI) Compliance for our facility.

## Survey Analysis On Epicentre

**Organization Name:- Epicentre**

Age Group	Respondent
20-35	25%
35-50	75



**Figure 1**

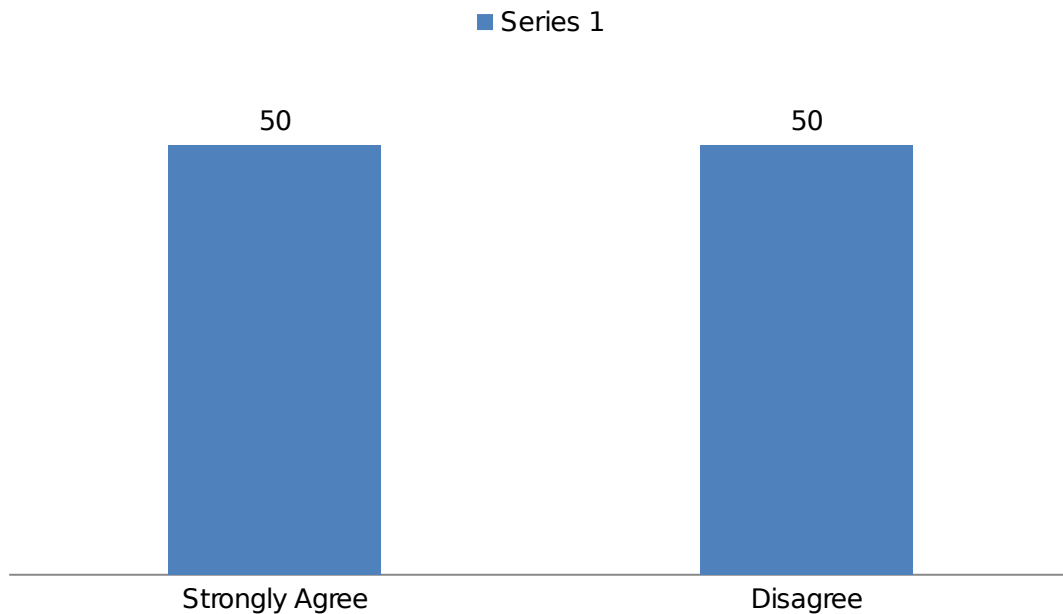
### Interpretation

- 75% of the employees are divided into the 35 to 50 age group.
- 25% of the employees are divided into the 20 to 35 age group.

Question 1. Do you agree that the Leaders in the Organization are inspirational?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	50%
Disagree	50%



**Figure 2**

Interpretation

- 50% of the employees are Strongly Agree with their leaders in the organization are inspirational.
- 50% of the employees are Disagree with their job leaders in the organization are inspirational.

Question 2. Do you find your job Responsibilities to be justified ?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	70%
Disagree	30%

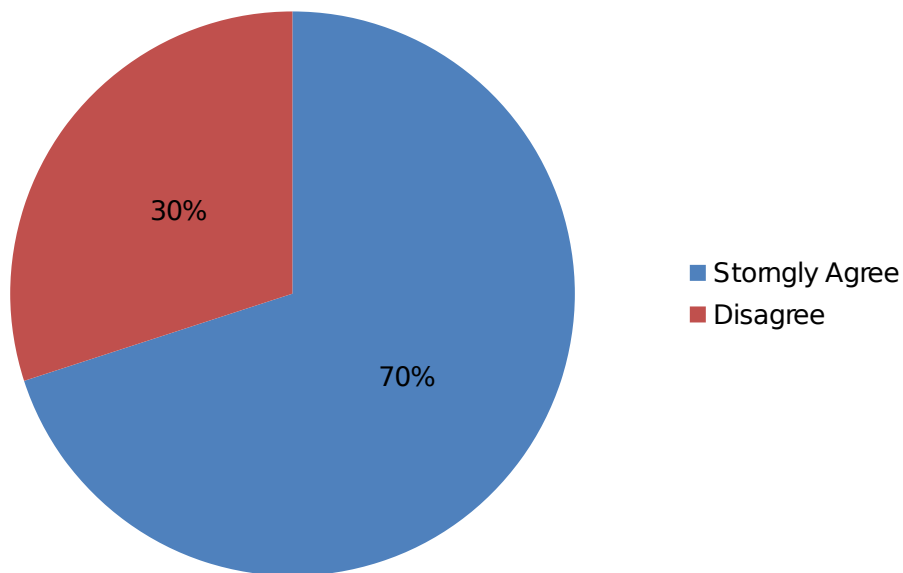


Figure 3

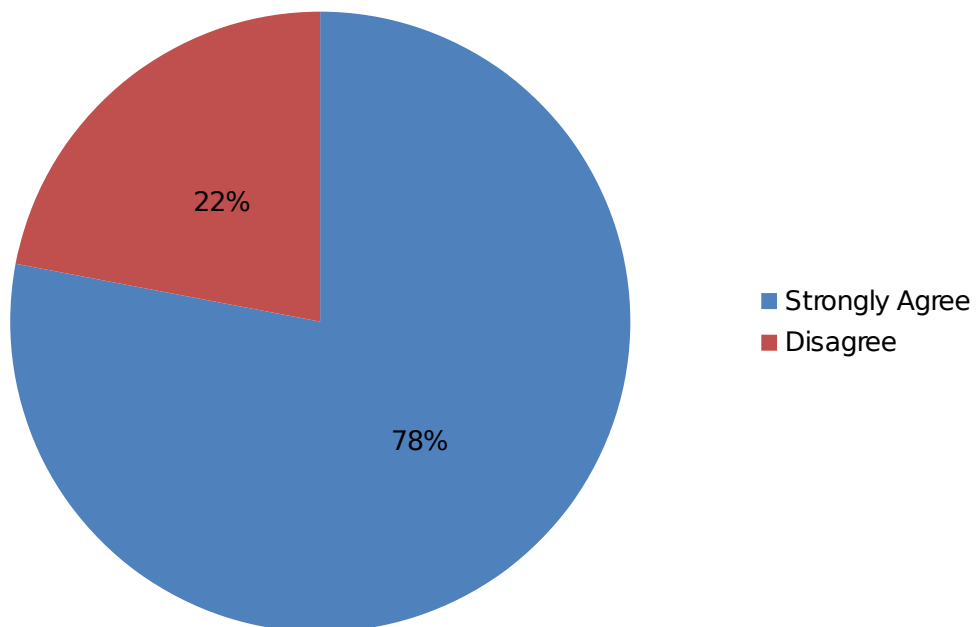
Interpretation:

- 70% of the employees are Strongly Agree with their job responsibilities to be justified.
- 30% of the employees are Disagree with their job responsibilities to be justified.

Question 3. How often do you get to communicate with your Bosses ?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	78%
Agree	22%



**Figure 4**

Interpretation:

- 78% of the employees are Strongly Agree to communicate with their bosses.
- 22% of the employees are Disagree to communicate with their bosses.

Question 4. Do you find the work environment in this organization is good ?

- Strongly Agree
- Agree.
- Disagree

Strongly agree	32%
Disagree	68%

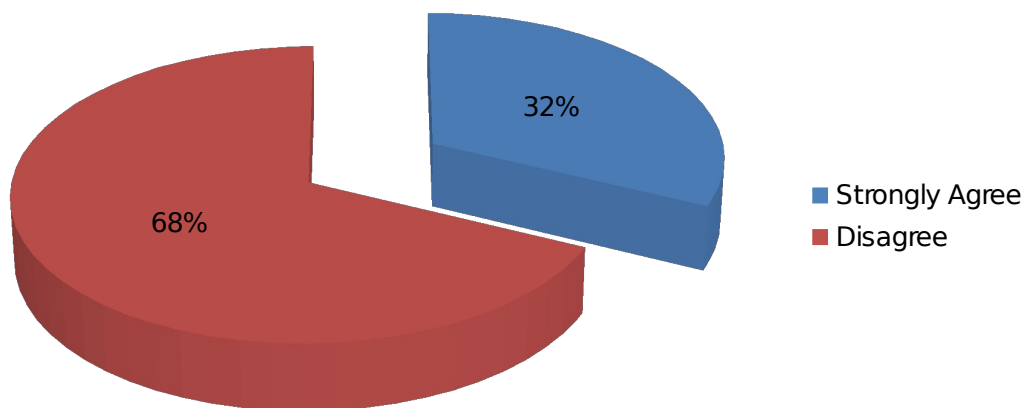


Figure 5

Interpretation:

- 68% of the employees are Disagree with the work environment in this organization is not good.
- 32% of the employees are Strongly Agree with the work environment in this organization is good.

Question 5. How you been rewarded for your contribution ?

- Strongly Agree
- Agree.
- Disagree

Agree	62%
Disagree	38%

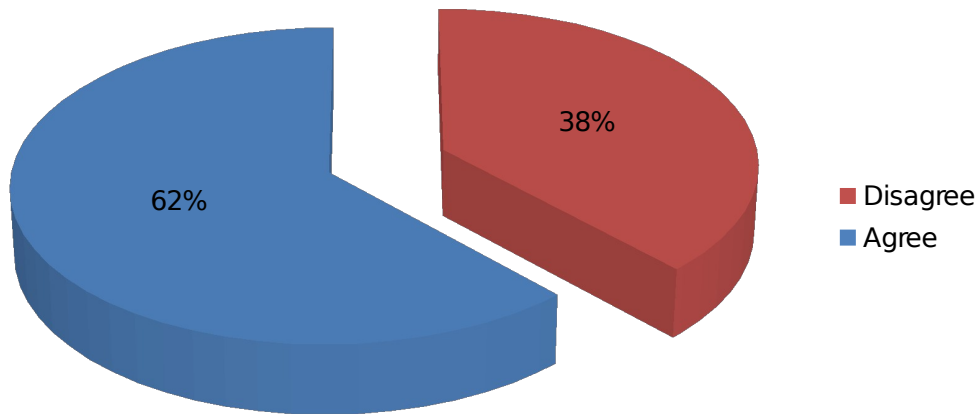


Figure 6

Interpretation:

- 62% of the employees are Strongly Agree with their contribution has been rewarded.
- 38% of the employees are Disagree with their contribution has no rewarded.

Question 6. Does your organization motivate employees for team-work ?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	90%
Agree	10%

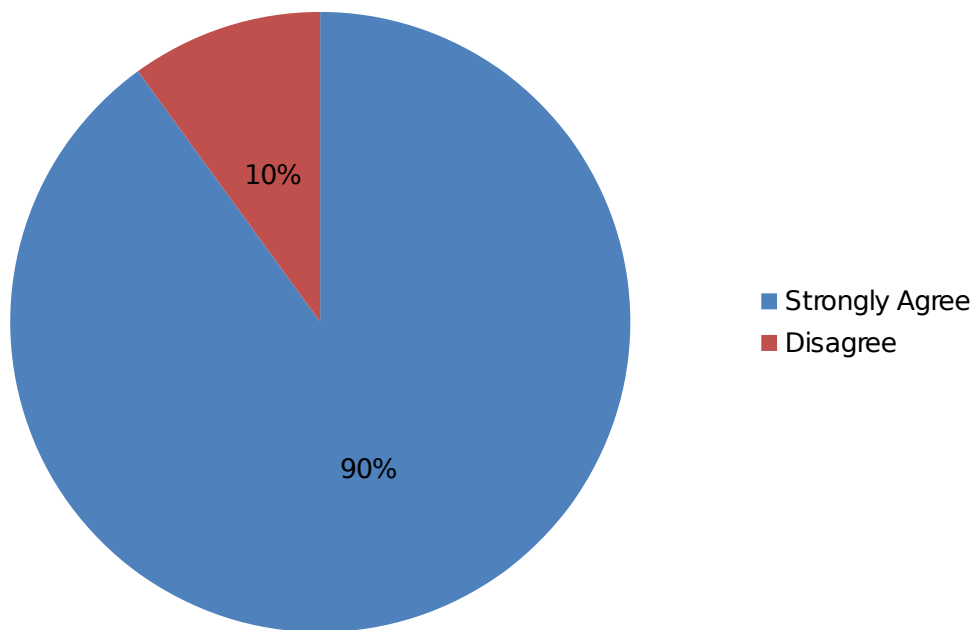


Figure 7

Interpretation:

- 90% of the employees are Disagree with that the organization don't motivate employees for team-work.
- 10% of the employees are Disagree with that the organization don't motivate employees for team-work.

Question 7. Do your job responsibilities makes you feel important ?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	54%
Disagree	46%

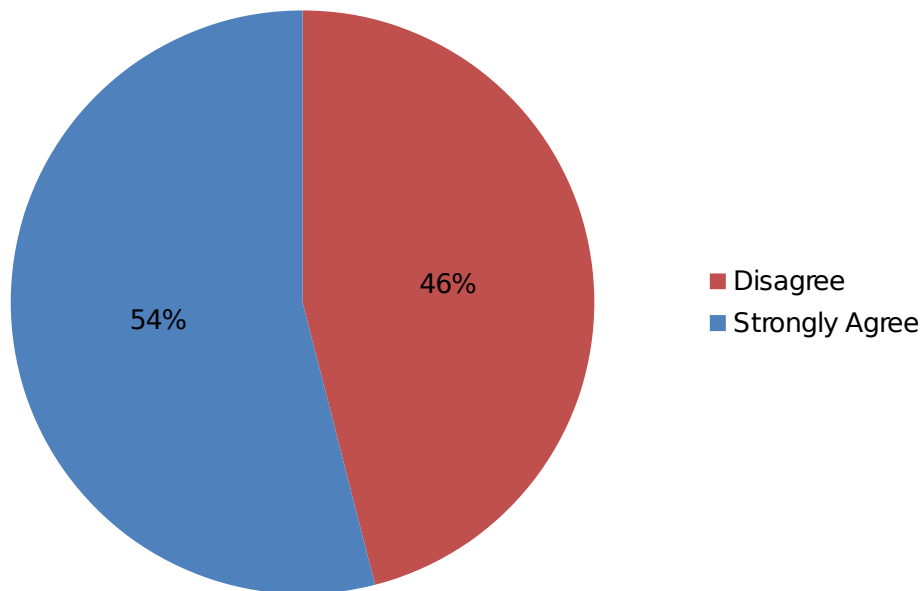


Figure 8

Interpretation:

- 54% of the employees are Strongly Agree with their job responsibilities makes them feel important.
- 46% of the employees are Disagree with their job responsibilities makes them feel important.

Question 8. Does your organization provide with enough resources to get your job done in the best possible manner ?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	66%
Disagree	34%

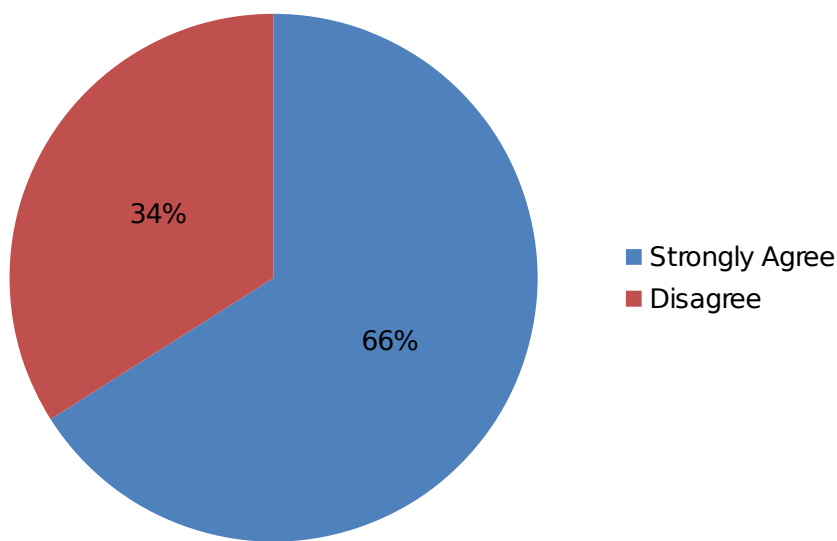


Figure 9

Interpretation:

- 66 % of the employees are Strongly Agree that the organization provides with enough resources to get their job done in the best possible manner.

- 34% of the employees are Disagree with that the organization not provides enough resources to get their job done in the best possible manner.

Question 9. Are you aware of the mission of the organization ?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	66%
Agree	34%

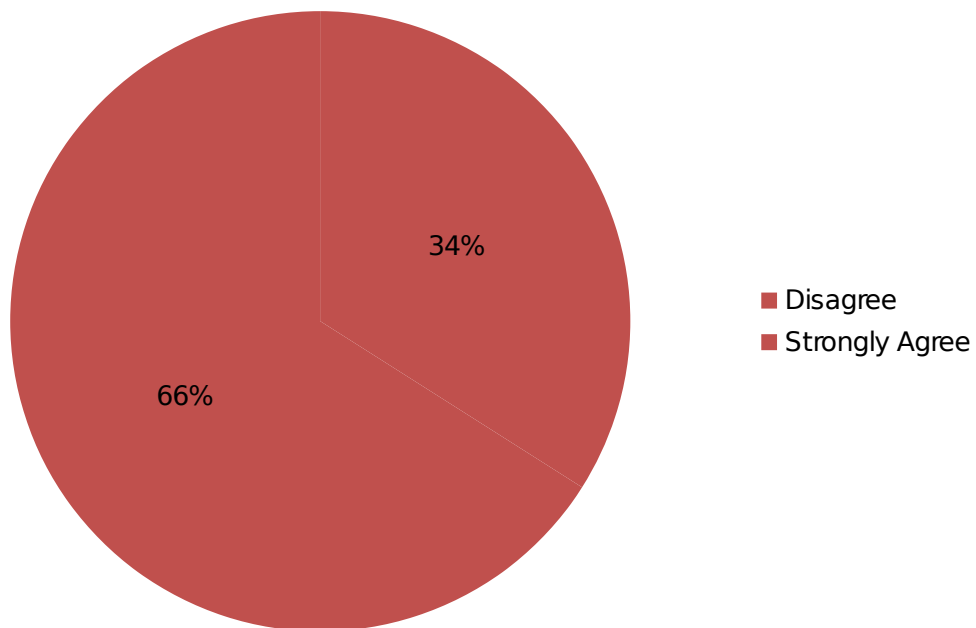


Figure 10

Interpretation:

- 66% of the employees are Strongly Agree are of the mission of the organization.

- 34% of the employees are Disagree with the mission of the organization.

Question 10. If Agree/ yes would you be able to quote the mission of the organization ?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	84%
Disagree	16%

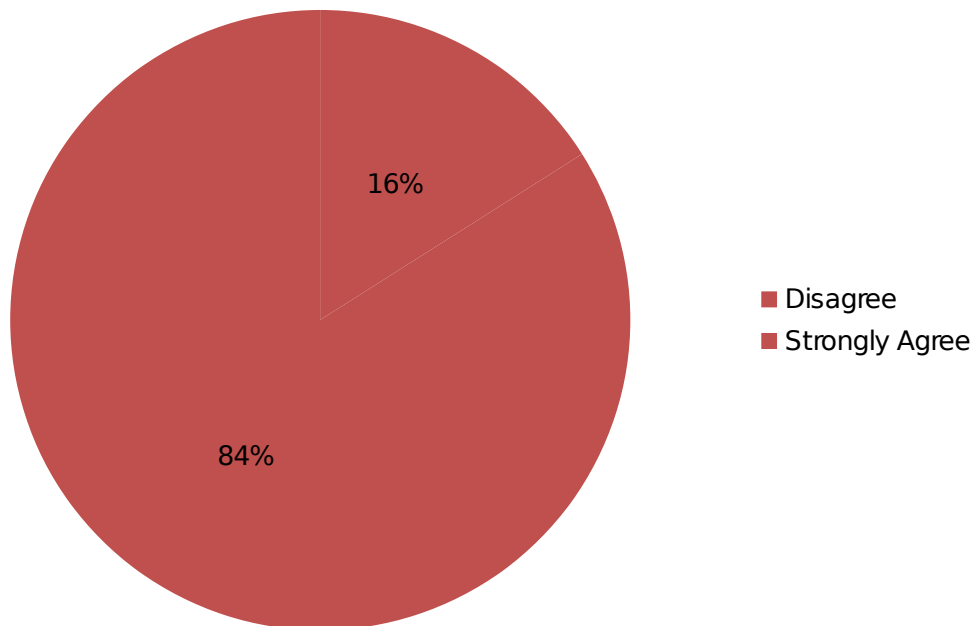


Figure 11

Interpretation:

- 84% of the employees are Strongly agree to quote the mission of the organization.

- 16% of the employees are Disagree to quote the mission of the organization.

Question 11. Are you happy with the stress release programs offered by the organization ?

- Strongly Agree
- Agree.
- Disagree

Disagree	40
Strongly Agree	35
Agree	25

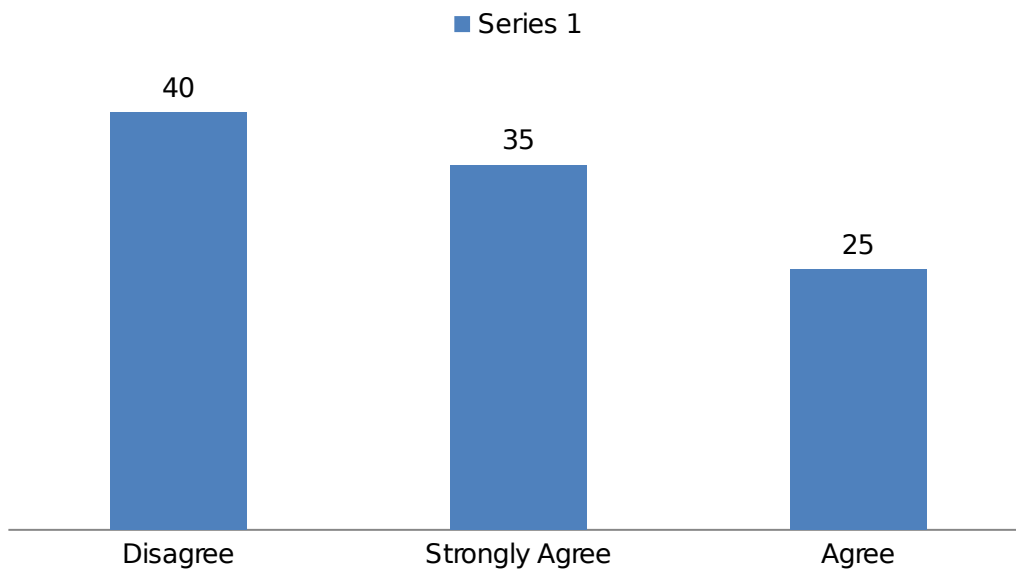


Figure 12

Interpretation:

- 40% of the employees are Disagree with the stress release program offered by the organization.
- 35 % of the employees are Strongly Agree with the stress release program offered by the organization..

- 25 % of the employees are Agree with the stress release program offered by the organization..

Question 12. In what ways your organization tries to engage the employees in work ?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	62%
Disagree	38%

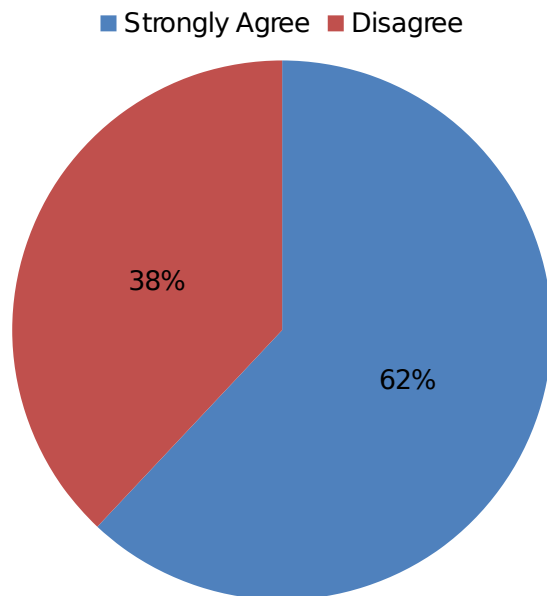


Figure 13

Interpretation:

- 62% of the employers are Strongly Agree with the organization who engages the employees in the work.

- 38% of the employers are Disagree with the organization who engages the employees in work.

Question 13. Do you understand how your role contributes to achieving business outcomes?

- Strongly Agree
- Agree.
- Disagree

Strongly Agree	54%
Disagree	46%

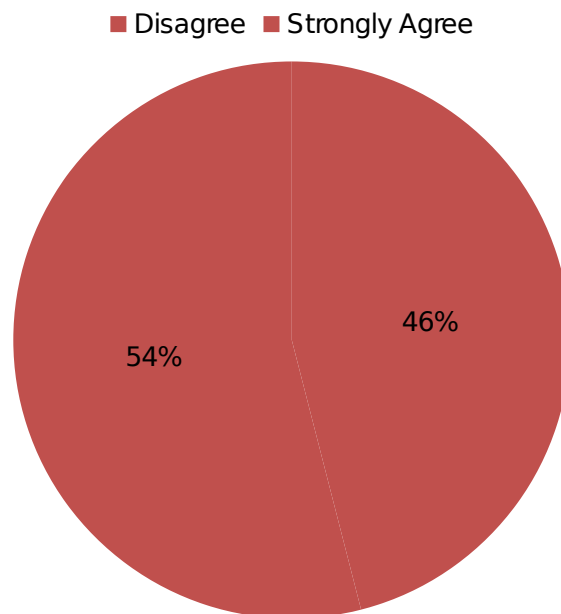


Figure 24

Interpretation:

- 54 % of the employees are Strongly Agree with the contribution of achieving business outcomes.
- 46 % of the employees are Disagree with contribution of achieving business outcomes.

Question14. Do you trust the information you receive?

- Yes
- No

Yes	66%
No	34%

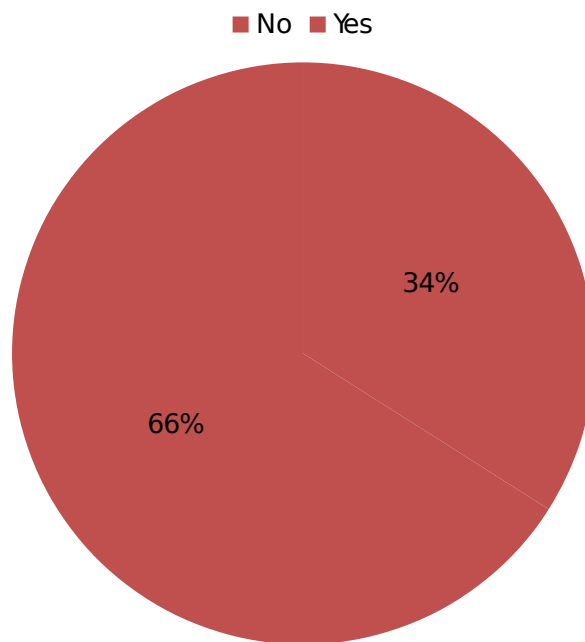


Figure 15

Interpretation:

- 66% of the employees trust the information which they received from organization.

- 34% of the employees don't trust the information which they received from organization.

Question15. Do you feel valued for the work you do?

- Yes
- No

Yes	66%
No	34%

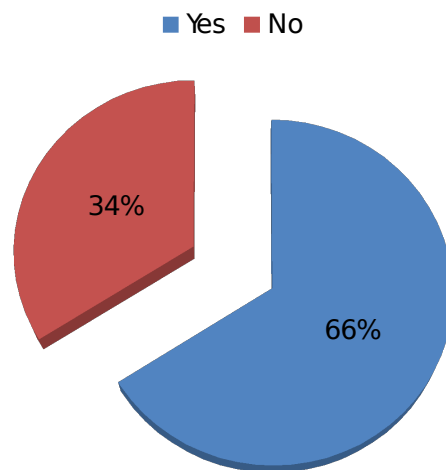


Figure 16

Interpretation:

- 66% of the employees trust the information which they receives .
- 34% of the employees don't trust the information which they receives .

## **Conclusion**

- The present research has applied engagement theory on the rarely investigated group of employees and examined the engagement of administrative employees in VUC Aarhus.
- The aim was to measure the engagement level of employees and to identify the factors that need to be improved to increase the level of engagement.
- Results of the study have shown that administrative employees within the organization are generally not engaged.
- Employee engagement is influenced by three conditions: meaningfulness, safety and availability.
- This means that managers need to change the frequency and the manner in which they deliver performance feedback, and to make it part of their daily managerial tasks.
- The amount of organizational support is perceived by employees through organizational leadership.
- Therefore, being an organizational agent, department leaders need to increase the level of the employees trust towards them personally and consequentially towards organization.
- Supervisors should also be more accurate and transparent in the decision making regarding employees and provide employees with the necessary work related information.
- Department leaders need to demonstrate a higher level of support in work related situations; they also need to show that they care about their employees personally.
- Therefore, they need to create and support a relaxed atmosphere at work, where positive social and work related interaction between employees could take place.

## **Recommendations**

- The findings of this investigation, point out areas that the HR manager and department leaders of VUC Aarhus should take better care of to improve the existing non-engaging situation.
- Relatively high scores on factors belonging to employees feeling of meaningfulness, show that workers feel worthwhile, useful, valuable and see the returns on their self investment.
- Administrative workers in educational organizations rarely have the chance to contribute to the decision making processes and therefore may feel unrecognized and invisible.
- Therefore, department leaders should pay more attention to this factor; it should be their daily managerial task.
- While giving performance feedback, recommends concentrating on positive sides of the performance, how well employee has performed and input in achieving the outcome.
- Instead of criticizing, department leaders should suggest behaviors that can be changed to improve future performance.
- Therefore, the support of department leaders plays an important role in shaping a favorable employees' perception the organizational support.
- However, employees do not always interpret these signals correctly. Therefore, it is the leaders' task to provide employees with effective feedback, which will make them more engaged and improve their performance.
- Employees evaluate the support they receive from their organization and decide whether or not to engage in relation to the resources they receive from the organization.
- Results also show that not all employees have a sufficient amount of time to restore their inner resources to be ready for high performance at work. It is hard to give recommendations to VUC

Aarhus regarding this issue, because as an organization, it cannot influence the employees' activities and the level of pre occupation outside of work hours.

## **Bibliography**

### **• Articles.**

- Economics Times (Date-16/12/2011, Pg- 3,4,and 5).
- Employee Behavior towards Organization (Author- Steam Fleming, Edition- 3<sup>rd</sup> edition, Pg no- 18 to 34)

### **• Book Referred:-**

- Human Resources Management ( Author-Vipul Publication, Sem-5 TyBms, Edition- 4<sup>th</sup> edition, Unit 3 & 4, Pg no-81 to 102).
- Employees Behavior (Author -Manan Prakeshan, Edition- 3<sup>rd</sup> edition, Unit 4, Pg no- 52 to 64).
- Research methodology (Author-N.G.Kale & M.Ahmed, Sem-4 SyBms, Edition-3<sup>rd</sup> edition, Unit 1, Pg no- 4 to 16.)

### **• WebSite Referred.**

- [http://en.wikipedia.org/wiki/Employee\\_engagement](http://en.wikipedia.org/wiki/Employee_engagement)
- <http://marketresearch.about.com/>
- <http://www.epicentertechnology.com/>
- <http://iveybusinessjournal.com/>
- <http://www.custominsight.com/>

## Annexure

### Organization Name:- Epicentre

Question 1. Do you agree that the Leaders in the Organization are inspirational ?

- Strongly Agree
- Agree.
- Disagree

Question 2. Do you find your job Responsibilities to be justified ?

- Strongly Agree
- Agree.
- Disagree

Question 3. How often do you get to communicate with your Bosses ?

- Strongly Agree
- Agree.
- Disagree

Question 4. Do you find the work environment in this organization is good ?

- Strongly Agree
- Agree.
- Disagree

Question 5. How you been rewarded for your contribution ?

- Strongly Agree
- Agree.
- Disagree

Question 6. Does your organization motivate employees for team-work ?

- Strongly Agree
- Agree.
- Disagree

Question 7. Do your job responsibilities makes you feel important ?

- Strongly Agree
- Agree.
- Disagree

Question 8. Does your organization provide with enough resources to get your job done in the best possible manner ?

- Strongly Agree
- Agree.
- Disagree

Question 9. Are you aware of the mission of the organization ?

- Strongly Agree
- Agree.
- Disagree

Question 10. If Agree/ yes would you be able to quote the mission of the organization ?

- Strongly Agree
- Agree.
- Disagree

Question 11. Are you happy with the stress release programs offered by the organization ?

- Strongly Agree
- Agree.
- Disagree

Question 12. In what ways your organization tries to engage the employees in work ?

- Strongly Agree
- Agree.
- Disagree

Question 13. Do you understand how your role contributes to achieving business outcomes ?

- Strongly Agree
- Agree.
- Disagree

Question 14. Do you trust the information you receive ?

- Yes
- No
- May be

Question 15. Do you feel valued for the work you do ?

- Yes
- No