Motivation and Engagement in the Commercial Vehicle Industry

A research study examining if a disconnect exists between what Senior Management feel motivates and engages the employees of the aftersales departments in the Commercial Vehicle Industry and what the employees perceive effects their motivation and engagement.

Paul O’Reilly

MBA (Executive Leadership)  August 2013
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A dissertation submitted in part fulfillment of the requirements of the Masters in Business Administration (Executive Leadership) to Dublin Business School and Liverpool John Moore’s University

MBA (Executive Leadership) August 2013
I declare that all work contained in this dissertation is my own, other than as acknowledged.

Signed _________________

Paul O’Reilly
Acknowledgments

I am indebted to a number of people who helped me start and complete this dissertation. I would like to open my acknowledgement with a word of gratitude to my dissertation supervisor Eddie Mc Connon for his guidance, understanding, advice and unreserved enthusiasm during the process of this dissertation. I would also like to acknowledge and thank Shay Lynch, who encouraged me to undertake this MBA programme.

I would like to acknowledge the Senior Management and Aftersales teams from the selected companies who participated in this research study. Their contribution was important to complete and finalise this dissertation. Thank you for your time to meet with me and answer my questions.

I would also like to thank my work colleagues and Management team especially Dave Scanlon, Liam Lenehan, Michael Hynes and Tommy Smith for their support, funding and belief in my studies.

I would like to thank all my family, especially my mother Carol, for her unwavering belief in me and encouragement throughout the ups and downs of the journey in my MBA programme. I would also like to say a special thanks to all my friends for their support and kind wishes.

Finally, last but not least, I would like say a special thank you to my girlfriend Samantha who unreservedly put her total support behind me throughout my dissertation.

Thank you all.
Abstract

The purpose of this paper is to explore the perceptions of motivation and engagement factors among the employees and Senior Management of the aftersales department in the Commercial Vehicle Industry in Ireland. The aim is to analyze findings in the light of motivation theories and existing engagement research. The information presented in the theoretical part of this paper combined with the results of the research can be useful for Senior Management through proactive responses to the changing workforce needs, in turn yielding tangible impacts on the company’s bottom line.

To explain the context for this research study, Chapter one provides the reader with an overview of the research topic and the Commercial Vehicle Industry in Ireland. Chapter two illustrates the literature reviewed by the researcher, delivering a concise overview of engagement and motivation publications and research to date, with the aim of increasing the reader’s understanding of the research topic.

To achieve the objectives of the study, the researcher applied a mixed-methods approach. The methodology strategies and philosophies employed during this study are detailed in Chapter three. The research was based on a questionnaire distributed to the employees of the aftersales departments and interviews were conducted with Senior Management of the selected Marques in the industry.

Chapter four details the researcher’s finding from primary data collected and presents a brief analysis. The key findings from this study indicate that the current employees of the aftersales departments with the Importers of the Commercial Vehicle Industry are by and large happy with their working conditions and have good relationships with their colleagues and immediate supervisors. Current aftersales employees are in general proud to work for their employer. On the far end of the spectrum however the findings reveal that motivational and engagement factors including feedback, performance management and communications are not being achieved by the Senior Management.

Through analysis of the data collected during the course of this research study, set in context of existing literature, the research study concludes in Chapter five with recommendations to the Commercial Vehicle Industry on realistic responses they could achieve at this time.
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### Glossary of Terms and Acronyms

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<th>Definition</th>
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</thead>
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<tr>
<td>Aftersales/Aftermarket Sales</td>
<td>The industry term for the combined parts and service departments</td>
</tr>
<tr>
<td>Commercial Vehicle Industry</td>
<td>For the purpose of this research study the Commercial Vehicle Industry refers to the sector of Industry importing, selling, supplying and maintaining vehicles for the commercial sector and goods transportation system</td>
</tr>
<tr>
<td>CSO Central Statistics Office</td>
<td>The Central Statistics Office CSO was established in 1949. The status of the CSO was concreted through the enactment of the Statistics Act, 1993. As set out in that Act, the mandate of the CSO is as follows, &quot;The collection, compilation, extraction and dissemination for statistical purposes of information relating to economic, social and general activities and conditions in the State&quot;</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product GDP is one of the primary indicators used to measure the health of a country's economy. It represents the total value of all goods and services produced over a specific time period in the domestic economy. The CSO purports that GDP is a more accurate depiction of the country’s economic health, as re-domiciled firms operating in Ireland to avoid national tax schemes, can distort the GNP figures</td>
</tr>
</tbody>
</table>
GNP  Gross National Product GNP is the total value of all goods and services produced by the national resources over a period of time. Differing slightly from GDP, GNP measures the total income earned by domestic citizens regardless of the country in which their services were supplied.

HGV  Heavy goods vehicles HGV in the Irish market are vehicles that carry over 6 tonne in gross vehicle weight. Vehicles that carry over this weight are categorised into the Commercial Vehicle Industry.

Marque  For the purpose of this research study Marque refers to the Brand of vehicle in the motor vehicle industry or a unique identifier of a brand and/or product.

POS  Perceived Organisational Support POS refers to a general belief that one’s organisational values their contribution and cares for their well-being.

PSS  Perceived Supervisor Support PSS refers to the perception held by an employee as to the level of support their immediate supervisor offers them.

SBU  Strategic Business Units SBU’s refer to organisational divisions which provide products or services to a specific market segment.
SET Theory  Social Exchange Theory SET refers to the combination of POS and PSS theories

SIMI  The SIMI (Society of the Irish Motor Industry) is the official voice of the motor industry in Ireland. It is a member’s organisation consisting of Dealers, Repairers, Vehicle Distributors, Wholesalers, Retailers, Vehicle Testers and other important operators within the industry in Ireland. SIMI’s role is to represent the views of the motor industry

Vehicle Parc  For the purpose of this research study, the vehicle parc refers to the amount of vehicles on the road and still in operation, within the Commercial Vehicle Industry
Chapter 1 Introduction

1.1: Introduction to Study

The focus of this dissertation is the factors of employee motivation and engagement. The study examines these factors in a two facet approach, what employees feel motivates and ultimately leads to their engagement, while also examining what their Senior Managers feel motivates and engages their respective workforces.

The complexity of the drivers of both employee motivation and engagement became apparent to the researcher while conducting the literature review for this study, discovering a plethora of definitions of both employee motivation and engagement among academic and practitioner research papers. As set out in Chapter 2, literature reviewed highlights that employee motivation and employee engagement are not separate issues, but rather it is evident that both motivation and engagement are intertwined.

While remuneration is recognised as a strong employee motivator among many academics and research practitioners, in a time of economic recession survival for businesses becomes an increasingly difficult task. National consumption is reduced, resulting in less demand for goods and services, increasing competition for survival and reducing profit margins for many companies. As a result employee remuneration is an obvious target for minimising overheads.

This study aims to provide an overview of what factors the aftersales employees within the Importers of the Commercial Vehicle Industry in Ireland report would motivate them in their work and effect their engagement in their role. Perhaps these results will provide the industry Senior Management with alternatives to remuneration available to sustain employee motivation and engagement levels.

The researcher does not purport that these results represent the views of employees within other departments of the Commercial Vehicle Industry.
1.2: Commercial Vehicle Industry: An Overview

The aim of this section is to give the reader an understanding of the Commercial Vehicle Industry and the market segment this research has a direct focus. Heavy Goods Vehicles (HGV) in the Irish market are vehicles that carry over 6 tonnes in gross vehicle weight and are categorized into the Commercial Vehicle Industry.

The HGV market in Ireland peaked in 2006, as illustrated in figure one, with a market demand for 5187 vehicles over 6 tonnes gross vehicle weight. Since the industry’s peak, the decline in the demand accelerated from 2008 to the record lows of 2010. Recession and economic factors in Ireland have impacted on the HGV marketplace. GDP, Gross Domestic Product in the Irish economy as highlighted in figure two slumped in 2007 into negative growth figures, remaining negative until 2009 when there was a slight return to a positive trend in economic growth. The Commercial Vehicle Industry was not immune to these economic and recessionary conditions that impacted the Irish economy during this period.
Figure three illustrates percentage growth of both the Irish GDP and HGV Sales from 2004 through to 2012, outlining the relationship between the scale of the downturn of GDP in the economic environment and the rapid decline of new vehicle sales of HGV vehicles. SIMI report that there was an 81.8% decrease in demand for new vehicles in 2009 since the market place peak of 2006. Each importer within the Irish market had to readjust to the demand in the industry as evident in figure one and figure three.

The importer business of the Commercial Vehicle Industry in Ireland is responsible for importing the HGV vehicles into the country as an independent representative to the Marque principal. This research will focus on the aftersales business of the Importer division of some of the top Marques within the industry.
Each Importer is, in general, divided into three strategic business units. These business units consist of three departments, new and used vehicle sales, service including warranty and the parts department. The aftersales business is a combination of the service and parts departments together. The aftersales departments are also identified within the industry as the support departments after a vehicle purchase is complete.

1.3: Research Question and Study Objectives

1.3.1: Research Question

Research Question: Is there a disconnect between what Senior Management feel motivates and engages the employees of the aftersales departments in the Commercial Vehicle Industry and what the employees perceive effects their motivation and engagement levels?

The current recession has resulted in companies operating within this industry being forced to down size growth expectations and reduce asset exposure due to the business trends forecasted for 2013 and possibly beyond. Figure one highlights the impact of the recession on new vehicle sales across the Commercial Vehicle Industry in Ireland. While the industry has retracted, the aftersales business potential has decreased due to the reduction in volume of new vehicle sales, in particular from 2006. The challenge for the aftersales employees within the industry is to maximize the business potentials that exist, in a deceasing new vehicle parc. This challenge places a focus on the employees within the aftersales departments, increasing demands on their performance to increase revenue targets, all the while the company may be unable to sustain their previous remuneration levels.

According to the Nohira, Grotsberg and Lee, (2008), a motivated workforce results in better corporate performance. One of many definitions of engagement is the willingness to invest discretionary effort on the job (Crim and Seijts 2006). Literature presented in Chapter 2 suggests that engagement and motivation are rooted in management theories, but how adaptable are management theories to the ever changing face of today’s workforce?
1.3.2: Research Objectives
The objectives of this research are to: -

(a) By way of literature research: -

- To provide the reader with an understanding of employee motivation and engagement.

(b) By way of interview: -

- To present a view of employee motivation and engagement from the perspective of the Senior Management in the Commercial Vehicle Industry.

(c) By way of employee survey

- To present a view of employee motivation and engagement from the perspective of the employees in the aftersales departments in the Commercial Vehicle Industry.

(d) By way of analysis of findings

- To identify any evident disconnect between the perspectives of employees and Senior Management within the aftersales departments of the Commercial Vehicle Industry.
- To conclude the research study will present recommendations on the research question based on the qualitative and quantitative data collected, supported by literature reviewed.

1.4: Recipients for Research
The main recipients for this research will be the dissertation supervisor Mr Eddie Mc Connon and the awarding bodies of Dublin Business School and Liverpool John Moore”s University.

In addition this research will be available to the future students of Dublin Business School who may find the chosen topic and specific areas of research beneficial and transferable to different industries for future dissertation themes.

Further recipients will include Senior Management and the aftersales staff within each of the chosen importers. The report will be made available to the Board of Directors of each participating Marque. Also this research will be available for different industry Marques who did not fall within the sample population.
1.5: Justification and Relevance for Research

This research aims to provide a synopsis of the current aftersales employees’ perceptions of motivation and engagement factors. The research findings will be provided from an employees’ perspective and the Senior Management’s perspective. It is the intention of the researcher that this will facilitate identification of the possible differences between both perspectives, if some exist and provide Senior Management with a platform to consider levels of employee engagement and motivation in their respective companies.

Saunders *et al.* (2009), state that the dissertation topic must be something the researcher is capable of undertaking and one that excites the researcher’s imagination in addition to having the necessary skills. Furthermore it is also believed that the researcher should have a genuine interest in the topic (Saunders *et al.*, 2009). The researcher’s experience in the Commercial Vehicle Industry, accompanied by his belief in maximising the output from human capital throughout this recession, has captured the researcher’s interest.

The researcher also believes that this study will improve his comprehension of how important a motivated and engaged workforce can be to corporate performance. While the researcher does not purport that the findings presented represent other industries, he feels that the knowledge and understanding of motivation and engagement he has gained from conducting this research, will benefit him throughout his future career, and be transferable to other industries.
Chapter 2 Literature Review

Employee engagement is a key business driver for organisational success. Saks (2006) reports that high levels of engagement in domestic and global firms promote the retention of talent, foster customer loyalty, and improve organisational performance and stakeholder value. While it is generally recognised that Kahn (1990) coined the phrase employee engagement, the birth of engagement is rooted in management and motivational theories.

2.1: Motivation

Marcum (2000) argues that motivation theory, is rooted in psychological thought, mirrors the growth in a more humanistic approach to workplace behaviour, replacing the „carrot and stick” with a focus on rewards and participation (Tiernan, Morley & Foley 2006). According to Kreitner (1995) motivation is the psychological process that gives behaviour, purpose and direction. Higgins (1994) identifies motivation as an internal drive to satisfy an unsatisfied need. Bedeian (1993) argues that motivation is the will to achieve.

Academics remain divided in their beliefs about motivational theories, resulting in two broad categories, content and process theories. Content theories focus on the individual’s needs, highlighting the “what” aspect of motivation. Process theories seek to understand the thought processes that determine behaviour. Process theories focus on the cognitive processes that influences people’s behaviours and ultimately their motivation (Schmerhorn, Hunt and Osbourne, 1997).

2.2: Content Theories

The study of employee motivation began with the work of Frederick W. Taylor (1911). He believed that employee’s performance was directly influenced by rewards and penalties and believed that the application of his scientific method of management could greatly improve productivity. This increase in productivity allowed for the provision of economic rewards and the belief that employees are only motivated by money. The emphasis on pay evolved into the perception of employees as economic people. Control was based on extrinsic rewards. Tiernan, Morley & Foley (2006) argue that this view on motivation is too simplistic and ignores the external environment.
Douglas Mc Gregor’s (1960) Theory X and Theory Y examined the managerial assumptions about employees. The resultant implication of such assumptions through the managerial approach to issues like control, job design and remuneration systems. Arguably, Mc Gregor’s Theory X is considered a content theoretical approach and Theory Y resides in the process theoretical approach.

<table>
<thead>
<tr>
<th>Theory X</th>
<th>Theory Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employees are inherently lazy, dislike work and will do as little as possible</td>
<td>• Employees like work and want to undertake challenging tasks</td>
</tr>
<tr>
<td>• Consequently, workers need to be corrected, controlled and directed to exert adequate effort</td>
<td>• If the work itself and the organisational environment is appropriate, employees will work willingly without need for coercion or control</td>
</tr>
<tr>
<td>• Most employees dislike responsibility and prefer direction</td>
<td>• People are motivated by needs for respect, esteem, recognition and self-fulfilment</td>
</tr>
<tr>
<td>• Employees want only security and material rewards</td>
<td>• People at work want responsibility. The majority or workers are imaginative and creative and can exercise ingenuity at work</td>
</tr>
</tbody>
</table>

Traditional autocratic management approaches were based on Theory X assumptions while the less bureaucratic management were likely to reflect on Theory Y assumptions. Mc Gregor himself maintained that in the majority of circumstances Theory Y assumptions were the most accurate reflection on employee attitudes towards work. In Mc Gregor’s opinion work is natural to human species and those who perform work will usually dedicate their attention to the completion of a job. Although Gunnigle, Heraty & Morley (2011) argue that despite considerable academic and practical support it would seem that Theory Y does not have the whole-hearted backing of many Senior Managers.

Arguably the most well-known author of motivational theory is Abraham Maslow (1943). His theory of motivation proposes that individuals are motivated to satisfy a series of instinctual needs. Formulated on a needs based framework of human motivation, Maslow presented five sets of human needs that drive human behaviour. These needs range from physiological, safety, acceptance and esteem needs to self-actualisation. The basis of Maslow’s Hierarchy of Needs Theory is that people are motivated by their needs that are unsatisfied.
The assumption of this theory is that the individual is goal-orientated and once the basic need is satisfied it no longer acts as a motivator and people move onto the satisfaction of the higher order of needs. Notably money and benefits are low in Maslow’s hierarchy. However Maslow contended that people in low-paid work or face hazardous or dangerous environments in the workplace, are less interested in achieving high status in their job or realising their potential in other ways. Criticism of this theory is evident as Adair (1990) argues that the concept of self-actualisation is regarded as being far too vague and ambiguous for practical application.

Clayton Alderfer (1969) redefined Maslow’s hierarchy of needs in his own terms, in an effort to simplify Maslow’s theory. Alderfer’s ERG Three Needs Theory reduces Maslow’s hierarchy of needs into three categories.
ERG avoids some of the issues that caused criticism of Maslow’s work. There is no emphasis on a hierarchal structuring of needs giving them equal status (Tiernan, Morley & Foley 2006). Alderfer suggests that motivational behaviour can be activated by the principal of “need fulfillment progression” or “need frustration regression”. The principal works on the basis that failure to meet a higher order need may trigger a regression to an already fulfilled need or a lower order need. Therefore when a person is frustrated by attempts to meet the need of fulfillment progression the needs regression principal results in existing fulfillment of the relatedness need surfacing again as a key motivator. Alderfer’s ERG theory is more flexible to human needs in comparison the strict hierarchy evident in Maslow’s theory, purporting that more than one need could be activated at any one time. Furthermore in applying Adlerfer’s model, the individual’s growth needs change as their environment changes (Pinder 1998).

Maslow’s theory was further applied to the workplace by Herzberg in 1968 and evolved a theory of satisfaction, together with motivation. Herzberg’s dual factor theory was concerned about the effect of work and job satisfaction on motivation, identifying factors at work that produced the greatest levels of satisfaction or dissatisfaction. Herzberg argued that it would be possible to design jobs that provided satisfaction to encourage performance. The factors at work that contributed to satisfaction were labelled “motivating factors” and the factors that contributed to levels of dissatisfaction were labelled “hygiene factors”. These two sets of factors were essentially different in terms of the impact on performance and motivation.

**Figure 6, Alderfer: ERG Three Needs Theory**

- **Existence Needs**: These include need for basic material necessities. The desire for psychological and physical safety needs.
- **Relatedness Needs**: These include the aspirations individuals have for maintaining significant interpersonal relationships and recognition. The desire for satisfying interpersonal and friendship needs.
- **Growth Needs**: These include the need for self development, personal growth and advancement.
Herzberg’s objective was to identify the factors at work that led to the greatest levels of motivation or hygiene. Notably Hertzberg purports that not only can Management improve performance by varying motivational factors. Management can vary hygiene factors to reduce levels of dissatisfaction. Hertzberg’s findings conclude that satisfaction and dissatisfaction are on separate spectra and therefore are not mirror images of each other. Satisfaction is not the opposite end of the spectrum to dissatisfaction, rather satisfaction does not exist (Tiernan, Morley & Foley 2006). Therefore eliminating dissatisfiers will not provide for motivation. Furthermore if hygiene factors are causing dissatisfaction, increasing motivators will not increase motivation.

Herzberg has gained recognition for differentiating intrinsic and extrinsic motivational factors on employee motivation. Intrinsic rewards are psychological rewards that employees achieve from doing meaningful work and performing it well. Extrinsic rewards are the tangible rewards mostly of a financial nature such as pay rises, bonuses, and benefits given to employees. Criticisms of Hertzberg’s theory centre on the extent to which the study was methodologically sound. The theory does not account for individual differences and does not define a relationship between satisfaction and motivation (Schermuerhorn et al. 1997).

David Mc Clelland (1960) and his associates proposed a needs based motivation theory. This theory concentrated on developing and identifying motivational differences between individuals.
by establishing which patterns of motivation lead to effective performance. Mc Clelland distinguishes these three basic needs in addition to physical drives.

Mc Clelland suggests that these three needs are acquired over and developed over one’s life. A person will tend to be driven more or less by any one of the three needs identified. Hitt et al. (1998) maintain that people are only motivated by tasks that give them a feeling of competence. An implication of this approach is that, if such needs are acquired, they may be developed through appropriate environmental conditions that facilitate the emergence of the desired needs profile (Gunnigle, Heraty & Morley 2006).

2.3: Process Theories

Process theories of motivation focus on „the role of the individual‟s cognitive processes in determining his or her level of motivation (Fincham and Rhodes 2005).

Elton Mayo (1933) approach to management is evident in the Hawthorne studies. The studies identified working conditions including the impact these working conditions had on employee performance. Subsequently the findings continued to establish the link between these effects on productivity. The study was undertaken to assess the effects working conditions had on worker productivity and efficiency. The Hawthorne studies can be divided into three main phases, with each phase attributing to the concluding phase

- The Illumination Experiments 1924 – 1927
- The Relay Assembly Room Experiments 1927 – 1932
- The Bank Wiring Observation Room Experiments 1931 – 1932
The important contribution established by the Hawthorne studies identified that social needs took precedence over economic needs. Mayo also identified that informal work groups could exercise control over employee behaviour and performance. Subsequently Mayo argued that managers should focus on motivation, communication and employee welfare (Linder 1998). While there is much criticism of the Hawthorne studies surrounding the authenticity of the Hawthorne effect, it is the impact of these experiments in generating future interest and studies on the role of the human factor within organisations, rather than their academic justification, that secure a place for the Hawthorne studies in the history of management (Tiernan, Morley & Foley 2006).

John Stacey Adams (1963) proposed his Equity Theory of motivation based on the comparison between two variables, inputs and outcomes. These inputs refer to what an individual brings to their employment including experience, effort and skills (Gunnigle, Heraty & Morley 2006). The outcomes depict a variety of factors the employees receive in return for their inputs including recognition, pay, fringe benefits and status. Adams’ Equity Theory proposes that individuals are motivated to search for social equity in the rewards they expect from performance. A state of equity exists whenever the ratio of an individual’s outcomes to inputs equals the ratio of other individual’s outcomes to inputs. According to (Daft 2000), perceived inequity creates tensions within individuals that motivate them to carry inequity into balance. Inequity occurs when the input and output ratio are unbalanced. Adams in (1965) identifies that individuals can

- Change inputs: individuals can reduce effort and commitment if underpaid,
- Change outcomes: individuals can seek a pay rise or promotion,
- Distort reality: psychologically distort their own ratios by rationalising against others,
- Change grouping: move towards a reference group to which they compare themselves to restore equity.

Adams suggests managers need to be aware that the implication of the Equity Theory will cause individuals to perceive and view the ratio their inputs and outcomes of those in the same or similar situation. If the individual feels the two ratios are not equal they will take steps to restore a sense of equity.
Richard Hackman and Greg Oldham (1976) identify employee motivation including the promotion of job satisfaction based on three conditions:

- Meaningful, the job should be meaningful to the individual,
- Responsibility, individuals should have responsibility for the results,
- Feedback, individuals should receive feedback on the results,

Hackman and Oldham suggest that it is the design of the work and not the characteristics of the employee that have the greatest impact on employees’ motivation (Tiernan, Morley & Foley 2006). This theory identifies five job characteristics which need to be present and incorporated within the job design to increase meaningfulness, responsibility and feedback. According to Hackman and Oldham these factors are a prerequisite of employee satisfaction and intrinsic motivation.

- Skill variety: the application to apply a range of skills and ability,
- Task identity: the extent to which a job requires completion of an identifiable piece of work,
- Task significance: the extent to which the job significantly impacts on the work or lives of others from within the organisation or in the external environment,
- Autonomy: provides for the freedom of the employee,
- Feedback: the amount of information the employee receives about their performance levels.

Victor Vroom’s (1964) Expectancy Theory focuses on the explanation of identifying individual differences in terms of people’s goals, motives and behaviour. This approach avoids clarification of seeking individual’s definitive motives. Most managers will agree that employees will differ in terms of motivation. Employees with similar demographics can be completely different in terms of their delivery through performance and completion of tasks (Linder 1998).

The Expectancy Theory focuses on the relationship between the effort put into the completion of activities by an individual and the expectations surrounding the reward that will ensue as a consequence of expending the effort. The theory focuses on the combination of individual and organisational factors that impact on the casual effort and reward relationship. Vroom argues that
individuals base decisions about their behaviour on the anticipation that one or substitute behaviour is likely to guide to needed or desired outcomes. This theory does not attempt to identify a finite series of employee motivators, but rather to explain differences in individual goals, motives and behaviours. The theory suggests that for the employee it is not only the outcome that is important but the employee’s belief that they can achieve rewards through effort and performance (Gunnigle, Heraty & Morley 2011).

According to Mabey & Salaman (1995) expectancy theory has been developed from Vroom’s early specifications. These specifications are expressed very evidently as a combination of three factors, which are expectancy, instrumentality and valence.

- Expectancy: the probability assigned by individuals that their work effort will be followed by a given level of achieved task performance. The employee must believe that the level is achievable or they will not exert the required effort.
- Instrumentality: the probability assigned by individuals that their level of task achieved and task-performance will result in different rewards. The employee’s performance will be measured by the perceived outcome
- Valence: the value attached by individuals of their outcomes. The measure or perceived value the outcome or reward resides with the employee.

It is essential that individuals see a connection between their effort and reward. If all conditions are satisfied arguably those employees will be motivated to apply greater effort in the performance of their job. Some criticism levied on this theory resides with the absence of the lack of empirical testing of the theory. The assumption of a specific rationale on individual’s thoughts and behaviours may not exist. The value of outcomes will differ from individual to individual.

While the theorists remain divided into the process and content schools of thought on employee motivation, they are united in their belief that motivation is both intrinsic and extrinsic in nature. Evident from this section of literature reviewed is the concept that motivational factors may vary from employee to employee.
2.4: Employee Engagement

Employee engagement literature also highlights a plethora of definitions. This section reviews employee engagement through the work of theorists, including Kahn, May and Maslach, and research put forward by a number of practitioners in this field, such as Gallup, Towers Perrin, the CIPD, Watson Wyatt and AON Hewitt.

Kahn (1990) identifies that people use different degrees of themselves physically, cognitively and emotionally within their daily roles. The Corporate Leadership Council (2004) define engagement as the extent to which employees commit to something or someone in their organisation, how hard they work, and how long they stay as a result.

According to Baumark (2004), Richman (2006) and Shaw (2005) engagement has been defined as the emotional and intellectual commitment to the organisation or the amount of discretionary effort exhibited by employees in their job (Frank, Finnegan and Taylor 2004). Truss et al (2006) define employee engagement simply as a „passion for work”, a psychological state which is seen to encompass the three dimensions of engagement as identified by Kahn (1990.) Robinson, Perryman and Hayday (2004) define engagement as one step up from commitment. Harter, Schmidt and Hayes (2003) link engagement to the individual’s involvement and satisfaction with, as well as enthusiasm for work or the illusive force that motivates employees to higher levels of performance (Wellins and Concelman 2005). The CIPD (2010) define employee engagement as a combination of commitment to the organisation and its values plus a willingness to help out colleagues. According to Schaufeli et al. (2003) engagement is „a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption”. Macey and Schneider (2008) define engagement as psychological traits and behaviours. Lockwood (2007) relates employee engagement with the commitment of the employee and how hard they work.

One of the most influential studies of engagement was carried out by Kahn (1990). Kahn’s study on employee engagement began with the work of Goffman (1961), who identified that individual’s attachment and detachment to their roles varied (Kahn 1990). Kahn further examined the varied levels of attachment expressed by individuals and examined several disciplines. This examination reviewed the work of psychologists Freud (1922), sociologists Goffman (1961), Merton (1957) and group theorists Slater (1966), Smith and Berg (1987). The
review supported the idea that individuals are naturally hesitant about becoming members of ongoing groups and systems. According to Kahn these factors resulted that employees „seek to protect themselves from both isolation and engulfment by alternately pulling away from and moving towards their memberships”. Avey, Avolio, Crossley and Luthans, (2009) report this membership or sense of belongingness is discussed in terms of psychological ownership that ultimately improves performance. „Personal engagement and personal disengagement” are the terms to describe the calibrations where by „the behaviours individuals bring or leave their personal selves during their work performance” (Kahn 1990). These expressions developed by Kahn integrate previous ideas taken from motivational theories that people need self-expression in their work-lives as a matter of course (Alderfer 1972, Maslow 1954).

Maslach, Schaufeli, Leither (2001) identifies another model of engagement. This model originates from the burnout literature which describes job engagement as the positive antithesis of burnout. Burnout involves the erosion of engagement with an individual’s job. According to Maslach there are six areas of work life that lead to burnout and engagement, workload, control, rewards and recognition, community and social support, perceived fairness and values. The argument presented identifies job engagement and its association with a sustainable workload, feelings of choice and control, appropriate recognition and rewards, supportive work community, fairness and justice, meaningful and valued work. Like burnout, engagement is expected to mediate the link between these six work life factors and various outcomes (Saks 2006). Both Kahn and Maslach et al models specify the psychological conditions or antecedents that are necessary for engagement. Criticisms of both models highlights that the factors within the model do not explain why individuals will respond to these conditions with varying degrees of engagement.

A lack of social support has also consistently been found to be related to burnout (Maslach et al). The two variables that are likely to capture the essence of social support are the perceived organisational support (POS) and the perceived supervisor support (PSS). POS refers to a general belief that one”s organisational values their contribution and cares for their well-being (Rhoades and Eisenberger 2002). The central principle or organisational support research is social exchange theory (SET). According to Saks, „a stronger theoretical rationale for explaining employee engagement can be found in SET. Rhoades et al. (2001) state that employees „who
have higher POS might become more engaged to their job and organisation as part of the reciprocity (Gallup 2006) norm of SET in order to help the organisation achieve its objectives. When employees deem that their organisation is concerned about them and cares about their well-being, the likelihood is they will respond to fulfill their duty to the organisation by becoming more engaged. It is further concluded that employees be inclined to view their supervisor’s orientation toward them as indicative of the organisations support (Rhoades and Eisenberger). PSS can also be an important predictor of employee engagement.

Kahn (1990) defined disengagement as „the decoupling of the self within the role, involving the individual withdrawing and defending themselves during role performances May, Gilson and Harter (2004). Kahn identified that there were three psychological conditions related with engagement and disengagement at work, meaningfulness, safety and availability. Although little work exists on Kahn’s conceptualization of the engagement construct, Britt, Adler and Bartone (2001) found that engagement in meaningful work can lead to perceived benefits from work.

May et al (2004) was one of two studies” to empirically test Kahn’s model. The study supported that meaningfulness, safety and availability were significantly related to engagement. May et al found that engagement differs from job-involvement. Job-involvement is the outcome of a cognitive judgment about satisfying abilities of the job and can be tied to an individual’s self-image. Engagement relates to how individuals employ themselves to their job. May et al further argue that engagement involves the active use of emotions including behaviours in addition to cognitions and continues to suggest that “engagement may be thought of as an antecedent to job involvement in that individuals who experience deep engagement in their roles should come to identify with their jobs”.

Gallup (2010) identify that employees make decisions and take actions every day that can affect the success of their organisation. Many of these decisions and actions are influenced by their own internal motivations and drive. Gallup (2010) suggests that engaged employees are more productive employees. Gallup (2006) identifies a reciprocal relationship between business outcomes and employee engagement. Gallup (2006) continue to state in most healthy business units, a reciprocal relationship would exist, whereby engagement fuels better business and better business fuels ownership and engagement or involvement and enthusiasm.
AON Hewitt consulting (2012) defines engagement as the state of emotional and intellectual involvement as supported by Kahn (1990) that motivates people to do their best work. AON Hewitt’s model of engagement is based on an individual psychological and behavioural state, also supporting both Kahn and May et al (2004). The AON Hewitt model identifies three factors to increase engagement,

- Say: Consistently speak positively about the organisation to co-workers, potential employees and customers
- Stay: Have an intense desire to be part of the organisation
- Strive: Exert extra effort and engage in behaviours that contribute to business success.

AON Hewitt highlight six drivers of engagement, quality of life, work, people, opportunities, total rewards and company practices. According to AON Hewitt, these six drivers are interrelated in employee engagement, they do not operate in isolation also identified by Kahn (1990). The identification of these drivers allows employers understand how to meet the needs of their employees and focus on the specific areas of improvement that have the largest impact on engagement and business results. This supports Maslach et al, (2001) and Saks (2006) encompassing the POS, PSS variables and SET theory. AON Hewitt emphasizes that companies need to focus on what matters and drive a holistic employee engagement strategy. Continuous development and redesigning of a sustainable engagement plan is important. Furthermore the necessity to motivate, finding new ways to motivate employees and engage employees is significant to combat the business lead challenges that companies face.

Towers Perrin (2003) confirms a definition of engagement that involves both emotional rational factors relating to work and the overall experience. The emotional factors tie peoples” satisfaction (Kahn 1990) (Harter, Schmidt and Hayes 2002) and the „sense of inspiration and affirmation they get from work and being part of the organisation”. The 2003 report identifies four levels of engagement, actively engaged, engaged, engaged but leaving and disengaged. These levels of engagement are identified from the themes used in the report to measure the level of employee engagement. The themes focus on Senior Managers’ interest in employees’ wellbeing, challenging work, decision making authority, customer focus and career advancement opportunities.
The Towers Perrin framework of employee engagement believes in linking people and performance. This equation according to the 2003 report identifies a fundamental relationship between people and business performance. The flow of the linkage starts with people programs and services supported by employees behaviour linked to customer behaviour resulting in business performance. The outcome of this linked framework is reliant on the themes within the report. Arguably the themes of the Towers Perrin report (2003) inherently support by Maslach et al, (2001) and Saks (2006) encompassing the POS, PSS variables and SET theory.

Further research conducted into the field of employee engagement has been conducted by Blessington White. This research model focuses on individual’s contribution to the company’s success and personal satisfaction in their role. Blessington White believes in “aligning employee’s values, goals and aspirations with those of the organisation, is the best method for achieving the sustainable employee engagement required for an organisation to thrive”. Blessington White (2013) further argue that engaged employees are not just committed, they are not just passionate and proud, they have a line of sight on their future and on the organisation’s missions and goals”. These employees are enthused as supported by Gallup (2006) and in gear, using their talents and discretionary effort also as supported by Frank et al (2004) to make a difference in their employer’s quest for sustainable business success.

The categorisation of employee engagement purported by Blessington White (2013) is applicable to the research studies conducted by the organisation itself. Nonetheless when reviewing observations and recommendations presented by the Blessington White (2011) report it is apparent to see the link with other practitioners in terms of engagement. The development of efforts from the employer to focus on their employee’s career development is a way of aligning long-term aspirations within the organisation’s need of tomorrow’s talent, highlighting the importance of succession planning for organisations. Also Senior Management need to provide alignment to business strategy by increasing communication of strategy, as well as providing an inspiring vision for the future. These factors of development are supported by Towers Perrin, Maslach et al, (2001), Saks (2006) and the POS, PSS variables and SET theory.

Watson Wyatt (2007) report identified that employee engagement has a strong impact on the organisations bottom line. The report suggests that engagement is a leading indicator of financial performance, which is also reported by Gallup. Watson Wyatt identifies that misconceptions, a
number of myths and false assumptions are leading employers down the wrong path when it comes to building employee engagement, resulting in companies investing time and finance in ways that will do little to increase engagement. According to Watson Wyatt this approach is misleading employers and missing the opportunity to motivate and focus employees in ways that have a real impact on productivity and financial performance. The 2007 study also argues that employee engagement provides a solid foundation for financial success. This point is further supported by Ferguson (2009) and ERB Monitor (December 2011) who argue corporate results show strong bonding between the concept of engagement and workers performance to business outcomes.

Arguably achieving these goals requires advanced internal communication within the organisation. Watson Wyatt report that „communication makes a positive difference in employee engagement“. AON Hewitt also argues the importance of communication within their research on engagement. Communication is also identified and supported by Maslach et al, (2001) and Saks (2006) encompassing the POS, PSS variables and SET theory. Watson Wyatt (2007) consider „that despite the conventional wisdom that immediate supervisors play in driving retention and engagement, senior strong leaders who communicate effectively and frequently are a far more important factor.” Towers Perrin (2003) also suggests this within the themes of their report, the importance of Senior Management involvement.

The CIPD (2012) defined engagement as”” being positively present during the performance of work by willingly contributing intellectual effort, experiencing positive emotions and meaningful connections to others”. The report further suggests that employees who are engaged with their roles are also identified with their work and in turn put more effort in. The CIPD acknowledge that a number of commentators in academic literature have equated engagement with well-established psychological concepts. One cited example identified, is from Csikszentmihalyi (1990) where engagement has been linked to the notion of „flow“ where the worker becomes totally immersed in an activity. Although the CIPD recognise that there is a difference between the extent of engagement, the strength of feeling engaged and the frequency of engagement. These factors are evident in the psychological constructs such as burnout Maslach et al, (2001). An engaged employee „is someone who thinks hard about their work, feels positive when they do a good job and discuss work-related matters and improvements with those around them” CIPD
(2012). This definition of engagement derives from the work of earlier theorists and commentators such as Kahn (1990), May et al (2004) and Schaufeli and Bakker (2004) all who regard engagement as a psychological state experienced by employees in relation to their work collectively with related behaviours. Engagement as a result has intellectual, emotional and behavioural dimensions. The CIPD definition specifically draws from the work of Kahn (1990) in its integration of the conception of social engagement.

The CIPD (2012) identifies engagement as having three core facets:

- Intellectual engagement: thinking hard about the job and how to do it better,
- Affective engagement: feeling positively about doing a good job
- Social engagement: actively taking opportunities to discuss work-related improvements with others at work.

The CIPD (2010) suggest that many employers feel that engaged employees outperform others by showing heightened interest in their work and being prepared to „go the extra mile“ for the organisation. The research further argues that with rewards for high levels of engagement being mutually shared between employer and employee, it is unsurprising that a lot of organisations are interested in improving the level of engagement in their workforce. If we conceptualise the moving parts of a machine, engagement is the interlocking of several components and their synchronous motion. Engagement is a „concept that puts flexibility, change and continuous improvement at the heart of what it means to be an employee and employer in a twenty-first-century workplace“ CIPD (2010). These factors support the works of Maslach et al, 2001 and (Saks 2006) encompassing the POS, PSS variables and SET theory. Furthermore the CIPD (2010 and 2012) research on engagement clearly defines their interpretation and connection of engagement and hinge their core facets of the research on the theories identified by Kahn (1990).

Barriers to engagement can be influenced by a company’s culture whereby if a poor work-life balance exists this will impact on engagement levels. Engagement levels will also be impacted if attention is neglected to the leadership development in order for junior managers to progress within the organisation, if ignored this will impact on the quality of performance management (Towers Perrin 2003). Engagement can be affected by an inconsistent management style based
on the attitudes or individual managers which can lead to perceptions of unfairness (CIPD 2012) or inequity (Adams 1963).

Finally engagement levels within organisations can be affected if a low perception of Senior Management visibility exists including the quality of downward communication (CIPD 2012). This factor is also evident in the Watson Wyatt (2007) and the Blessington White (2013) studies on engagement. These studies identify that in order to enhance engagement, communication and Senior Management visibility is necessary to maintain high levels of engagement.
2.5: Why is engagement important?

Towers Perrin (2003), Gallup (2010), AON Hewitt (2012) all identify that engagement has become a daily priority, it has to become a shared vision within organisations, with this view also supported by Blessington White (2013).

The Towers Watson report in conjunction with IBEC (2011) identifies that particular sustainable engagement has an important part to play in Ireland’s recovery. This report illustrates that engaged employees will be a key driver in achieving such positive consequences for organisations. Towers Watson’s 2003 global research identifies engagement as enabler in achieving business priorities. The report continues to identify the link between the meaningfulness of work (Kahn 1990) in organisations have significant effects on levels of engagement. Employees are demonstrating their discretionary effort (Frank et al 2004).

Gallup (2006) argue that financial variables are influenced indirectly by employee engagement, this point is supported by Harter, Schmidt and Hayes, (2002) who identify a link between employee engagement and performance related variables. Harter et al, found that both satisfaction and engagement have a direct relationship to business outcomes. However Gallup (2010) argues that actively disengaged employees erode an organisational bottom line.

Tower Perrin 2003 report on engagement linked a combination of workplace attributes arguably aligned to Herzberg’s (1968) motivational and hygiene factors that in principal when combined, are critical to building high engagement.

Watson Wyatt (2007) furthered its findings by identifying that commitment alone is not enough in delivering long term financial success, or in particular total shareholder return. Employees need focus and direction which is delivered when commitment is harnessed in engagement to achieve success. This they referred to as the „line of sight.” This research combines both commitment and line of sight as the two truths identified which integrates into engagement. Watson Wyatt (2007) goes on to draw a link between employee engagement and financial performance. The research argues that „commitment is not enough, employees must be motivated and know what actions to take in order to achieve success”. The research furthers itself to suggest „that while financially successful firms may create engagement, engagement is more likely to
create financially successful firms”. Companies with employees that have high commitment and a high line of sight will have increased total shareholder returns.

The Hay Group (2012), state that „many organisations today are focused on enhancing levels of employee engagement with good reason. In a knowledge-based economy, where people are the primary determinant of organisational success, the extra effort of engaged employees is a vital asset, especially for lean organisation”s needing to more with less”. This concept has been supported by many strategic academics. Grant (1991) reported that competitive advantage can only be sustained through effective knowledge and human capital resource management.

Ken Scarlet (2011) refers to employee engagement as an acceleration lever. „At the front forward position there is a predisposed behavioural tendency that favours economic contribution for the organisation. At the back end position we have a behavioural tendency that obstructs economic contribution. Individuals at this end are disengaged. At the extreme back end, employees are hostile about constructively contributing to the economic benefit of the organisation.”

Finally AON Hewitt argues that engaged employees deliver a better performance, which is critical for business success. The bottom line is that employee engagement matters.
2.6: Motivation Links with Engagement

Employee engagement is indeed multi-faceted as purported by Kahn (1990). However while a universal definition of employee engagement is lacking there are two commonalities emerging. Firstly that motivation must be achieved and fostered in the organisation to promote successful engagement among employees. Secondly it is evident that engagement cannot be achieved with a primary extrinsic focus, engagement is emotive in its roots, a passion for work, an emotional connection and commitment by the employee.

According to Meyer, Becker, and Vandenberghe (2004) motivation and commitment are strongly related. Dyne and Pierce (2004) link the psychological ownership of engagement which develops influences on behaviours, attitude and motivation. To be motivated means „to be moved to do something” (Ryan, Deci 2000). Luthan (1998) describes motivation as a process that starts with a physiological deficiency or need that activates behaviour or a drive that is aimed at a goal incentive. Bates (2004) defines engagement as an innate human desire to contribute something valuable to the workplace. The intertwined meaning from Ryan, Deci (2000) to be moved, can this be succeeded by the definition of Bates (2004) that once moved there is an automatic reaction to contribute this specific valuable to the workplace?

Kenexa (2013) identify the motivation of each employee, looking at employee engagement by the extent which employees are motivated to contribute to the company’s success, Including their application and willingness to apply discretionary effort to accomplishing important tasks and the achievement of organisational goals. Engagement refers to the intrinsic deep rooted sense of commitment, pride and loyalty that is not easily altered Marciano (2010). Towers Watson (2012) identifies a link between the employee performance and engagement. The identification of the intrinsic commitment from Marciano (2010) supports the factors that are identified as intrinsic motivational factors. Intrinsic motivation can be defined as doing activities for the inherent satisfaction rather than the outcome of some separable consequence (Ryan, Deci 2000).

When we probe deeper into the theme of motivation, intrinsic and extrinsic motivational factors become prevalent, extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. According to Taylor (1911), Scientific Management, motivation is always delivered by financial rewards as supported by Mc Gregor (1960) Theory X, money only motivates people. Alternatively the opposite of extrinsic factors could exist as a
key motivational factor. Intrinsic motivational factors Mayo (1926) may exist, whereby individual’s motivation is engaged by decision making and the future planning of professional and personal career developments. Financial rewards will not impact on their motivation Mc Gregor (1960) Theory Y. Effectively what motivates some employees may and can de-motivate others. This point is further supported by the Ram and Prabhakar (2011) who identify that intrinsic and extrinsic rewards are positively related to employee engagement.

The Ipsos MORI (2005) identify that motivation is driven by influential drivers, typically with the alignment between an individual’s work and company strategy business or goals, feeling valued and recognised and having a supportive effective manager. Here the intertwined connection between motivation and engagement becomes further apparent. These motivational themes that the Ipsos MORI research identifies as motivational factors, are supported in the engagement research from Towers Perrin (2003), Blessington White (2013) and AON Hewitt (2012).

Hull (1943) states that all behaviours are motivated by physiological drives and further supports the connection between motivational activities and the satisfaction of psychological needs, as supported Kahn (1990).

There are many challenges in the working environment of today. Employee satisfaction or engagement coupled with employee commitment or motivations can be identified with challenging working conditions. Developing these themes draws on the motivational factors from Hertzberg (1968). Responsibility and growth are characteristics that challenge some employee’s motivation which is also supported by Mc Gregor (1960) in his Theory Y identification of motivational factors. Recognition is a further contributing factor that can engage employees to apply that discretionary effort to accomplish challenging tasks. The application of emotional responsiveness to achieving challenging goals establishes the psychological engagement factor that can enhance motivation (Kahn 1990). May (2004) engagement research also establish a link to motivational factors by assessing that freedom and recognition are important to a challenging working environment. Arguably when a challenge is completed if Maslow’s (1943) hierarchy of needs were applied the employee will seek the next hierarchy of needs to re-engage and self-motivate. Multiple factors can engage employees. Freedom including job assignment and personal growth are motivational factors that can encourage employees to
deliver a superior performance to a challenging task. McClelland (1960) needs for achievement and Hackman and Oldham (1976) needs for responsibility are motivational factors that can engage in a challenging working environment to inspire responsibility and growth.

Equitable rewards exist within extrinsic motivational theories. Compensation, salary, finance and benefits are equitable, but to what extent do these Hertzberg (1968) hygiene factors engage employees. Many engagement practitioners clearly establish links between hygiene factors and motivation. AON Hewitt (2012) argues that total rewards can foster employee motivation. This perspective is supported by McGregor (1960) Theory X, where motivation is defined by security and material rewards. Maslach (2001) identifies rewards within their engagement literature. May et al. (2004) establish a link between meaningfulness as purported by Hackman and Oldham (1976) and rewards. Adams (1963) contributes that if an inequity with rewards is distributed unequally this can reduce engagement and effect the amount of input and the levels of outcome. This is further supported by Vroom (1964) with the expectancy, instrumentality and valence factors of motivation. Nonetheless according to Saks (2006) social exchange theory, if the organisation cares for the employee the level of outcome through engagement will continue as the reciprocal rewards will increase motivation.

Working conditions and available resources are important factors for completion of work objectives. Kahn (1990) purports, that when there are positive working conditions this promotes connections within individuals to apply a presence in a physical, cognitive and emotional way. AON Hewitt (2012) three factors and six drivers of engagement are instrumental in ensuring that supportive conditions and resources exist to increase motivation and deliver improved employee performance. The Hawthorne studies (1933) delivered a connection between the effect of working conditions on employee productivity and efficiency. May et al. (2004) connects behaviours and emotions with engagement integrating these factors with fellow associates identifiable from relations within Hertzberg’s (1968) hygiene motivational theory. Here, again, intertwined connection between engagement and motivation is evident in a supportive working environment. Towers Perrin (2003) clearly recommends that supportive working conditions are a requirement to achieve positive business outcomes. Towers Perrin further suggests that this fundamental relationship is an emotional connection which is also supported by Kahn (1990).
According to Herzberg (1968) an identifiable hygiene factor is the relationship between peers and subordinates. This theme is also supported in the Scarlett surveys that identify communication and supervision treatment as motivational themes. Conversely Herzberg’s (1968) theme within the motivation factors can integrate recognition, advancement and growth as key employee motivational considerations. In order to achieve and be engaged, feedback from peers is important to develop the emotional responsiveness to encourage colleagues (Kahn 1990). The relationships between these factors are arguably evident in Maslow’s (1943) hierarchy of needs. Personal growth followed by recognition could suggest that employees’ needs are being met or satisfied. AON Hewitt (2012) classifies three factors within their research to improve engagement. Say, Stay and Strive are the themes of engagement within their research but evidently each theme requires communication and quality supervision treatment to motivate. Here again the connection and intertwining of motivational factors and engagement research is evident. Mc Clelland (1960) further regards the need to have supportive colleagues within his motivational theory, arguing that managers need to learn be supportive and encourage colleagues. May et al (2004) associates the emotional aspects of engagement and behaviour to one’s self-image. Providing the abovementioned motivational and hygiene factors can inspire engagement in a supportive environment.

2.7: Literature Review Conclusion

Literature reviewed for the purpose of this study indicates that there are common factors considered influential on employee motivation and engagement. While it is important for employers to recognise that motivation and engagement for employees is not a one size fits all phenomenon, five dominant factors emerging are detailed below:

1. Effective reciprocal communication systems
2. Personal growth and development
3. Feedback and recognition
4. Clear and transparent roles and responsibilities
5. Supportive colleagues and working conditions
Hertzberg partnered with Ken Scarlett, Dr. Robert Brown, and Dr. Lester F. Zerfoss to progress his theory of motivation to develop an employee attitude survey instrument. The instrument „described and predicted employee willingness to accomplish organisational objectives and group unity of effort” This extension of Hertzberg’s dual factor theory of motivation is the basis for the Scarlett Surveys as illustrated in figure 9.

![Figure 9: Drivers of Employee Engagement, The Scarlett Surveys Framework](image)

The framework depicted in figure 9 forms the basis of the approach to examining employee motivation and engagement for the purpose of this research study.

The next chapter outlines the methodology employed by the researcher to achieve the objectives of this study.
Chapter 3 Methodology

3.1: Research Methodology
A research methodology outlines the array of designs and techniques available when conducting a research study (Maylor and Blackmon, 2005). This chapter details the knowledge, skills, tools and techniques employed by the researcher, providing the researcher’s rationale for the suitability of the research approaches chosen in order to achieve the study objectives outlined in Chapter 1.

There are numerous choices available to business and academic researchers by way of techniques and specific methods to conduct research. Some of which include a participant observation, self-completion questionnaire, structured interviews and textual data collection of company reports and publications (Bryman and Bell, 2007: Saunders Lewis & Thornhill 2009). Furthermore, research methods provide awareness and an ability to interpret what represents good research and when it is appropriate to employ specific techniques of data collection and analysis (Bryman and Bell 2007).

A researcher requires in-depth knowledge of research methods, philosophies and approaches, including their application to primary and secondary data collection, to enable the researcher to make decisions on the most appropriate path to achieve their objectives (Bryman and Bell, 2007: Saunders et al., 2009). Blumberg, Cooper and Schindler (2008) highlight nine successive steps to reach desirable, decision-orientated research, through clearly defined purpose, detailed research process, thoroughly planned research design, applying high ethical standards, revealing limitations truthfully, adequate analysis for decision-makers” needs, unambiguously presented findings, conclusions justified and researcher experience reflected.

In greater detail Saunders et al (2009) through the use research onion presented in Figure 10 illustrate the issues essential to the choices of data collection techniques and analysis procedures which, comparable to the layers of an onion must be peeled away layer by layer to reveal the core theme. The research onion consists of six layers, research philosophies, approaches, strategies, choices, time horizons and finally techniques and procedures. The research onion is a fundamental tool to the choice of data collection techniques and analysis methods. It illustrates some of the approaches were the researcher will test the research question. The application of
this tool, when applied successfully as a step by step approach, enables the researcher to reflect and knowingly defend the appropriate philosophical choices in relation to prospective alternatives.

3.2: Research Philosophy

Research philosophy relates to the development of new knowledge and the nature of that knowledge. (Saunders et al., 2009). Saunders further purport that, developing an in-depth knowledge of the researcher’s viewpoint can inadvertently reveal the „taken-for-granted” assumptions that enable the researcher to examine these beliefs, challenge them if appropriate, to ensure the researcher conducts themselves in a transparent manner while undertaking a research study.

Saunders et al. continues to propose to the two main types of researcher. The „resources” researcher, who embraces a positivist philosophy concerning data that can be seen, measured and modified, and the „feelings” researcher, who adopts an interpretive or post-positive approach relating to feelings and attitudes.

Figure 10
The Research Onion Source (Saunders, Lewis and Thornhill, 2009)
Walshem (1993) define positivist research as one of an „objective reality which can be discovered by researchers and replicated by others”. Blumberg et al. (2008) report that positivism is a research philosophy derived from the philosophy of science assumed from the natural sciences and has three basic principles, that the social world exists externally and is viewed objectively, that research is value free and finally the researcher is independent, taking the role of an objective analyst. Positivism is scientific in its application, studied through facts and statistics, quantitative in its execution. Carson et al, (2001) argue that a quantitative questionnaire should be employed to secure data collection when conducting research based on positivism philosophies.

Orlikowski and Baroudi (1991) believe that interpretive researchers „thus attempt to understand phenomena through accessing the meanings participants assign to them” and therefore in contrast to that of a positivist philosophy cannot be replicated by others. Post-positivism accepts that the study can be influenced by the researcher’s knowledge, experience and values. Objectivity is achieved by the recognition of the effects of any potential biases.

This research study contains elements of both positivism and post-positivism. The approach of the quantitative questionnaire and survey design used to secure primary data in this study is interpretive in nature, with an extension of an interpretive analysis of the research findings.

Hypothecico-deductive methods are a form of deductive reasoning which develops general principles, assumptions, and ideas of the research objective. The researcher then derives a testable hypothesis on the basis of generalisations, and subsequently generates more specific statements about the how they apply in the „real world”. The hypothesis is tested by gathering and analysing data, and is either supported or disproved by the results of this analysis. This approach was employed in this study to achieve the objectives, by using the Scarlet Survey framework of employee engagement to design and analyse the respondents’ viewpoints in both the qualitative and quantitative data collection.

Arguably objectivity is achievable when employing this scientific research approach. The methodology applied to this research includes a post-positivism approach. This philosophy acknowledges other research views and is realistic about objectivity. Interpretive principles suggest that individuals cannot be separated their surroundings and their reality, and therefore are
socially constructed by the individual, thus subjective in nature. The researcher acknowledges that philosophies of the pragmatism, functionalist, radical humanist and radical structuralist are not applied within this research study.

3.3: Research Approach
Maylor and Blackmon (2005) argue that a research approach should be aligned to epistemology, concerned with the scope and nature of knowledge required for a research study. There are two identified approaches within the field of research they include a deductive approach and an inductive approach. Bryman and Bell (2007) identify the deductive approach as a structured process for assessing a common rule or theory by deducing a hypothesis that should be the subject of empirical analysis. Thus, comparing and contrasting it to data gathered about a particular instance, in essence the collection of data to test theory. According to Saunders et al (2009) quantitative research is strongly related to the deductive approach of testing theory. Zikmund (2003) argue that a deductive approach implies that a conclusion is derived from a known premise or something known to be true. The deductive approach is sometimes called the „top down” approach.

The inductive approach works in the opposite way by examining observations and measures, detecting patterns and regularities. These findings are further examined to formulate a tentative hypothesis and final conclusions and judgments. (Maylor and Blackmon 2005) Saunders et al (2009) further suggest that qualitative research is strongly linked towards the inductive approach of theory building. Furthermore Saunders et al (2009) purport that it is possible to merge deductive and inductive research approaches.

The researcher has applied a pluralistic approach as data is gathered via qualitative and quantitative research methods to achieve the study objectives.
3.4: Research Strategy

Research strategy is used to enable the researcher to respond to specific research questions and accomplish specified objectives Saunders et al (2009). Bryman and Bell (2007) exemplify three important criteria for appraising business and management research as reliability, replication and validity. Bryman and Bell and Saunders et al. argue that validity is concerned with the integrity of the conclusions and recommendations that are established from the data collection and analysis techniques employed during the research study. Chapter 4 presents the findings of both quantitative and qualitative primary data. These findings, supported by the literature reviewed in Chapter 2, have been used to form the conclusions and recommendations outlined in Chapter 5. The qualitative research interviews have been recorded transcribed, and attached to the appendices of this research study. The researcher is confident that no pre-determined assumptions have influenced the outcomes and that the recommendations are transparently presented.

Bryman and Bell (2007) and Saunders et al., (2009) conclude that reliability is concerned with whether the results of the study are repeatable in that, to the extent to which the data collection practices including the analysis procedures can produce consistent findings. Given the time horizons of this research study it was not possible for the researcher to conduct the primary data collection a further time, to ascertain if any replication of results occurred. It is also the researcher’s opinion that, given that the data collection captures the interviewee’s and respondent’s perceptions of motivation and engagement in the first person that these perceptions could indeed change on a day to day basis, through external and internal factor influences.

3.4.1: Data Collection Methods

Data collection in research is achieved in two forms, qualitative and quantitative studies. In qualitative collection methods, researchers follow a flexible research design as for example with vague formulated research questions (Taylor and Bogdan 1984). Rist (1977) clarifies the concept by stating that the qualitative methodology is more than a set of gathering techniques, it is a way of approaching the empirical world allowing the researcher to report descriptive findings in a statistical manner. The researcher conducted seven qualitative interviews, with Senior Management officials of the selected Marque importers, each representing their respective company. Boyce and Neale (2006) argue that the interview is a qualitative technique best used to
find the perspective of a small number of respondents, while Trochim (2006) states that face to face interviews are best suited to allow the interviewee to explore their ideas about the phenomenon of interest. This strategy was employed to achieve the research objective in identification of Senior Managers’ perceptions of the factors affecting their employees’ motivation and engagement levels. This grounded theory is identifiable in the design and themes of the questions within the interview schedule, see Appendix 2.

The ethnographic approach in this research, through qualitative and quantitative data collection methods, provides for a rich picture from within the industry. Ethnography refers to how the study participants view their experiences and is subjective in nature. As the researcher, is himself an employee of the industry in this study, he acknowledges that he cannot apply any predetermined concepts or likelihoods during this research component. While the quantitative survey design is formed on the basis of the Scarlet Survey’s framework of engagement, as outlined in Chapter 2, the qualitative interviews are semi-structured and exploratory. In light of his employment in the industry, the researcher also committed to anonymity of the selected candidates interviewed and therefore transcripts of all qualitative research interviews are not labeled or identifiable.

A cross-sectional approach and exploratory design is applied within the quantitative research strategy. The quantitative data of this research has been secured through the dissemination of a five point Likert self-report questionnaire to employees in the sample population. Phenomenology refers to a reflective response in the first-person and this approach is utilised to capture employees’ perception of motivation and engagement in the quantitative data collection of this study. Given the research objectives as outlined in Chapter 1, the researcher believes that applying experiments, case studies, action research or archival research within this study, would not be as appropriate to achieve the study objectives and therefore he believes that the strategies applied were suitable and applicable to the research objectives.
3.5: Research Choices

Bryman and Bell (2007) identify research choices as methods or techniques for collecting data, involving a detailed instrument such as a structured interview, participant observation or a self-completion questionnaire. Saunders et al. (2009) refer to three specific research choices which include a mono-method, multiple methods and a mixed-method approach. A mono-method is a single data collection practice followed by a correspondence analysis process. Multiple-methods use more than one data collection practice also followed by a correspondence analysis process to answer a research question. A mixed-method of research applies when both qualitative and quantitative data collection methods are used at the same time or in sequence. The mixed-methods approach was applied to the structure and design of this research study as the researcher believes this approach of data collection was appropriate given the time frame available to achieve the objectives of the study.

3.6: Time Horizons

The „research snap shot” is an important question that requires asking when planning research. The snap shot approach is also called cross-sectional while the diary perspective is called the longitudinal approach. Saunders et al. (2009) argue that cross sectional studies often employ the survey strategy which is based on interviews conducted over a short period of time. Bryman and Bell (2007) identify questionnaires, structured or semi-structured interviews, structured observation, content analysis, official statistics and diaries as methods associated to a cross-sectional design. Furthermore the key strength of a longitudinal strategy is the capacity this strategy has to study change and developments. When observing individuals or events over a period of time, the researcher is able to apply a measure of control over variables being studied, providing that either are not affected by the research process itself. During the course this research study the researcher employed a cross-sectional approach. The researcher believes that the cross-sectional approach is best suited to this research study given the fixed timeframe for completion of the study. The population selected for this research, including the cost variables to the companies to facilitate employees and Senior Management to participate further supports the cross-sectional approach over the longitudinal approach.
3.7: Data Editing, Coding and Analysis

The researcher acknowledges that due to the timeframe for this research, the most achievable approach to attain the information required to measure the statistical correlations presented was to apply a pre-determined structured self-report questionnaire. A five point Likert style questionnaire was applied to the primary quantitative data collection for this research. This method of collection will facilitate the statistical measurements of the data through the analysis of individual responses. The Likert Scale is a non-comparative data collection technique, which asks respondents to indicate their level of agreement with a pre-set statement, represented in nominal, ordinal and scale values. While nominal and scale responses are based on facts, ordinal measures of responses reflect perceptions. The researcher accepts that he cannot determine the participants” perception of the adjacent values, how the respondent differentiates between strongly agree and agree will differ from person to person.

Within the applied self-report questionnaire there are 26 questions in total. All responses will be presented by way of percentages and variability. The statistical reports are presented in the form of bar charts, pie charts and frequency tables generated in Microsoft excel and SPSS.

The self-report mode of measurement has much critique. According to Wright, Aquiline & Supple (1998) argue there is higher non-response and errors within this style of questionnaire in contrast to other administered formats. The researcher recognises the perspective highlighted from Wright et al, but argues that the inclusion of this format within this research was to maximize the time to conduct the research on the selected population locations throughout the country. The researcher further acknowledges that there have been short comings as identified by Wright et al through inaccurate answers by complicated questionnaires and failure to answer appropriate questions. Cooper and Schindler (2008) recommend that a pilot test be carried out before data collection is undertaken to identify any shortcomings in design and instrumentation. Prior to disseminating the quantitative research questionnaire the researcher sought to reduce potential ambiguity by conducting a pilot survey within an alternative population to identify possible areas requiring clarification, any ambiguities reported were addressed.

The researcher argues that short self-reporting questionnaire, attached Appendix 1, reduced the probability of inaccuracy within this primary research. The benefits of the self-report questionnaire can allow for the ease of report surrounding sensitive issues (Kraus & Augustin
2001). The researcher identifies the ethnographic strategy and the sensitivity of the research question within the research. The researcher removed all potential bias in both the pluralistic approach adopted by offering and sanctioning complete anonymity to all participants during this research (see Appendix 10 for Confidentiality Statement.)

Two sub-populations are identified within the quantitative research, middle managers and non-management employees, within the aftersales SBU’s. This distinction of responses was included by the researcher in light of findings in the literature review, Chapter 2, indicating that that engagement levels increased in higher levels in the organisation (Blessington White 2013). To enable the researcher to distinguish responses by employment levels of the respondents the self-report questionnaires were colour coded prior to dissemination.

Within the qualitative process of this research there is a grounded theory inductive approach present. The interview schedule for this research is open and selective coding within the format of the script. Furthermore there is open text and key themes addressed within the design. Arguably there is a deductive coding element present within the design as there is a pattern code contained within the format of the script. Theoretical coding is present within this research study as there is a connection to the themes identified for the research which is supported by the literature review.

According to Saunders et al. (2009) a clear and concise set of conclusion and recommendations must be presented at the end of the research project. The conclusions and recommendations arising from this study are presented in Chapter 5.
3.8: Limitations of this Study
Due to the scope of this research there are limitations that need be addressed.

Kular, Gatenby, & Reiss (2008), state that the misunderstanding of engagement can be attributed to the lack of one uniform definition. As a result, engagement is measured through a variety of methods, with no one consistent measurement agreed among academics or practitioners. This research study does not intend to measure employee engagement levels, rather to report on what factors employees feel effect their motivation and engagement. The study limited its sample to the aftersales employees within selected companies of the Commercial Vehicle Importers of Ireland. As outlined in 3.9 below the sample was selected on the basis of new vehicles sales and registration at the close of 2011. Results reported therefore could not be generalised as representative of the full employee population of the selected companies, or representative of the full employee population of the Commercial Vehicle Industry of Ireland.

3.9: Population and Sample
According to Maylor and Blackmon (2005) it is vital to comprehend the intended population and the characteristics to be measured when conducting research studies. When approaching the area of sampling this requires the researcher to understand the necessity of restrictions surrounding time, money, and access (Saunders et al. 2009) while attempting to improve the accuracy of results and population elements (Blumberg et al 2008).

The target population for this research study is the aftersales departments in the Commercial Vehicle Industry in Ireland. As outlined in Chapter 1, with declining vehicle sales in the industry since 2006, business opportunities for the Marques\(^1\) in operation in the industry is concentrated in the aftersales business, through parts and service supports to the current vehicle parc\(^2\).

Bryman and Bell (2007) and Saunders et al (2009) support the relevance of sampling techniques as a valid alternative to a census approach when surveying the entire population is not possible due to time constraints and limited resources.

\(^1\) For the purpose of this research study Marque refers to the Brand of vehicle in the motor vehicle industry or a unique identifier of a brand and/or product

\(^2\) For the purpose of this research study, the vehicle parc refers to the amount of vehicles on the road and still in operation, within the Commercial Vehicle Industry
SIMI\(^3\) reported at the close of 2011 that there were 13 Commercial Vehicle Importers in operation within the Commercial Vehicle Industry in Ireland. Due to time and resource constraints, seeking the participation of all aftersales employees of the 13 Marques would not have been achievable. Therefore the researcher targeted 5 of the top performers in the industry, based on new vehicles sales and registration during 2011. Literature and research indicates that the top performing companies boast higher levels of employee engagement (AON Hewitt 2012, Gallup 2012). The findings reported by AON Hewitt and Gallup were the criteria for the researcher’s judgment sampling approach when selecting the aftersales employees and their respective Senior Managers in the industry for the purpose of this study. This selection approach yielded a diverse demographic sample, including a geographic sample of rural, urban and rural-urban companies. This judgment sampling method also realised a range of company size by employee base. The limitations of this research study, outlined above in section 3.8, increases the validity of the sampling technique employed by the researcher, as the researcher acknowledges the limitations of this study and its reported findings.

The total employee population in the selected Marques is approximately 335, with 210 employees within the combined Marques’ aftersales departments. The researcher conducted a census to secure employee feedback and participation, disseminating the quantitative surveys to each employee of the selected Marques’ aftersales departments at the time of his pre-arranged site visit. A high return rate of 71% (150) completed questionnaires was secured from the population. The 29% non-return rate may have been as a result of employee leave or unwillingness to participate in the research study.

To test the research question of this research study, the Senior Manager of each selected Marque was asked to participate in a face to face interview to secure the qualitative data collection. The five selected Marques employee seven Senior Managers and the researcher secured agreement to participate in face to face interviews from all Senior Managers.

The application of Cohen’s \(d\) is the comparison of 2 groups or the mean difference or comparing more than two groups. Multiple regression examines the influence from a number of variables or predictors on one possible outcome, the criterion or the dependent. The quantitative data

\(^3\) The SIMI (Society of the Irish Motor Industry) is the official voice of the motor industry in Ireland
collection of this study contained 22 variables. Given that 150 completed self-report questionnaires were secured from the total population of 210, the researcher feels that multiple regression was not achievable within this research due to the required amount of variables within the sample population.

3.10: Ethical Issues and Procedure.
This research was conducted using a cross sectional quantitative employee self-report questionnaire and a qualitative semi-structured interview schedule based on the themes presented in the literature review. Prior to commencing this research a pilot study was initiated within an alternative sample population to review any procedural or ethical concerns with the templates. The researcher also presented on each site visited a Confidentiality Statement (Appendix 10) providing anonymity to all quantitative and qualitative respondents during the course of the research study. In all stages of the transcription of the qualitative data, complete anonymity is be applied to the transcripts prior and post publication of this research study.
Chapter 4 Research Findings

4.1: Analysis of Findings

This chapter presents the findings from the primary data secured through the questionnaires disseminated among employees in the aftersales departments of the selected Marques. These quantitative findings are compared to responses delivered during the qualitative interviews conducted with the Senior Management of each selected Marque. Each question will be supported by the theories and research presented in the literature review, Chapter 2. Finally each question will be aligned to the Scarlet Surveys framework used in the design of both quantitative and qualitative collection methods.

The first four questions within the quantitative questionnaire, provides a demographic profile of the quantitative respondents.

4.1.1 : Question 1  Gender Profile of Quantitative Respondents

100% of the Senior Managers interviewed for the qualitative data collection were male.
4.1.2: Question 2  Age Profile of Quantitative Respondents

The age profile indicates that 33% of the respondents are 49 years of age or over, with 38% of respondents in the age range of 33 to 48 years of age.

Blessington White (2013) report, *prima facie*, that the impact of age is a constant factor of engagement studies and that employees’ engagement levels increase with age. During the qualitative interviews, the Senior Managers all report a low turn-over in staffing, which could indicate that the second generation of employees have high potential for increased engagement levels should they remain in the industry.

57% of the Senior Managers interviewed for the qualitative data collection were in the age category 1965-1980, the remaining 43% falling within 1946-1964 category.
4.1.3: Question 3 Length of Employment with the Company

Blessington White (2013) report from longitudinal analysis of their survey banks, that employees’ engagement levels increase as they become more tenured in the organisation and is affected by their time in their current role. While this study did not examine the latter, the number of employees tenured for more than 10 years amounts to 64%, with a total of 28% of respondents working for their current employer in excess of 20 years.

The Senior Management interviewed in this research study supported these findings, reporting that the companies have not experienced a high turnover of staff. Two Senior Managers cited the length of service of employees as an advantage to the company by the knowledge and experience the company gains from the tenure of employees. Two Senior Managers recognised that employee retention is both a positive and negative factor for the company, one noting that employees can become ‘stale’.

Five Senior Managers interviewed reported their tenure with their current employer in excess of 20 years, one between 11-20 years and the final Senior Manager tenured less than ten years.
4.1.4: Question 4  Respondents’ Employment Status by Contract Type

As outlined by Maslow (1943) among many, job security is an important factor of employee motivation. The sample population consists of a predominant 97% full-time employee base. The part-time employee base is a female and one could assume that this could be gender related in that part or flexi-time may not be required by male respondents. Further examination of question 26, Reasons for Leaving, indicate 1 employee, female, would consider leaving to care for children or for a family member. No male respondents cited this reason for consideration to leave.

Five of the seven Senior Managers confirmed that flexi-time and job share, options are considered on an individual basis and mainly arise in maternity considerations.

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Full Time</td>
<td>143</td>
<td>95.3</td>
<td>96.6</td>
<td>96.6</td>
</tr>
<tr>
<td>Valid Part Time</td>
<td>1</td>
<td>.7</td>
<td>.7</td>
<td>97.3</td>
</tr>
<tr>
<td>Valid Contract Worker</td>
<td>4</td>
<td>2.7</td>
<td>2.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>148</td>
<td>98.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>2</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As outlined by Maslow (1943) among many, job security is an important factor of employee motivation. The sample population consists of a predominant 97% full-time employee base. The part-time employee base is a female and one could assume that this could be gender related in that part or flexi-time may not be required by male respondents. Further examination of question 26, Reasons for Leaving, indicate 1 employee, female, would consider leaving to care for children or for a family member. No male respondents cited this reason for consideration to leave.

Five of the seven Senior Managers confirmed that flexi-time and job share, options are considered on an individual basis and mainly arise in maternity considerations.
Working conditions are presented as a hygiene factor in the Scarlett Surveys framework. Herzberg (1968), purports that this hygiene factor can impact on employee performance and motivation. Working conditions are also supported by Maslow (1943) as a factor for motivation. Engagement studies report that working conditions are a foundation to increase employee contribution and commitment to the overall company performance (CIPD 2010) and AON Hewitt 2012).

A total of 98% of respondents believe their conditions are average and above. These needs according to Maslow (1943) are being met by the companies. The qualitative findings indicate that three Senior Managers identified working conditions as a contributing motivational factor.
4.1.6a: Question 6a  How well do you feel you are paid for your work?

Compensation is a hygiene factor within the Scarlett Surveys framework, which can impact on the level of employee commitment and contribution according to Maslach (2001) and AON Hewitt (2012). Adams (1963) equity theory and Vroom’s (1964) expectancy theory identify that employees measure their input versus their output or employee’s level of effort which can have an impact on their motivation.

74.5% of the respondents positioned their remuneration as average or above average and the remaining 25.5% reporting as below average or poor. Further examination reveals that 16 employees citing their remuneration as below average or poor have indicated that they would consider departing the company to seek increased pay or benefits. A comparable 15 employees cite their remuneration as average or above average reporting that they would seek increased pay and benefits if leaving the company.

Figure 16
How well do you feel you are paid for your work?

Table 5
How well do you feel you are paid for your work?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
<td>2.7</td>
<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Below Average</td>
<td>34</td>
<td>22.7</td>
<td>22.8</td>
<td>25.5</td>
</tr>
<tr>
<td>Average</td>
<td>91</td>
<td>60.7</td>
<td>61.1</td>
<td>86.6</td>
</tr>
<tr>
<td>Above Average</td>
<td>20</td>
<td>13.3</td>
<td>13.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>149</td>
<td>99.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you have considered looking for a new job please rank in order the following as your reason for leaving the company? ^

How well do you feel you are paid for your work? Cross-tabulation

<table>
<thead>
<tr>
<th>Reason for Leaving</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return to full time education</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Retire</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>To be self employed</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Different type of work</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Care for children/family member</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Seek role with more responsibilities</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Seek increased pay or benefits</td>
<td>4</td>
<td>12</td>
<td>12</td>
<td>3</td>
<td>31</td>
</tr>
<tr>
<td>Seek opportunities for growth</td>
<td>0</td>
<td>5</td>
<td>12</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>27</td>
<td>62</td>
<td>10</td>
<td>103</td>
</tr>
</tbody>
</table>

Table 6 Cross Tabulation, Perception of Remuneration versus Reasons for Leaving the Company
66% of the respondents have not received a pay reduction in the last three years, although it is not possible to ascertain whether reductions had taken place prior to the period questioned. Within the qualitative interview two Senior Managers acknowledged that employees have endured reductions on their pay. Again compensation is positioned within the hygiene factors of the Scarlett Surveys framework. Herzberg (1968) argues that management can improve performance by varying motivational features within the hygiene factors. Vroom (1964) attaches valence to the outcomes, value and rewards from employees. AON Hewitt (2012) identifies rewards as an engagement factor.
It is noteworthy that 41% of respondents who feel their remuneration as below average or poor had received a pay cut during the last 3 years.

AON Hewitt (2012) indicates that a refocus on remuneration does impact positively on business results through increased engagement levels.
4.1.7: Question 7  I feel a sense of accomplishment in my job

A sense of accomplishment is depicted as a motivational factor by the Scarlett Surveys framework. CIPD (2012) further conclude that this is an engagement factor and Maslow (1943), Hertzberg (1968) and Mc Clelland (1960) all support accomplishment in their motivational theories.

66% of the respondents agree or strongly disagree that that they feel a sense of accomplishment in their role.

AON Hewitt (2012) report that both feedback and understanding the overall vision are pivotal factors in employees’ feeling of accomplishment.
Further analysis of responses show that of the respondents disagreeing or strongly disagreeing that they feel a sense of accomplishment in their job, 80% report that they do not understand the overall vision of the company, 64% do not receive feedback of an informal nature and 91% do not participate in performance appraisal systems.

Table 10 Cross Tabulation, Perception of Sense of Accomplishment versus Perception of Understanding Overall Vision of the Company

<table>
<thead>
<tr>
<th>I understand the overall vision of my company</th>
<th>I feel a sense of accomplishment in my job</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Strongly agree</td>
<td>19</td>
</tr>
<tr>
<td>Agree</td>
<td>Agree</td>
<td>65</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>Neither agree or disagree</td>
<td>48</td>
</tr>
<tr>
<td>Disagree</td>
<td>Disagree</td>
<td>13</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>Strongly disagree</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>145</td>
</tr>
</tbody>
</table>

Table 11 Cross Tabulation, Perception of Sense of Accomplishment versus Receiving Informal Feedback

<table>
<thead>
<tr>
<th>Do you receive informal feedback on your performance?</th>
<th>I feel a sense of accomplishment in my job</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Strongly agree</td>
<td>9</td>
</tr>
<tr>
<td>Once a year</td>
<td>Agree</td>
<td>20</td>
</tr>
<tr>
<td>Twice a year</td>
<td>Neither agree or disagree</td>
<td>20</td>
</tr>
<tr>
<td>Once a month</td>
<td>Disagree</td>
<td>6</td>
</tr>
<tr>
<td>Weekly</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>56</td>
</tr>
</tbody>
</table>

Table 12 Cross Tabulation, Perception of Sense of Accomplishment versus Participation in Performance Appraisal Systems

<table>
<thead>
<tr>
<th>Do you participate in performance appraisal systems?</th>
<th>I feel a sense of accomplishment in my job</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Strongly agree</td>
<td>13</td>
</tr>
<tr>
<td>Once a year</td>
<td>Agree</td>
<td>56</td>
</tr>
<tr>
<td>Twice a year</td>
<td>Neither agree or disagree</td>
<td>17</td>
</tr>
<tr>
<td>Once a month</td>
<td>Disagree</td>
<td>9</td>
</tr>
<tr>
<td>Weekly</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>96</td>
</tr>
</tbody>
</table>
4.1.8: Question 8  I feel I have the resources to do my job

The responses show that 70% of respondents agree or strongly agree that they feel they have the resources needed to do their job. The Scarlett Surveys framework depicts resources as a hygiene factor, having a positive effect on the levels of employee commitment and contribution. Maslow (1943) and Hertzberg (1968) also identify resources within employee’s levels of satisfaction and the hierarchy of needs. AON Hewitt (2012) supports these factors within their engagement literature.
4.1.9: Question 9  I know what is expected of me in my role

Over 84% of respondents agree or strongly agree that they know what is expected of them within their role. The Scarlett Surveys framework positions role expectancy as a hygiene. The CIPD (2012) also acknowledge this factor within their engagement research. Hackman and Oldham (1976) and Adams (1963) theories are also supportive of work objectives and role expectancy. Unanimously the Senior Managers agree that that their employees know what is expected of them, confirming all employees have a clearly defined job description. Although three Senior Managers state that in the current economic climate all staff are expected to carry out duties beyond their defined duties. With 84% of respondents stating they know what is expected of them, the extension of expectations by their employers would appear to be clearly communicated to them. However, 11% of respondents either disagree or strongly disagree that they know what is expected of them. Perhaps, given that all employees have clearly defined job descriptions, it is the increased expectations of the employers that have resulted in these responses.
Performance appraisal is a recognised form of feedback and acknowledgment of employees’ work delivery. 65% of respondents never participate in performance appraisal systems. Four Senior Managers interviewed refer to performance management delivered through financial rewards. All four of these respondents cited recessionary times as a reason to suspend overall participation in appraisal systems. The remaining three Senior Managers supported performance appraisal systems and performance management. One Senior Manager identified the importance of performance appraisal system and applies it across the company as a part of the employee’s yearly key performance indicator, while two Senior Managers identify a performance appraisal system as specific to the job role and management only.
Recognition of my work is important to me and affects my performance

76% of respondents agree or strongly agree that recognition is important to them and affects their performance. Employee recognition as identified within the Scarlett Surveys framework clearly links to engagement levels. Hackman and Oldham (1976), Hertzberg (1968), Mc Clelland (1960) and Maslow (1943) all identify recognition as a motivational factor. CIPD (2012) Towers Perrin (2003) and Maslach (2001) also identify the importance of recognition with the POS, PSS and SET theories of engagement.
An alarming 81% of employees who do not participate in a performance appraisal system feel that recognition of their work affects their performance, with 80% of those who feel recognition affects their performance, not receiving informal feedback either.

Figure 25
Cross Tabulation
Perception of Recognition versus Receiving Informal Feedback

Do you receive informal feedback on your performance

Table 17 Cross Tabulation Perception of Recognition versus Receiving Informal Feedback

<table>
<thead>
<tr>
<th>Perception of Recognition</th>
<th>% Strongly agree or agree recognition is important</th>
<th>% Neutral in their response</th>
<th>% Disagree that recognition is important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>20</td>
<td>74</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>Once a year</td>
<td>3</td>
<td>23</td>
<td>69</td>
<td>74</td>
</tr>
<tr>
<td>Twice a year</td>
<td>23</td>
<td>31</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>Once a month</td>
<td>23</td>
<td>77</td>
<td>69</td>
<td>77</td>
</tr>
<tr>
<td>Weekly</td>
<td>8</td>
<td>69</td>
<td>69</td>
<td>69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognition of my work is important to me and affects my performance</th>
<th>Do you receive informal feedback on your performance?</th>
<th>Never</th>
<th>Once a year</th>
<th>Twice a year</th>
<th>Once a month</th>
<th>Weekly</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td></td>
<td>13</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>36</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>32</td>
<td>23</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td></td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>56</td>
<td>39</td>
<td>20</td>
<td>13</td>
<td>13</td>
<td>147</td>
</tr>
</tbody>
</table>
4.1.12: Question 12  Do you receive informal feedback on your performance?

38% of respondents state they never receive informal feedback on their performance with 62% receiving some type of informal feedback at least once a year.

Only two Senior Managers reported that they feel that recognition and feedback is an important factor for employee motivation and engagement.
4.1.13: Question 13  
I have enough responsibilities my role

The Scarlett Surveys framework aligns role responsibility to their motivation factors. Maslach (2001) identifies the effects of role responsibility to engagement levels. Hackman and Oldham (1976), Hertzberg (1968), Vroom (1964) and Maslow (1943) all support role responsibility in their motivational theories.

73% of respondents agree or strongly agree that they feel they have enough responsibility within their roles. Only one Senior Manager referred to responsibilities as a motivational factor for their employees.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>27</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Agree</td>
<td>82</td>
<td>54.7</td>
<td>54.7</td>
<td>72.7</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>30</td>
<td>20.0</td>
<td>20.0</td>
<td>92.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>7.3</td>
<td>7.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 27
I have enough responsibilities my role

Table 19
I have enough responsibilities my role
4.1.14: Question 14  I have the opportunities to train and develop my skills

The Scarlett Surveys framework positions opportunities to train and develop skills as a motivational factor for engagement. AON Hewitt (2012) and Blessington White (2013) highlight the importance of skill development within their engagement research. Maslow (1943) and Hackman and Oldham (1976) motivational theories also support opportunities to train and progress. 60% of respondents agree or strongly agree that they do have the opportunities to train and develop their skills in their respective roles. Two Senior Managers interviewed specifically identified training and opportunities to develop skills as a necessity for future business development. Both Senior Managers respectively acknowledged how important training outside the business can be, in both external professional institutions, off-site industry training and identify how this does improve the caliber and motivation of their employees.
Company pride is a hygiene factor within the Scarlett surveys. This sense of family or affiliation is also supported by Mc Clelland (1960) within his motivation theory. Blessington White (2013) and CIPD (2012) also recognise company pride within their engagement literature. Hay (2012) report company pride is a vital factor for employee engagement.

80% of respondents agree or strongly agree that they are proud to work for their company indicating high levels of affiliation towards their company.
4.1.16: Question 16  I understand the overall vision of my company

57% of respondents agree or strongly agree that they understand the overall vision of their company, with 11% of respondents stating that they feel they do not understand the company vision. The Scarlett Surveys framework categorizes communication as a hygiene factor. Understanding the company vision is facilitated by effective internal communications. Communication is identified by Hackman and Oldham (1976) and further supported by engagement research from Towers Perrin (2003), AON Hewitt (2012) and Blessington White (2013).

Communication is an important factor in all businesses and is supported by Ipsos MORI (2005), Blessington White (2013), Towers Perrin (2003) and AON Hewitt (2012). Hackman and Oldham

---

**Figure 30**
I understand the overall vision of my company

**Table 22**
I understand the overall vision of my company

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>12.7</td>
<td>12.8</td>
<td>12.8</td>
</tr>
<tr>
<td>Agree</td>
<td>56</td>
<td>44.0</td>
<td>44.3</td>
<td>57.0</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>48</td>
<td>32.0</td>
<td>32.2</td>
<td>89.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>8.7</td>
<td>8.7</td>
<td>98.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>149</td>
<td>99.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(1976) support the communication of company strategy, vision and plans in their motivation theory and what these mean to the employee through task significance and task identity.

Further analysis reveals that 67% of middle-managers and 56% of non-management employees who completed the questionnaires, feel they understand the overall vision of the company.

![Bar chart showing understanding of overall company vision](image)

**Figure 31 Cross Tabulation Perception of the Overall Vision of the Company versus Respondents’ Role**

**Table 23 Cross Tabulation Perception of the Overall Vision of the Company versus Respondents’ Role**

<table>
<thead>
<tr>
<th>I understand the overall vision of my company</th>
<th>What is your position in the company?</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Manager</td>
<td>3</td>
</tr>
<tr>
<td>Agree</td>
<td>Employee</td>
<td>7</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>Total</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**I understand the overall vision of my company • What is your position in the company?**

Crosstabulation
4.1.17: Question 17  
I think the company communicates effectively their vision, strategy and plans to me

![Pie chart showing responses](image)

Only 39% of respondents agree or strongly that they feel the company communicates effectively their vision, strategy and plans to me.

When examining the qualitative responses from Senior Management and in particular when asked if the company communicates its strategic plan and direction with all staff, the results showed that two Senior Managers report their company does not communicate the company”s strategic plans with employees; with one Senior Manager stating that this is communicated through a simple statement of the company”s vision. Two Senior Managers clearly agreed that this is only discussed at management level and will filter through to staff but they are not involved in the communication reciprocal process of the vision and strategy of their business.
One Senior Manager discusses that the company communicates the strategy and vision by choosing individual departments to communicate the company’s vision to. Finally the remaining two Senior Managers interviewed discussed that all staff are involved, that the communication process is vital to the company’s success and the vision and future plans need commitment from employees and employee contribution to be successful.

Cross examination of the responses to this question reveals that 67% of middle-managers and only 36% of non-manager employees feel the company communicates effectively with them in relation to the company vision, strategy and plans.

![Figure 33 Cross Tabulation Perception of the Company Communication versus Respondents’ Role]

**Perception of company communication**

**I think the Company communicates effectively their vision, strategy and plans to me**

![Table 25 Cross Tabulation Perception of the Company Communication versus Respondents’ Role]

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is your position in the company?</strong></td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Manager</td>
<td>8</td>
<td>40</td>
<td>57</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>Employee</td>
<td>15</td>
<td>134</td>
<td>149</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>48</td>
<td>60</td>
<td>25</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 25 Cross Tabulation Perception of the Company Communication versus Respondents’ Role
4.1.18: Question 18  
I have opportunity to give my input into the Company plans

Communication, as previously emphasised, is a hygiene factor in the Scarlett Surveys framework. The effect communication can have on employee contribution and commitment is supported by Ipsos MORI (2005), Blessington White (2013), Towers Perrin (2003) and AON Hewitt (2012). However employee input to the company strategic plans can be perceived as a motivational factor, facilitating the company’s confirmation of value of their employees’ views and valuing their inputs (Hay 2012).

With 55% of respondents disagreeing or strongly disagreeing that they have the opportunity to give input into company plans, this could indicate a perceived lack of ownership of company plans and objectives by employees, through the lack of opportunity to have their views considered by the Company when drafting their plans.

Two Senior Managers interviewed discussed the importance and benefits of involving all staff within the company’s plans. One Senior Manager discusses the basis of discussing this issue
with individual departments and this could arguably send mixed messages to the aftersales employee, posing the question is the same message being delivered to all departments?

Further analysis of responses by current role, indicates that 67% of middle-managers feel they have opportunity to input into company plans, with only 34% of non-management employees feeling they have opportunity to provide their input into the company plans.

![Figure 35 Cross Tabulation Perception of Opportunity to Input to Company Plans versus Respondents’ Role](image)

**Opportunity to input into company plans**

I have the opportunity to give my input into the Company’s plans * What is your position in the company? Crosstabulation

<table>
<thead>
<tr>
<th>Count</th>
<th>What is your position in the company?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Manager</td>
</tr>
<tr>
<td>I have the opportunity to give my input into the Company’s plans</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 27 Cross Tabulation Perception of Opportunity to Input to Company Plans versus Respondents’ Role
4.1.19: Question 19  I understand how my role helps the Company achieves its overall aim

Work objectives are a motivation factor in the Scarlett Surveys framework. The benefits of work objectives and achieving work objectives from an employee perspective are supported by the motivation theories from Hackman and Oldham (1976) and Vroom (1964). Work objectives and the employee’s understanding of how their individual roles helps the company achieve its overall aim, is further supported in the engagement literature by Ipsos MORI (2005), Blessington White (2013), Ryan and Deci (2000) and Kenexa (2013).

60% of respondents agree or strongly agree that they understand how their role assists their respective companies achieving its overall aims.

An understanding of how an employee’s role and duties help the company achieve its aims and objectives can be facilitated through effective performance management, feedback and inclusion in designing the company’s plans for the future.

Figure 36
I understand how my role helps the Company achieves its overall aim

Table 28
I understand how my role helps the Company achieves its overall aim

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>19</td>
<td>12.0</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Agree</td>
<td>72</td>
<td>48.0</td>
<td>48.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Neither agree or disagree</td>
<td>43</td>
<td>28.7</td>
<td>28.7</td>
<td>88.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>10.0</td>
<td>10.0</td>
<td>98.7</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>1.3</td>
<td>1.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Further analysis of these results indicate that of the 60% who agree or strongly agree that they understand how their role helps the company achieve its overall aim, 63% of respondents were not engaged in performance appraisal systems and 52% of respondents not receiving informal feedback. Perhaps informal or formal feedback, and appraisal systems could provide clarity to employees as to how their role helps the company achieves its overall aim.

For companies who have feedback and appraisal systems currently in place, clarification could be included for all employees to illustrate how they help the company achieve its overall aim.

<table>
<thead>
<tr>
<th>I understand how my role helps the Company achieves its overall aim</th>
<th>Do you receive informal feedback on your performance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Never</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>56</td>
</tr>
</tbody>
</table>

Table 29 Cross Tabulation Understanding of Role in Company Aims versus Receiving Informal Feedback
4.1.20: Question 20  The company supports me in balancing my working and personal life

Company support of work-life balance is aligned to hygiene factors in the Scarlett Surveys framework and is further proposed by Herzberg (1968) to increase employee motivation. AON Hewitt (2012) and Towers Perrin (2003) also identify this factor in their engagement studies. Importantly Maslach (2001) identifies this factor in his POS and PSS variables. Both these variables are important from an employee’s perspective when judging the companies support towards a balance between work and personal life. Interestingly 80% of respondents agree or strongly agree that the company supports them in their work-life balance. The qualitative interviews reveal that five Senior Managers indicated they do not offer formal work-life balance arrangements, such as job share or flexi-time, but will review requests on an individual basis. A further two did not entertain any discussions on work life balance, with one Senior Manager citing maternity reasons as the only historical reason for work-life balance discussions. Two Senior Managers maintained it was possible to facilitate work life balance requests once the needs of the business were not affected.
4.1.21: Question 21  How would you describe your relationship with your co-workers?

The relationship with co-workers is defined as a hygiene factor in the Scarlett Surveys framework. Herzberg (1968) and Mc Clelland (1960) facilitate a connection to motivation between relationships with fellow workers. Maslach (2001), AON Hewitt (2012) and CIPD (2012) further support a positive relationship with fellow associates in order to achieve a better company performance through employee input. 77% of respondents state that they have an excellent or above average relationship with their co-workers. The positive trend from the respondents indicates that there is a harmonious working environment with good camaraderie among aftersales employees. Literature reviewed confirms this leads to increased motivation and higher levels of engagement. All Senior Managers unanimously agreed promoting team spirit is important to the company achieving its objectives and creating a harmonious working environment. Even during the economic downturn five Senior Managers reported having resources available for team based activities, with two citing the recession as a barrier to team activities.

![Figure 39 How would you describe your relationship with your co-workers?](image)

![Table 31 How would you describe your relationship with your co-workers?](image)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below average</td>
<td>2</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Average</td>
<td>44</td>
<td>29.3</td>
<td>29.3</td>
<td>30.7</td>
</tr>
<tr>
<td>Above average</td>
<td>53</td>
<td>35.3</td>
<td>35.3</td>
<td>60.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>51</td>
<td>34.0</td>
<td>34.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.1.22: Question 22  How would you describe your relationship with your immediate supervisor?

[Pie chart showing the distribution of responses: 32% Excellent, 33% Average, 29% Above Average, 5% Below Average, 1% Poor]


The results from respondents illustrate 61% feel they have an above average or excellent relationship with their immediate supervisor. One Senior Manager recognised good managers, who challenge and support staff, as a factor for motivation and engagement.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Below average</td>
<td>8</td>
<td>5.3</td>
<td>5.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Average</td>
<td>49</td>
<td>32.7</td>
<td>32.7</td>
<td>39.3</td>
</tr>
<tr>
<td>Above average</td>
<td>44</td>
<td>29.3</td>
<td>29.3</td>
<td>68.7</td>
</tr>
<tr>
<td>Excellent</td>
<td>47</td>
<td>31.3</td>
<td>31.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 32 How would you describe your relationship with your immediate supervisor?
4.1.23: Question 23  How would you describe your relationship with high level management within the company?

The Scarlett Surveys framework identifies management relationships as a hygiene factor. This relationship is also supported by Herzberg (1968) and Mc Clelland (1960) theories of motivation. AON Hewitt (2012) and CIPD (2012) report on the importance of management interaction with employees and benefits within their engagement research papers. Maslach (2001) identifies PSS and POS as engagement variables within the SET theory.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>.7</td>
<td>.7</td>
<td>.7</td>
</tr>
<tr>
<td>Below Average</td>
<td>15</td>
<td>10.0</td>
<td>10.1</td>
<td>10.7</td>
</tr>
<tr>
<td>Average</td>
<td>77</td>
<td>51.3</td>
<td>51.7</td>
<td>62.4</td>
</tr>
<tr>
<td>Above Average</td>
<td>31</td>
<td>20.7</td>
<td>20.8</td>
<td>83.2</td>
</tr>
<tr>
<td>Excellent</td>
<td>25</td>
<td>16.7</td>
<td>16.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>149</td>
<td>99.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 41 How would you describe your relationship with your high level management within the company?**

**Table 33 How would you describe your relationship with your high level management within the company?**
38% of respondents feel they have an excellent or above average relationship with high level management. 51% of respondents describe their relationship with high level management as average, which could be considered as a neutral response.

Of the 38% reporting an excellent or above average relationship, 3% of these respondents are currently in a middle management role, representing 33% of the middle-managers. From the qualitative data collection analysis, it is evident that five Senior Managers differentiate between middle-managers and all staff, through effective communication and involvement in company plans. One could therefore assume that interaction between Senior Management and middle management has a direct effect on how middle management respondents view their relationship with high level management.

![Figure 42 Cross Tabulation Perception of Relationship with High Level Management Plans versus Respondents' Role](image)

**Relationship with high level management**

How would you describe your relationship with high level management in the company?

*What is your position in the company? Crosstabulation*

<table>
<thead>
<tr>
<th>How would you describe your relationship with high level management in the company?</th>
<th>What is your position in the company?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Manager: 0, Employee: 1</td>
<td>1</td>
</tr>
<tr>
<td>Below Average</td>
<td>Manager: 1, Employee: 14</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td>Manager: 9, Employee: 68</td>
<td>77</td>
</tr>
<tr>
<td>Above Average</td>
<td>Manager: 0, Employee: 31</td>
<td>31</td>
</tr>
<tr>
<td>Excellent</td>
<td>Manager: 5, Employee: 20</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>134</td>
</tr>
</tbody>
</table>

Table 34 Cross Tabulation Perception of Relationship with High Level Management versus Respondents’ Role
4.1.24: Question 24  I feel my work is valued by the company

The benefit of employees feeling that their work is valued by the company is supported by the motivational theories from Herzberg (1968) and Hackman and Oldham (1976). Ipsos MORI (2005) and Rhoades and Eisenberger (2002) identify the importance of work value and wellbeing for employee engagement.

59% of respondents agree or strongly agree that they feel their work is valued by their company. 32% of respondents are neutral in their view. Ipsos MORI (2005) and Hay (2012) report employee’s feeling of value attributes to their work and will assist in employees aligning their work goals to the company’s goals.

One Senior Manager reported that ‘feeling loved’ and ‘cared for’ is a factor for employee engagement.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>16</td>
<td>10.7</td>
<td>10.7</td>
<td>10.7</td>
</tr>
<tr>
<td>Agree</td>
<td>72</td>
<td>48.0</td>
<td>48.0</td>
<td>58.7</td>
</tr>
<tr>
<td>Neither agree</td>
<td>40</td>
<td>32.0</td>
<td>32.0</td>
<td>90.7</td>
</tr>
<tr>
<td>or disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>6.0</td>
<td>6.0</td>
<td>96.7</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>3.3</td>
<td>3.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
4.1.25: Question 25  
Do you plan to remain working for your company in the foreseeable future?

84% of respondents plan to remain working for their company in the foreseeable future. This is a very positive response and illustrates a stable environment in the industry. The Senior Managers also report a very low turnover in staffing, supporting this response rate.
4.1.26: Question 26  
If you have considered looking for a new job please rank in order the following as your reason for leaving your company?

![Figure 45 Reasons Cited for Consideration if Leaving the Company](image)

Question 26 was a closed question to enable the researcher to explore reasons respondents would consider if leaving their respective companies?

31% of respondents consider increased pay and benefits as the top reason within the sample population studied to leave the company. 18% of respondents would leave the company to seek opportunities and growth.

The third top reason for leaving is to retire, which accounts for the full respondent profile who are of 49 years of age or older. This natural wastage cycle presents an opportunity to replace and promote from within the industry, taking account of employees who would consider leaving to seek increased opportunities for growth (18%) or increased responsibilities (12%). The issue of contingency planning and addressing natural wastage through age was referred to explicitly by one Senior Manager during their interview. It was his view there is potential here to develop the future and next industry leaders from within.
4.2: Research Findings and Analysis Chapter Summary

While some findings presented in this Chapter have somewhat surprised the researcher, such as a 98% satisfaction with current working conditions, 84% understanding of role expectancy and 77% above average relationship with peers, other findings come as no surprise. The lack of communications with all employees, lack of feedback and perceived recognition illustrates a disconnect between the perspectives of Senior Management and the employees of the aftersales departments.

Furthermore the findings have revealed possible exposure Marques face by the pending retiring population among the aftersales employees.

The researcher will address these summary findings in Chapter 5 by proposing recommendations to the Commercial Vehicle Industry.

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return to full time education</td>
<td>3</td>
<td>2.0</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Retire</td>
<td>15</td>
<td>10.0</td>
<td>14.4</td>
<td>17.3</td>
</tr>
<tr>
<td>To be self employed</td>
<td>9</td>
<td>6.0</td>
<td>8.7</td>
<td>26.0</td>
</tr>
<tr>
<td>Different type of work</td>
<td>13</td>
<td>8.7</td>
<td>12.5</td>
<td>38.5</td>
</tr>
<tr>
<td>Care for children/family member</td>
<td>1</td>
<td>0.7</td>
<td>1.0</td>
<td>39.4</td>
</tr>
<tr>
<td>Seek role with more responsibilities</td>
<td>12</td>
<td>8.0</td>
<td>11.5</td>
<td>51.0</td>
</tr>
<tr>
<td>Seek increased pay or benefits</td>
<td>32</td>
<td>21.3</td>
<td>30.8</td>
<td>81.7</td>
</tr>
<tr>
<td>Seek opportunities for growth</td>
<td>19</td>
<td>12.7</td>
<td>18.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
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<td></td>
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<tr>
<td>Total</td>
<td>150</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 37
Reasons Cited for Consideration if Leaving the Company
Chapter 5 Summary Discussion and Recommendations
Saunders et al (2009) state that the main purpose of the conclusion chapter is “answering the research question, meeting the objectives and if appropriate supporting or otherwise the research hypothesis”.

The objective of this dissertation is to investigate if a disconnect exists between what Senior Management feel motivates and engages their current aftersales employees, and what factors the aftersales employees report affects their motivation and engagement levels. The findings indicate that there is some disconnect between the employees” perspective and the Senior Managements” perspective. This chapter will discuss the main conclusions identified from the quantitative data as illustrated in Chapter 4 and the qualitative research transcripts in Appendices 2 through 9. The researcher will provide some recommendations to the industry to improve motivation and engagement levels among their employees. These recommendations are divided into five principal areas examined throughout the course of this research study.

5.1: Conclusion 1 Communications
“People who have been through difficult, painful and not very successful change efforts often end up drawing angry conclusions. They become suspicious of the motives of those pushing for transformation” (Kotter 1996).

The economic downturn has had far reaching effects on many aspects of organisations operating in Ireland, and indeed worldwide. Reducing profit margins have resulted in employee pay reductions, redundancies and loss of employee bonuses/commission schemes to name but a few. As a result organisations have undergone dramatic changes in their working environments. Effective communication is a critical success factor in change management processes. The ERSI (2009) report that in today’s economic climate employees are more willing to accept changes. Senior Management interviewed in this research study are acutely aware of the changes their staff have had to endure and embrace.

“The challenge for businesses is to create an environment where employees understand and commit to the company”s direction, strategy and goals”. (Right Management 2012)

Four Senior Managers stated clearly that in the current climate it is „all hands on deck’ with the company”s expectations of employees growing and employees required to work beyond their initial job description, roles and responsibilities. Each Senior Manager responded positively in
this regard, indicating that their expectations are currently being met by employees. Furthermore only 5% of respondents disagreed or strongly disagreed that they feel they know what is expected of them in their role (Question 9) with only 11% neutral in their response. This is a positive indication of the clarity of communication to employees regarding the company’s expectations of them at this time.

However 11% of respondents felt they do not understand the company’s vision with 32% remaining neutral in their response (Question 16). A further 19% felt that the company does not communicate their vision, strategy and plan, with an additional 41% remaining neutral in their responses (Question 17). Senior Managers supported these response perceptions with only two reporting that the company feels communication with staff is vital to staff commitment and the ultimately the company’s success. Motivation theories and research practitioners purport that effective communication is key to employee engagement and ultimately effective strategic execution (Neilson et al 2008).

It is evident from the quantitative and qualitative data collected during this research study that a collective communication strategy does not exist in the selected Marques.

Given the current economic climate, outlined in Chapter 1, with potential growth in the Commercial Vehicle Industry forecast, employee retention in time maybe a concern for the industry.
5.1.1: Recommendation 1 Communications

1. **Review of the company’s communication strategy**: Roche et al (2011) recommend that all organisations must review their communications strategies during a recession, reporting that during “recessionary times employees may have increased barriers to communication depending on their perception of security and/or personal situations.” Implementation of a strategic companywide communication strategy would ensure that all levels of employees, irrespective of their departmental responsibilities, receive up to date information on the company’s objectives and performance.

2. **Company Vision Statement**: An organisation’s vision statement clearly defines what the organisation aspires to achieve in the mid-term or long-term future. The vision statement provides employees with direction from the company’s leaders. 11% of respondents state they do not understand the overall vision of the company with 32% remaining neutral in their response. Clear communication of the company’s vision statement is required to ensure that all employees in all departments understand the company’s purpose and values. The vision statement provides direction to employees as to how they are expected to conduct themselves during employment and to develop a shared common goal.

3. **Employee Involvement in Company Strategic Plan Development**: As outlined in Chapter 2, employee involvement in company plans facilitates commitment and engagement, through a feeling of value and ownership. Reciprocal communications, involving employees in the company’s strategic design will further provide for clarification on the company’s vision. While this may be perceived as aspirational, employee involvement can be facilitated through feedback mechanisms such “comment boxes”, focus groups, encouragement to report any new trends emerging. This will further increase employees’ feeling of value and recognition.
5.2: Conclusion 2 Performance Management

Performance feedback, appraisal and management systems are a key feature in motivational theories and engagement literature. Armstrong and Baron (1998) define performance management as “strategic and integrated approach to increase the effectiveness of companies by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors.”

65% of respondents in this research study state they never participate in performance appraisals and 38% report that they do not receive feedback in an informal manner. An alarming 80% of respondents not receiving feedback, through informal or formal means, state that recognition of their work is important and affects their performance (Tables X and Table Y). Motivational theorists and research practitioners support feedback on performance as a critical factor affecting employee motivation and engagement levels. A further consideration in performance management is the measurement of employee targets and execution of their duties. Peter F. Drucker (1995) stated that „What's measured improves”. With no systems in place for managing employee performance how can the company measure and address employees not delivering.

Two Senior Managers interviewed reported that performance management systems had been suspended due to the economic difficulties with an additional manager stating that in the current climate performance management is only in place at management level. Three Senior Managers referred to paying for performance by way of commission or bonuses. Only one Senior Manager confirmed that Key Performance Indicators are designed with staff each year. This would indicate that six of the Senior Managers define performance management systems as paying for performance. However performance appraisals and management systems, systematically assess, review and develop the capabilities of the employee. Paying for performance is not the core theory of performance management and appraisal systems.
5.2.1: Recommendation 2 Performance Management

1. **Implementation of Performance appraisals systems:** The implementation of employee performance management and appraisal systems will have far reaching effects on employee productivity. Drucker (1995) states that ‘what you cannot measure you cannot manage’. Without performance management systems in place employee performance levels and effectiveness is immeasurable. Furthermore formal performance management and planning systems clearly identify employee’s roles and responsibilities, facilitating business level alignment and transparent individual level objectives. The researcher recommends performance management systems as a process, not paying for performance.

2. **Training provision for line managers:** A positive 60% of employees report an excellent or above average relationship with their immediate supervisor, which could indicate that employees are happy with their immediate supervisor’s capacities and abilities. However with 65% of employees currently not participating in performance appraisal systems and 38% receiving no feedback of an informal nature, the delivery of performance feedback to employees currently not receiving feedback, could realise a shift in relationships among the aftersales employees and their respective immediate supervisor. Training of all supervisors in the effective design, delivery and execution of performance management is essential prior to implementation.

3. **Culture of feedback:** Feedback on performance is reported among motivational theories as essential for employee satisfaction and commitment. 80% of employees not receiving feedback on their performance have stated that this aspect is important to them and effects their performance outcomes. The creation of a sustainable reciprocal culture of feedback would increase employee motivation levels through clarity, direction and clear guidance.
5.3: Conclusion 3 Succession Planning

“Succession planning has to be refocused away from particular jobs to simply ensuring that a sufficiently large pool of talented individuals exists to meet future leadership requirements” (Johnson, Scholes and Whittington 2009). The CIPD (2011) extend this definition by stating that in addition to training and development activities, succession planning programmes typically include the provision of practical, tailored work experience that will be relevant for future senior or key roles.

33% of the current employees within the aftersales departments of the selected Marques are 49 years of age or over. 15 employees cited retirement as their considered reason for leaving their current employer, all 15 falling in the age bracket 1946-1964. While it is not possible to ascertain whether an aging population is concentrated in one company or whether this exposure exists throughout the Commercial Vehicle Industry, as anonymity was provided to all research participants, one could assume that this exposure levels are dispersed equally among the selected Marques. (Notable that all Marques are in operation in Ireland an excess of 20 years) The issue of retirement age and succession planning was referred to in detail by one Senior Manager, acknowledging that within his company there was a cohort of employees nearing retirement age. He further stated that he felt the company would be exposed as a result, referring to grooming from within the ranks as the most beneficial option for the company.

67% of the age 49 years or older in this research study sample have been with their current employer in excess of 20 years. Furthermore the combined tenures of the Senior Managers interviewed are 141 years, an average of 20 years per Senior Manager. The knowledge, skills and experience which these professionals hold, is an asset to the employer currently. However tacit knowledge element creates a further potential exposure for the company and harnessing this tacit knowledge and skill base is a challenge and possible key to success for the Marques. 18% of quantitative respondent employees stated that they would leave the company seeking opportunities for growth and 12% to seek a role with more responsibilities. This niche of employees seeking growth in the company profile could create the opportunity for the companies to foster growth from within and reduce this exposed gap providing an avenue to increase their engagement through fulfilling their desire for growth.
5.3.1: Recommendation 3 Succession Planning

1. **Assessment of the future needs of the company:** In consideration of the aging employee population in the research sample, a proactive approach in preparation for their departure is essential for each company. Capacity and competence analysis at an employee and organisational level must be undertaken at an early stage as a preventative measure, reducing the company’s exposure as this aging cohort near retirement age. Early intervention through current employee training and development, or external recruitment and selection, is a necessity for company stability.

2. **Tacit Knowledge and Processes:** As noted above the number of Senior Managers and employees tenured in excess of 20 years, is currently a benefit to their respective companies. However this benefit could in turn become a risk if the employees” and managers” skills, expertise and knowledge are not harnessed. The creation of a coaching programme for employees selected for grooming would facilitate tacit knowledge transfer. However, in the absence of the selection of employees for grooming a process of learning transfer and storage will capture these essential attributes on an on-going basis.

3. **Identification of Potential Leaders:** 30% of the current employee population in the aftersales departments have identified themselves as feeling under-utilised in their current roles, with 18% stating they would seek increased opportunities for growth and a further 12% seeking increased responsibilities. This provides the industry with a stock of employees seeking personal growth and development. This willingness needs to be harnessed before the employees become disengaged and ultimately leave the company.
5.4: Conclusion 4 Training and Development

“One of the key elements of successful knowledge management is training to help employees recognise what knowledge is valuable and therefore promoting sharing of that information to gain a competitive edge.” (Yahya and Goh 2002)

Six Senior Managers reported that employees have been required to increase their duties, to become ‘muti-taskers’. With employees extending their duties beyond their initial job description, Hay (2012) report this issue as one of concern. The provision of training to employees to undertake these new duties is crucial to ensure employee and customer satisfaction. The ICM (2011) reported that 69% of employees surveyed state they felt more valued by the company when offered training and development opportunities, with only 34% reporting that a pay rise was the most appealing alternative for them. The economic difficulties evident in the Commercial Vehicle Industry as outlined in Chapter 1 may pose as a barrier to pay increases, however training opportunities could provide a win-win situation for both employee and employer. According to the CIPD (2011) cost effective methods of delivery of training in a recession include, delivery on-site with travel and subsistence cost eliminated, learning on-line and coaching within the workplace. 20% of the employee participants in this research study feel they do not have the opportunities to train and develop in their current role. A further 19% remained neutral in their response to this question. (Question 14)

The Work Foundation UK (2011) purport that employers are under-using their current employees’ skills and expertise and that this is turn is profoundly effecting employee motivation, productivity and career progression. 18% of respondents in this research study reported that they would consider leaving the company to seek opportunities for growth. This could indicate that this cohort feel their skills are under-utilised by their employer.

As outlined in Conclusion 3, there is potential exposure to the selected Marques by way of natural wastage and that this exposure could be reduced by internal selection and “grooming” of current employees for promotion and increased responsibilities. The success of this path would be determined by the calibre of training and development plans implemented.
5.4.1: Recommendation 4 Training and Development

1. **Implementation of Training Needs Analysis with all employees:** Training needs analysis (TNA) is a recognised method of identifying training needs of employees. TNA provides an essential evaluation of the organisation, assessing the effectiveness of the organisation and its workers. The TNA process facilitates the organisation in examining whether the objectives of the organisation are being achieved. The TNA process established a „skills bank” of all employees and establishes whether the organisational or employee deficiency can be addressed through training current employees, or whether recruitment is essential to address any needs gaps identified. This process will also assist the company’s succession planning by identifying employees with willingness and potential for development.

2. **Individual training plans:** From the outcomes of the TNA process a training plan for each employee should be developed and linked to performance management development/appraisal systems. This again facilitates the company in assessing their skills and capacity gap while providing a formal process of the management of employees” performance. Employee commitment to their own development and growth will positively impact on engagement and ultimately productivity.

3. **Promotion of a learning organisation culture:** The learning is defined by Senge (1990) as „organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together”. To foster a culture of learning, support of training and development must be transparent from the *top down*.
5.5: Conclusion 5 Pay and Benefits
Motivation theorists and engagement practitioners recognise pay and employee benefits as important motivational factor. However the perception of fairness, equality and valence has been proven to have a profound effect on employees” perceptions of their remuneration and in turn of their motivation and engagement levels.
While it is recognised that the declining profits in the industry have created a necessity to reduce employee remuneration in recent times, one cannot ignore the 30% of employees who cite increased pay and benefits as their reason for leaving the company.

5.5.1: Recommendation 5 Pay and Benefits
1. Employment of effective communication strategy and performance management systems: as outlined in Conclusion 1 and 2, would provide the Senior Management with a platform to dispel employee concerns of unfairness and inequity.

2. Provision of opportunities for growth, training and development: With economic difficulties being a barrier to pay increases in today’s climate, training and development opportunities provide an appealing alternative and a win-win situation for both employee and employer. This could result in a more positive employee view of benefits and in turn increase their feeling of company value.

3. Provision of non-monetary benefits: Revision of the company’s position on work-life-balance options could increase employees” perception of fairness and equity of their total-benefits packages. This is supported by Maslach’s POS Theory, having a positive effect on employee engagement levels.
5.6: Limitations of the finding of this study

Although the analysis of findings support the research question, as outlined in Chapter 3 the researcher recognises the limitations of this research study. Firstly the researcher does not purport that the findings represent the Commercial Vehicle Industry as a whole, rather providing the views of the aftersales employees of the selected Marques. Furthermore through the provision of anonymity for the research participants, both qualitative and quantitative, data collected has been analysed without any identification of their employing Marque attached. Therefore it is not possible to draw individual conclusions for each selected Marque on the existence of a disconnect between perceptions of their Senior Managers and their respective employees.

The analysis of motivation and engagement literature provided in Chapter 2, illustrates that what motivates and engages is complex in nature, there is no simple answer for employers. Achieving high motivation and engagement levels is not a one size fits all phenomenon. Also as outlined in Chapter 3 with no universally accepted measurement of employee engagement and due to the time constraints of this research study, the findings illustrate scope, rather than depth.

However the findings presented provides the industry with a rich picture of potential factors that can be fostered in the industry to facilitate employee motivation and engagement.
5.7: Researcher’s Concluding Statement

The researcher feels he has achieved the objectives of this study as outlined in Chapter 1, by way of the following:
1. The provision of an understanding of employee motivation and engagement to the reader has been achieved through presentation of literature reviewed in Chapter 2.
2. Presentation of qualitative data collected, summarised in Chapter 4 and attached in Appendix 3 through to 9, presents a view of employee motivation and engagement from the perspective of the Senior Management in the Commercial Vehicle Industry.
3. Presentation of quantitative data collected and summarised in Chapter 4, illustrates a view of employee motivation and engagement from the perspective of the employees of the aftersales departments within selected Marques in the Commercial Vehicle Industry.
5. Recommendations on the research question based on the qualitative and quantitative data collected, is supported by literature reviewed and presented in Chapter 5

5.8: Recommendations for Future Research

The researcher recommends that each Marque in the Commercial Vehicle Industry undertake employee motivation and engagement studies with their entire employee population. This research study is based on employee perceptions at one point in time and the researcher recognises that responses may vary depending on participants” circumstances. The researcher recommends that each Marque undertake these studies at regular intervals, recording longitudinal datasets of employee attitudes to assist in the development and implementation of sustainable employee engagement plans.
Chapter 6 Self Reflection

6.1: Introduction

When I started to write the journal initially I felt very lost on where to start. Fact based pieces are easy to write, but reflection and exploring feelings on paper, this is a hard task. To understand where I am now and where I once was, I needed to look my journey through the MBA.

When embarking on this initial journey in September 2011 I was overwhelmed by a combination of excitement and fear. I suppose the excitement of knowing that I am actually prepared to put myself into this programme and the feeling rooted deep down in the hollow of my instinct “you can do this! In comparison to the other side of the mind enriched with a fear of “are you sure??? This is level 9!“. Balancing this internal conflict was the first hurdle and overcoming the anxiety it brought was the internal test. When the course began and classes started to progress, the feeling that was rooted deep down in my instinct, that I could do this, proved to be correct, and my confidence within started to grow.

If anything I can look back at this programme and identify that those two thoughts that were a prominent part of my make-up prior to starting the course. I will admit sometimes the confident person that was often portrayed in front of the class when delivering presentations, was underneath wilting with nerves and looking back to the fear and asking the question again “are you sure? I recognise that I started the programme with that fear of group presentations, speaking to an audience, and anxiety of leaving myself open for public judgment. But as I reflect on these fears now I believe that this programme facilitated and encouraged growth in my confidence in these areas, I feel I have overcome these fears to a great extent.

Bottom line, what this programme means to me? I feel that this was an experience that will always make me believe “you can do this. I think this is the most valuable learning I can take from the programme and will carry with me for years to come, faith and belief in myself and my abilities.
6.2: Learning Style

The MBA Programme has thought me a lot about myself as a learner, provided me with the correct terminology and theories of adult learning and styles of learning, which I found to be useful and a great insight to myself. Learning is something we are expected to just do, but no one tells you the variety of ways to learn and how to choose what one is best for you.

As the course progressed there was a sense of uncertainty as we came closer to the dissertation process. The uncertainty was surrounding the weighting of this piece of work. It was always in the back of your mind that this mega document while substantial was the end of the journey. Delving deeper into me while addressing this issue of uncertainty surrounding the dissertation, remained can I do this to the high standard I would want to achieve and expect to achieve?

When looking back over the journey it is difficult to be specific and objective enough to accurately describe my own learning style. To help us identify our own learning styles, we undertook the Meyers Briggs Type Indicator test during a module early in the programme. My expectation of standards is reflected in „my” Myers & Briggs personality type of INTJ. In summary this personality type when committed, organises a job and carry it through. Skeptical and independent, have high standards of competence and performance for myself and others. As I sit here assessing myself I do feel that this personality test epitomises the thoughts and expectancy that lies within me.

Some other assessments I undertook to ascertain my learning styles were supported by Kolb (1984) and (Honey and Mumford, 1986). Kolb illustrates that learning is a circular process. This happens in four stages of a learning cycle, starting with concrete experience, reflective observations, abstract conceptualisation and finally ends at active experimentation. Kolb highlights that the most significant learning happens when the learner moves around clockwise through the four phases of the learning cycle. Kolb describes the four learning styles below:

- Diverging: A combination of concrete experience and reflective observation
- Assimilating: A combination of reflective and thinking
- Converging: A combination of thinking and doing
- Accommodating: A combination of doing and experiencing
Assessing myself within Kolb’s cycle I feel am most comfortable in the converging and the accommodating stages of the process. As with most things in life, it is human nature to stay with what makes you feel most comfortable. I am a doer by trait; I am practical and like applying what I have learned but also learn by applying. But as I start the journey of this dissertation I am more conscious of the remaining stages in Kolb’s cycle and will now be more aware of how I work within these stages.

Honey and Mumford (1986) identify that people prefer different methods of learning depending on their experience and situation and move between the different modes of learning rather than be locked into one type. Applying the Honey and Mumford’s model and learning style, I feel I would be categorised as a “pragmatist”.

---

I find it no surprise that I fall into similar categories in both Kolb and Honey and Mumford’s models. Combining both models and applying the theory to me as an adult learner I believe whole heartedly that a prominent trait within me is to do.

6.3: Working as a group in adult learning

Dublin Business School promotes group and individual work within their MBA programme. Benefits of group work for adult learners are vast, including developing social skills, learning to work as part of a team and development of team skills.

When I started the MBA, I joined the programme with a student whom I had worked with before on previous projects in my undergraduate degree. The standard of work, trust and expectancy we had for each other was of a shared value..

I suppose we had a connection!! We had been through Tuckman’s forming, storming and norming stages. After the undergrad programme, when working together we were comfortably in the high performing stage most of the time. We married our skills throughout the duration of the undergraduate programme and achieved high grades.
Thinking back now I recognise the energy and effort we invested in Tuckman’s early stages during our undergrad programme. As adults we all have opinions, we all bring experiences to the table and I have learned the key to successful teams is respecting what everyone brings. The early stages of forming an adult learning group takes energy and time to learn about each other, to respect where everyone is coming from. In the forming stages we were all polite, nervous and unsure of each other’s work ethics. As a result this stage was not very productive, in terms of project work. As we progressed we gained valuable time as we had ‘stormed’, established our rules and ‘norms’ for our group. When we re-formed as part of the MBA programme we implicitly divided the work between two, each knowing our strengths and weaknesses.

In the undergrad I worked as part of different groups of 3 or 4. Reflecting now on the more „unsuccessful“ groups I worked in I feel our problems lay in the fact that there were too many strong personalities, each fighting for the lead role. The most successful and enjoyable groups I worked in, consisted of members of the same level of expectations and work commitment.

The reality is I have a high standard and my aim from day one when starting the MBA was to achieve the best I possibly could. I was fortunate enough to embark on this journey with this colleague who has a similar desire as myself which is to do and achieve, a characteristic that is needed to accomplish and drive forward to complete this journey.

Throughout my MBA programme when course work for groups came around our MBA class voiced concerns and wanted us as a team to separate. Looking back I ask, did I deprive myself of the experience of working with others? I think as I had experience of trying to form good teams previous, I did not lose out on any new experiences in the MBA.

“Your time is limited; so don’t waste it living someone else’s life. Don’t be trapped by dogma – which is living with the results of other people’s thinking. Don’t let the noise of others’ opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They already know what you truly want to become. Everything else is secondary” (Steve Jobs)
6.4: Professional Application

Although I have discussed the journey of learning, what did I learn about me, or moreover what have I applied to my professional daily role? Two things definitely stand out for me, financial management and time management.

Financial Management was my highest grade throughout the programme. I found this surprising at first but when I look at my duties in my professional role I recognise the actual amount of financial decisions, thoughts, discussions and problem solving that I encounter on a daily basis, but that I take for granted. Reflecting now I recognise a mathematical capacity and application that I can say I enjoy. Perhaps as my job description or title does not contain the word financial I had under-evaluated my financial abilities in my skill set. The affirmation of my abilities has led me to consider possible further studies in this area.

Time Management, in particular balancing the work-life-college balance was a task in itself. The demands of work and as discussed throughout the dissertation topic, the effects of recession on employee performance including my own, accompanied by the challenges of time schedules to complete assignments, projects and presentations was a challenge I feel I completed very effectively and efficiently.

As I review myself at this stage I feel I have become more disciplined in how I spend my time, more focused and systematic. These are skills I can now see I have applied to my career, as well as my personal-study life. Managing my time and balancing the commitment to ensure that I performed to the expected standard to deliver the performance required on a professional capacity was at times difficult. I suppose looking back at certain weeks throughout the course and knowing what, how and where I will be as an itemised shopping list for the commencing week was a necessity for me to be here at this stage and documenting this stage of my life.

As we learned new theories, particularly project and time management theories and skills, I realised that I was applying these skills for the most part in my professional life, but I was not recognising the underlying theory. This was great validation for me, that yes, I am doing a good job and I have the skills within me, but the analysing myself throughout the theory classes, has again helped build my confidence.
However I am now more aware of skills and knowledge I expect of good leaders and of good managers. Sometimes I find myself frustrated at the lack of evidence of what I now understand is essential for effective people management and leadership. It is this frustration and the divide between the troops and the leaders in my industry, that has led me to this topic for my final submission in the MBA.

6.5: Value of Research to learning:
Reflection on the value of this research study to my learning is difficult to quantify. At the final hurdle, where I now sit, I can see the value of undertaking this research topic for my future career. To secure the data collection in its primary form, I have had the opportunity to meet with Senior Managers in seven companies in my field of work. Initially to meet these industry professional I had to gain a mutual trust in that their valuable input was beneficial but more importantly individual identity will always remain confidential. This has provided me with a platform to demonstrate my capabilities, my drive and my passion to the industry.

However through the analysis of findings secured in this study I can clearly see how I applied the knowledge and skill of research methods and strategies throughout this research paper. I admit I struggled through the methodology. I was determined to use big words and phrases. When revising the method chapter with more simple terminology this greatly increased my understanding of the processes.

I feel that, overall it was my learning approach of preparation and foresight that has assisted me most in achieving my aim. When I commenced the analysis of the findings I was fearful that I would be left in a situation of having to revisit and amend my literature review to enable me to provide links from the findings. I was delighted when I could draw clear links to the findings, from both the employees and the Senior Managers, all based on the literature reviewed.

Finally, the demands of this course and working full time as discussed earlier were tough. Providing me with head space where I could remove the pressures of both and relax within was important. My relaxation came in the form of running, developing my second breath to push myself and drive on to the further milestone. These are the physical values I will recollect to my research and to myself.

Finally as I close this chapter in my life I can now say Yes!! I could do it!!
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## Appendix 1  Quantitative Survey

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<table>
<thead>
<tr>
<th>Your personal Details</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Are you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  When were you born</td>
<td>1946-1964</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1965-1980</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1981-2000</td>
<td></td>
</tr>
<tr>
<td>3  How long are you working for your current employer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4  Are you</td>
<td>Full time</td>
<td>Part time</td>
</tr>
<tr>
<td>5  How do you rate your working conditions?</td>
<td>Poor</td>
<td>Below Average</td>
</tr>
<tr>
<td>6a How well do you feel you are paid for your work?</td>
<td>Poor</td>
<td>Below Average</td>
</tr>
<tr>
<td>6b Have you received a pay reduction in the last 3 years?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7  I feel a sense of accomplishment in my job</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>8  I feel you have the resources I need to do my job</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>9  I know what is expected of me in my role?</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
</tbody>
</table>

### Your Growth in the company

<table>
<thead>
<tr>
<th>10  Do you participate in performance appraisal systems?</th>
<th>Never</th>
<th>Once a year</th>
<th>Twice a year</th>
<th>Once a month</th>
<th>Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>11  Recognition of my work is important to me and affects my performance?</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Never</td>
<td>Once a year</td>
<td>Twice a year</td>
<td>Once a month</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>12</td>
<td>Do you receive informal feedback on your performance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I have enough responsibilities in my role</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>14</td>
<td>I have opportunities to train and develop my skills</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td><strong>The Company</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I am proud to work my company?</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>16</td>
<td>I understand the overall vision of my company</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>17</td>
<td>I think the Company communicates effectively their vision, strategy and plans to me</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>18</td>
<td>I have opportunity to give my input to the Company's plans</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>19</td>
<td>I understand how my role helps the Company achieve its overall aim</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td><strong>Your working Life</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The company supports me in balancing my working and personal life</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree nor disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>21</td>
<td>How would you describe your relationship with your coworkers?</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average</td>
<td>Above Average</td>
</tr>
<tr>
<td>22</td>
<td>How would you describe your relationship with your immediate supervisor?</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average</td>
<td>Above Average</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Poor</td>
<td>Below Average</td>
<td>Average</td>
<td>Above Average</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
<td>---------------</td>
<td>---------</td>
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</tr>
<tr>
<td>23</td>
<td>How would you describe your relationship with high level management in the Company?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I feel my work is valued by the Company</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The Future</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Do you plan to remain working for your Company in the foreseeable future?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>If you have considered looking for a new job please rank the following in order your reason for leaving your Company</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To return to full time education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To retire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To be self employed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To do a different type of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To care for your children/family member</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To seek increased responsibilities in a different role</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To seek increased pay or benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To seek opportunities for promotion/growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To seek more flexible working hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other reasons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2 Qualitative Interview Template Questions

1. Do you think that promoting team spirit is important to the company achieving its objectives and create a harmonious working environment?

2. If so do you have the resources or opportunity to promote team based activities?

3. Have you experienced a high turn-over in staffing?

4. Do you or the company perform exit interviews to establish reasons for leaving? If yes, are the findings helpful in addressing staffing turn over issues?

5. Should all staff be treated equally or do you think performance management should affect employee’s status in the company?

6. Is there a performance management system in place in the company?

7. Does the company communicate its strategic plan and direction with all staff?

8. Does the company actively seek staff input in drafting the operational and tactile plans?

9. Does the company offer work-life balance options to staff, such as flexi time, job share?

10. Do you think your current staff are highly motivated and engaged in their work?

11. What do you feel motivates staff most?

12. What do you feel engages staff most?

13. Do all staff members have a clearly defined job description?
Appendix 3 Interview Transcript 1

a.  1. Is the interviewee Male Female

b.  2. When were you born
   1. 1946-1964
   2. 1965-1980

c.  3. How long are you working for your current employer 23 years

1. Do you think that promoting team spirit is important to the company achieving its objectives and create a harmonious working environment?
   Absolutely crucial

2. If so do you have the resources or opportunity to promote team based activities?
   Yeah. We don’t organize team based activities as such. I mean we participate in things like top team competitions and all the rest. So we do have the resources, yes

3. Have you experienced a high turn-over in staffing?
   No

4. Do you or the company perform exit interviews to establish reasons for leaving? If yes, are the findings helpful in addressing staffing turn over issues?
   Hasn’t really arisen but we would be aware, we would be aware without having a formal exit interview

5. Is there a performance management system in place in the company?
   There is a bonus system but it’s not strictly tied to performance, it’s more tied to the role more-so

6. Does the company communicate its strategic plan and direction with all staff? Occasionally, not very often, at the time of the performance review there would be a simple statement of the company’s vision but that’s it. There would be no meeting time with staff to discuss that.

7. Does the company actively seek staff input in drafting the operational and tactile plans?
   Not in a formal way I would say informally their feedback would be taken into account but not in a formal way.
8. Does the company offer work-life balance options to staff, such as flexi time, job share?
   Yes, we do, I mean we do have people who on flexi time if its requested. But again it’s not something we expand on too much particularly in most recent years. the short answer would be yes in a limited way, quite limited

9. Do you think your current staff are highly motivated and engaged in their work?
   I would say yes

10. What do you feel motivates staff most?
    I think recognition, I think terms and conditions, when I say terms and conditions I don’t just mean financial terms and conditions I also mean conditions of employment, health and safety, environment, things like heating all those other would you call softer issues I suppose

11. What do you feel engages staff most?
    I think good communication, I think good communication with their immediate manager first and foremost. But I think the Feeling of the company caring about them is important you know and I think that managers eh top managers would have feedback from their perspective. Top manager here in my opinion would engage with staff right the way down through the ranks.

12. Do all staff members have a clearly defined job description?
   Yes absolutely
Appendix 4 Interview Transcript 2

a. 1 Is the interviewee Male Female

b. 2 When were you born
   1. 1946-1964
   2. 1965-1980

C. 3 How long are you working for your current employer 20 years

1. Do you think that promoting team spirit is important to the company achieving its objectives and create a harmonious working environment?
   Absolutely I mean I just think if you haven’t got the team spirit, people aren’t happy. Part of that would be people wanting to come to work. And yes personally I think it’s something …. Yeah

2. If so do you have the resources or opportunity to promote team based activities?
   No no won’t be given because I think Senior Management are kind of living in a different planet. And it’s all changing, it’s all changing. Now we did little bits and pieces here, kart racing and things like that, other than that we don’t even get a Christmas party now. But I would say in fairness if things were different, yes I probably would be yeah.

3. Have you experienced a high turn-over in staffing?
   No, turn over in staffing was because of the recession I mean you know yourself people seem to be happy here yeah.

4. Is there a performance management system in place in the company?
   Well, when you, what exactly do you mean by a performance management system? Interviewer: Do you or do the company measure performance and reward employees on that basis?
   Interviewee: A bonus system??
   Interviewer: A bonus system or if even....... Interviewee : Eh no there was. But due to the recession... no... but there was ..... Interviewer: When it was in place was it a fair system?
   Interviewee : No it wasn’t
5. Does the company communicate its strategic plan and direction with all staff?
   No no

6. Does the company actively seek staff input in drafting the operational and tactile plans?
   No

7. Does the company offer work-life balance options to staff, such as flexi time, job share?
   No

8. Do you think your current staff are highly motivated and engaged in their work?
   I am not so sure about the motivation end of it. I am quite happy personally that they are engaged in their work, but again I think if times were different we could probably do something. I think we could motivate people. Let’s go back to question on performance management, question 3, if we had a system a decent system in place the staff would feel and be motivated, but at the minute I think not.
   Interviewer : So you feel that a performance management system makes people more motivated?
   Interviewee : Yeah

9. What do you feel motivates staff most?
   Well I think management to involve staff, let people be, not make people think they’re involved, but let them feel involved. In other words we should be sitting down every two months or every quarter even with all our staff and giving them a nuts and bolts overview of whether it’s been a good quarter or a bad quarter and let everybody have their pennies worth for a half an hour. Sit in there and have a sandwich, just bring out ....make people involved, and let them feel involved. No lip service. And I am referring to our Senior Management, not in a bad way but they have their own way of managing, which is tell them what we want them to know, like the government, it. All has to change. I reckon if we had a younger Senior Management, I mean I am not knocking our board because entrepreneurial wise their fine, but it’s what’s ours is ours, you know.
   Interviewer : Generational sort of management?
   Interviewee : Yeah yeah

10. Do all staff members have a clearly defined job description?
    Yeah I think so, yes. I think everybody, I am pretty sure everybody would be flexible. I think they have that attitude that if something needs to be done, it’s gonna be, within reason.
    Interviewer: Which would lead back to the engagement, that people are..
    Interviewee: yeah everybody gives everybody a dig out
Appendix 5 Interview Transcript 3

1. Is the interviewee Male Female
2. Male
3. Male
4. 2 When were you born
   4. 1946-1964
   5. 1965-1980
5. 23 years
6. 23 years

1. Do you think that promoting team spirit is important to the company achieving its objectives and create a harmonious working environment?
   Most definitely there’s no doubt about that

2. If so do you have the resources or opportunity to promote team based activities?
   I don’t think the company goes far enough to promote team based activities I think because of the number of …. the business down turn the last couple of years, we probably haven’t put enough time into doing that. And that’s something that I would like to do

3. Have you experienced a high turn-over in staffing?
   No definitely not, but that’s a good thing and a bad thing because somebody once said to me people don’t leave because they’re too comfortable or are they happy enough to stay? I’d like to think they’re happy enough to stay

4. Do you or the company perform exit interviews to establish reasons for leaving? If yes, are the findings helpful in addressing staffing turn over issues?
   Yes I personally believe in exit interviews, say the marketing manager, left recently and I spend an hour interviewing him because I want to find out what people… the reasons for leaving and I also like to find out, they will say things to you when they’re leaving that they wouldn’t say when they’re here. And I always say that it’s in confidence, did you have a problem with my management style, did you have a problem with other people? And you can only learn. But you have to be open with the person as to why you’re doing it, you know.

5. Is there a performance management system in place in the company?
   Not a not a formal performance management system, I mean this company is a family orientated company and it probably doesn’t have the formal structures in place that it
should do. Is there a performance management system… I’d like to think that when times get better we reward people but that’s the climate we are in.

Interviewer: Climate we are in? Does the company reward on a performance basis?

Interviewee: It will it will and I’m to repeat myself but the last 4 years have just been all hands on deck and even people that have performed really well…. we owe a lot to people to all the staff, all the staff have taken wages cuts and that sort of thing. I’d like to think that we can reward those people as we pull out of this recession.

6. Does the company communicate its strategic plan and direction with all staff?
I like to think that each department is aware of the performance of the department. Personally I meet with the each section parts sales and service and we discuss the performance so I would like to think that people are well aware of where we are going.

7. Does the company actively seek staff input in drafting these discussions?
Well my modus operandi .. is at meetings, no point in me…. death by power point, in me talking, I encourage people to come forward with ideas on,... Some people are shy but the more you meet the more people feel at home and are happy to do it. So the answer is yes I do like people to say.

8. Does the company offer work-life balance options to staff, such as flexi time, job share?
I saw this question in your.. I thought about it in the last few days. The honest answer is the only situation that has arisen in is ladies coming back off maternity leave who might like to work 3 days a week or 4 days a week and were we can facilitate them we have done. But it’s been driven by maternity as distinct from, from work life balance, if that answers your question?

9. Do you think your current staff are highly motivated and engaged in their work?
If I put myself in the role of the staff I think they’ve been asked to take huge pain. They’ve lost bonuses, they’ve lost overtime, they’ve lost ..... they’ve taken wage cuts. I could be facetious and say that they have a job and be thankful of it. But I’d like to think we’ve brought the staff with us in terms of their motivation and I owe a huge debt to the staff and it weighs heavily on me that people have taken cuts. And I hope, and I really mean this, I hope I am in a position to reward people for what they’ve done in the last few years.
10. What do you feel motivates staff most?

That’s difficult one. Some people it’s the size of the wheels on their car, some people it’s just a pat on the back and acknowledgement of the job they do. And I think there isn’t a straight answer to that and I think you’d have to know your staff and I mean I give you an example. Recently somebody’s car was being changed and I knew the car was the most important thing to them, so instead of getting a new car they got a two year old car that had all the bells and whistles that were important to them. To the next guy the car wouldn’t be worth a thing, but to the first guy that’s important. He was delighted, he didn’t care that it was a 2 year old car. What he cared about was that it had bells and whistles. So that’s motivation.

11. What do you feel engages staff most?

Exactly what the questions says, to feel they’re part of... oh how will I say it? To feel they’re loved. To feel... that’s a cliché, but to feel their view is important and to feel that they’re not just coming in here and nobody cares.

12. Do all staff members have a clearly defined job description?

Yes I would like to think they do

Interviewee: Okay I have asked for the tape to be switched back on again because mmm there is one thing I want to say about the company going forward. My first question I was asked was when I was born? So I am heading to my late 50s as such and I am conscious of the fact that a number of the senior people in the company are older. And I think one thing the company has got to do going forward, is got to build on who’s number two in each area, are we grooming are we grooming people to come through the ranks? Or are we gonna have to go outside? That’s an important question facing my management style going forward. A number of the Senior Management either hitting 60 or beyond 60 and one or two have left lately and we weren’t properly prepared. That’s it.
Appendix 6 Interview Transcript 4

a. 1 Is the interviewee Male Female
b. 2 When were you born
   7. 1946-1964
   8. 1965-1980
c. 3 How long are you working for your current employer 6 years

1. Do you think that promoting team spirit is important to the company achieving its objectives and create a harmonious working environment?
   I think it is, it’s very important. The industry that we are in is very much, although it’s business to business, it’s very much done on a personal basis. Both in the aftermarket and the sales side of it, business is generated by relationships that employees have built up with customers and you know it’s important that employees are, you know, in good spirits and singing the company line. It’s very, very important

2. If so do you have the resources or opportunity to promote team based activities?
   We do have an element of it through (company name removed) You know they would say as part of truck launches or various things like that we have the opportunity to take the aftermarket team as well as the sales teams. And that would be a couple day events and they proved very beneficial. We don’t do any specific team building events on our own. That was something that was done in the good times but costs have been cut and it’s one of the things that have gone away but it used to be a large element of the (company name removed) annual programme.

3. Have you experienced a high turn-over in staffing?
   No, no not a high turnover at all. I suppose we are in a rural area here and we would tend to have long service employees. Like in terms of the aftermarket side of it, our service manager has been with us 30 years, our parts manager has been with us 20 years. The technicians are highly trained, highly skilled and we have retained those throughout the downturn when we downsized a little bit. It was the more junior guys that were let go, the apprentices and things that and we have tried to maintain our head count in the parts side of it because it’s such a knowledge based part of the business with such a broad range of parts so we didn’t let anybody go in that side of the business at all, we retained them.
4. Do you or the company perform exit interviews to establish reasons for leaving? If yes, are the findings helpful in addressing staffing turn over issues?

   We would do with some of the more senior you know the sales reps and like that and with parts side and trucks sales side.

5. Is there a performance management system in place in the company?

   Not, not to like, what you would see in many larger companies because we’re a smaller company we don’t have a specific performance management system. We do reward our employees, you know. Anybody who’s involved in the sales side of it both after markets and the sales would be commission based as part of their package as an incentive, you know. It obviously rewards their performance.
   
   Interviewer: Do you think that system is fair?

   Interviewee Jesus yes, yes. We would be generous now in our commission structure. The company view is that the company is gonna benefit from an employee’s success therefore the employee should benefit from it as well. We wouldn’t put caps in place or anything like that for the business that they bring in they would be rewarded accordingly.

6. Does the company communicate its strategic plan and direction with all staff? Well with the senior team we would and then we would filter it down to the sales teams. It’s not generally filtered down to say the likes of the technicians, sales teams definitely, front counter guys. Parts would be aware of where we are going, because it’s such a difficult market at the moment and anything that’s going on in terms of specialist promotions, way of working through (company name removed), they are very much involved in that

   Interviewer So staff input does exist?

   Interviewee There’s the guys who are talking to the customer, they’re the guys who are getting a feel for whether we are right on price, you know. They know by the business that they are trying to generate.

7. Does the company offer work-life balance options to staff, such as flexi time, job share?

   We don’t really, you know, if somebody comes to us with a specific requirement we, say like child care requirements or something like that, then obviously we would look at it. We would look at it on an individual basis, we have accommodated people in the past whereby they required job share or flexi time but it’s something on a request basis.

8. Do you think your current staff are highly motivated and engaged in their work?

   I think we’ve got a loyal work force there’s no doubt about that. Motivation is very, very difficult in the current climate. It’s easy for people to get deflated when they’re constantly banging on the door and getting nowhere with the customer because the price is too high.
It’s a premium product that we sell and the market company sticks quite strongly to that, you know. As a premium product it should command a premium price and it can be difficult to portray that to the customer and to sell the advantages of that premium product when you’ve got an OE manufacturer selling a very similar product to a customer a significantly different price. That can be demoralizing for a staff member, but what we do is we try to encourage the staff that they keep us updated whereby they’re losing business then we go back to the market company and say we need to do something on this product range for a period of time to try win back business. So as long as we’re seen to by the staff to be trying to support them, and proactive in terms of assisting them to make the deals.

9. What do you feel motivates staff most?
   I think constantly updating them as to where we are. We keep the key staff updated as to where the business is, how we’re performing against our targets and involve them you know in sharing the information with them and taking on board their views, you know. If they feel their views are being taken on board and listened to....

10. What do you feel engages staff most?
    I suppose the feeling that they’re important to business. You know as I said earlier this still is very much a people orientated business and I think giving them feedback you know we do. (company name removed) runs independent customer satisfaction surveys on an annual basis and funny this year now is the first year they’re gone to a quarterly customer satisfaction surveys, so our employees would be getting a lot of feedback from that. We tend to do well on that side of the business, you know, so it’s encouraging for staff to know that their customers feel we are doing a good job, you know.

11. Do all staff members have a clearly defined job description?
    They would do yes, and I suppose like most businesses over the last 5 or 6 years with the recession those job descriptions have moved significantly and it’s becoming very much everybody does whatever’s required, it’s very much hands on. And that’s the nature of a smaller business like ours as well. The job does change from day to day, depending on what’s required and people in the current climate because of the recession they’re accepting of that. They know that’s the way it is. The job they were doing 5 years ago isn’t necessarily the job they are doing now.
Appendix 7 Interview Transcript 5

a. 1 Is the interviewee Male Female
b. 2 When were you born
   10. 1946-1964
   11. 1965-1980
c. 3 How long are you working for your current employer 33 years

1. Do you think that promoting team spirit is important to the company achieving its objectives and create a harmonious working environment?
   Yes

2. If so do you have the resources or opportunity to promote team based activities?
   Yes

3. Have you experienced a high turn-over in staffing?
   No, no

4. Do you or the company perform exit interviews to establish reasons for leaving? If yes, are the findings helpful in addressing staffing turn over issues?
   Yes, the findings are helpful

5. Is there a performance management system in place in the company?
   For management level, yes.

6. Does the company reward and remunerate employees on a performance basis? Do you feel this is a fair system?
   No remuneration in the current climate based on performance.
   Interviewer Do you think it was a fair system?
   Interviewee Yes, very motivational.

7. Does the company communicate its strategic plan and direction with all staff?
   Not with all staff, but with management
8. Does the company actively seek staff input in drafting the operational and tactile plans?
   Yes

9. Does the company offer work-life balance options to staff, such as flexi time, job share?
   No

10. Do you think your current staff are highly motivated and engaged in their work?
    Yeah

11. What do you feel motivates staff most?
    Loyalty to company, good working conditions, good employer, understanding employer and generally just a good place to work.

12. What do you feel engages staff most, where staff give discretionary effort?
    Interviewee Tell me more
    Interviewer That they will go that extra mile for the company?
    Interviewee I think that is the team working within the company

13. Do all staff members have a clearly defined job description?
    Yeah
Appendix 8 Interview Transcript 6

a. 1 Is the interviewee Male Female
b. 2 When were you born
   13. 1946-1964
   14. 1965-1980
   15. 1981-2000

c. 3 How long are you working for your current employer 13 years

1. Do you think that promoting team spirit is important to the company achieving its objectives and create a harmonious working environment?
   Absolutely team spirit creates a productive working environment and makes people happier in their jobs.

2. If so do you have the resources or opportunity to promote team based activities?
   Yes but it depends on the stage of the company or the department it is in, for example the poor performers are working what’s called scale people in the group. There is no point in promoting this. These poor performers basically must be dealt with and performance managed to make their own choice whether to leave or improve. Once the team contains the right people then team based activities should be used.

3. Have you experienced a high turn-over in staffing?
   No we are very lucky to have a low staff turnover. This is generally positive, it creates a knowledgeable and experienced workforce. However it can also be a negative as people can become stale, maybe in their thinking. But still wish to stay in the company due to the fear of the unknown. We have only really experienced inexperienced junior staff and technical staff leaving. Or in some cases people who are not with us very long and knew themselves when they are not performing. Even when some junior staff have left when they realize that our company was one of the more professional ones in the industry with good terms and conditions, a pleasant working environment and facilities and good career opportunities. Sometimes in these cases we have taken them back to show the rest staff that the grass is not so greener on the other side, however in most cases we won’t take them back.

4. Do you or the company perform exit interviews to establish reasons for leaving? If yes, are the findings helpful in addressing staffing turn over issues?
   Yes we started these 9 months ago, eh they can be helpful. But it’s more important to filter the feedback and something of a more personal nature. Not really the kind of feedback we can use. Our HR will take notes of the feedback and communicate the important useful information to the relevant managers. This would always go to the Department manager
and the MD. Some of the feedback can relate to the direct departmental manager and so it should be reviewed by the MD.

5. Is there a performance management system in place in the company?
   Not across every roll but we do have KPIs Key Performance Indicators that measure the performance of people within certain groups i.e. trucks sales teams, technicians, workshop invoicers etc. Anybody can be performance managed if they are not performing well. And the measurements can be drawn up specifically in these cases. We plan to develop them on performance management more in the future. But with good proactive departmental managers the need for this is not so big.

6. Does the company reward and remunerate employees on a performance basis? Do you feel this is a fair system?
   All of our managers, sales people and key staff have a bonus element in their package. We always agree on the KPIs and how they will be measured in a 12 months period in advance. And it’s always fair. Many people I have come across have had bad experiences of these in other companies where they have worked and were very skeptical when I spoke with them about these. However once they have gone through a year with our company and they trust the system they are more committed to the second year. We sometimes ask the employee to come up with the KPI’s and even measurements at the start of the 12 months. And they often measure themselves and at present this is at the end also. They may require some editing but we find if you give trust you get trust.

7. Does the company communicate its strategic plan and direction with all staff?
   Yes but in current uncertain times we have reduced the amount of communication in this area. This communication is important as it makes staff feel that they are part of the company plans. And we find when we work with the plans in mind once they know what they are.

8. Does the company actively seek staff input in drafting the operational and tactile plans?
   Yes but only from management and key staff. We can’t involve everyone in this as not everyone in the business is commercially minded and knows what’s best for the company. Of course everyone’s opinion is listened to on a casual basis but not as part of our building of a strategic plan.

9. Does the company offer work-life balance options to staff, such as flexi time, job share?
   We don’t offer these as they wouldn’t match our operational customer requirements. However we try to be flexible with some staff having earlier starting and finishing times, late
ones and so forth. This is to suit their own personal circumstance. However it must meet the customer demands also.

10. Do you think your current staff are highly motivated and engaged in their work? Not highly. As we go through tough and uncertain times there are some cuts that have had to be made. Processes have been changed people have had to perform at a high level. But we work very hard to avoid general pay cuts so as not to negatively input on staff morale.

11. What do you feel motivates staff most?
   Good managers who both challenge them and support them. Managers who are 100% honest yet 100% kind when it comes to staff feedback. Pleasant working environment with good terms and conditions. Opportunities for career development. Companies that are financially secure is actually a very important one at the moment. Pay is a smaller one. Pay can motivate staff for a week or a month. But not in the long term.

12. What do you feel engages staff most?
   I refer to the previous answers really. Good managers, good managers and good terms and conditions and opportunities for career development.

13. Do all staff members have a clearly defined job description?
   Yes but they can be expected to get stuck in to tasks outside of this. The ones that do the best with the least amount of fuss are very often the ones who get promoted. They casually deal with tasks that are outside their job description and end up getting promoted in order to formally take on these new tasks.
Appendix 9 Interview Transcript 7

1. Is the interviewee Male Female

2. When were you born
   - 16. 1946-1964
   - 17. 1965-1980

3. How long are you working for your current employer 23 years

1. Do you think that promoting team spirit is important to the company achieving its objectives and create a harmonious working environment?
   Very important. What we do in this organisation is we have approximately 6 teams in the organisation. We would normally have one or two from sales, one or two from service, one or two from parts and a team leader and when we go away on various (company name removed) groupings let it be to (location removed) let it be to (location removed) let it be wherever we go as a team. Normally works as a team with the team leader and its beneficial. The one concern we do have is that the good members of the team are always on top. And the bad ones are always at the bottom and that doesn’t seem to change. We seems to be stuck with the good ones at the top and the bad ones at the bottom and there’s a little bit of concern that the teams that the bad ones are carried by the good ones a lot of the time, not the whole time but a lot of the time so. Yeah we do promote team spirit

2. If so do you have the resources or opportunity to promote team based activities?
   Yeah we have teams based activities within work and we have team based activities outside of work. You might say what am I talking about? I am talking about clay pigeon shooting horse riding, bowling, we go to the greyhound track and we go to various winter activities like eh hill climbing that kind of stuff, overnights. It does work.

3. Have you experienced a high turn-over in staffing?
   No we have a very low turnover of staff most of the staff. We would have staff leaving because of retirement and the young ones then we bring in we would bring in at a very, very young age, 21, 22, 23, and we have them trained by (local colleges name removed) and we bring them in well-disciplined and we put them into two year graduate programmes with (company name removed) based in (location removed). We have three at the moment, we have one guy with myself in the sale, we have a girl in parts and we have a guy in aftermarket service. So we have three young guys in.
4. Do you or the company perform exit interviews to establish reasons for leaving? If yes, are the findings helpful in addressing staffing turnover issues?
   Very, very low staff turnover. Remember as well we are in the country. There is very little staff turnover in the country in the last 5 years, people appreciate their jobs. In the city it’s probably easier to move around but eh where we are based very low staff turnover.

5. Is there a performance management system in place in the company?
   Yeah there is yeah.

6. Does the company reward and remunerate employees on a performance basis?
   Every, I have to be careful when I say departments because all departments work as a team, we have 4 departments here. We have a sales function, aftermarket service function, we have an aftermarket parts function and we have general administration. And everybody gets targets at the beginning of the year and everybody is incentivized on a bonus scheme if the reach their targets.
   Interviewer: Do you feel this is a fair system?
   Interviewee: Yeah it’s a fair system, yeah. We are working on teams.

7. Does the company communicate its strategic plan and direction with all staff?
   Every 12 months yeah.

8. Does the company actively seek staff input in drafting the operational and tactile plans?
   Absolutely, absolutely.

9. Does the company offer work-life balance options to staff, such as flexi time, job share?
   Flexi time I would honestly say no, not in flexi time. We have a standard set of hours, our hours are half past 8 to 6, Monday through Saturday and we have 24 hour call rota which everybody in the company is linked to for a certain number of weeks in the year. So everybody not just mechanics not just parts people, everybody does their call out rota within the 52 weeks. Its fair, rather than giving it to certain sections of the business and the others not doing anything.

10. Do you think your current staff are highly motivated and engaged in their work?
    I suppose the answer to that is that they appreciate very much their jobs now more than ever before.
11. What do you feel motivates staff most?

You know the answer to that I do as well, job satisfaction is the most important thing, if they’re happy in the job they will perform to the best of their abilities. If the environment they work in is user friendly obviously they are gonna be happy to work in it. Most people would say money. Money is very important but it’s not the most important thing. Job satisfaction and customer satisfaction.

12. What do you feel engages staff most?

Challenges. Having work to do and having plenty of challenges to, you know resolve, and giving the new people the ability to solve their own issues. And if they make a mistake they’ll only make it once, giving them responsibility and with the responsibility giving them authority.

13. Do all staff members have a clearly defined job description?

Historically yes, now no. In the last 5 years everybody in the organisation we want to become a multi-tasker. And the reason being they have a clearly defined mindset rule and you ask them to do something outside of that they may say to you it’s not their job and they’re not prepared to do it. Multi taskers are the new successful people in our organisation anyway. That’s gonna be my buzz word.
Confidentiality and Non-Disclosure Agreement for Research Participants

Title of Research Project: The Challenges of Employee Motivation and Engagement in the Commercial Vehicle Industry during recession

Researcher: Paul O’Reilly

While conducting this research study, submitted in partial fulfillment of the requirements for the completion of Master’s in Business Administration in Executive Leadership, I understand that I may have access to confidential information about study sites and participants. By signing this statement, I am indicating my understanding of my responsibilities to maintain confidentiality and agree to the following:

- I understand that names and any other identifying information about study sites and participants are completely confidential.

- I agree not to divulge, publish, or otherwise make known to unauthorised persons or to the public any information obtained in the course of this research project that could identify the persons who participated in the study.

- I understand that all information about study sites or participants obtained or accessed by me in the course of my research is confidential and only for the purpose of fulfillment of my studies. I agree not to divulge or otherwise make known to unauthorised persons any of this information.

- I understand that I am not to read information about study sites or participants, or any other confidential documents, nor ask questions of study participants for my own personal information but only for the purpose of completing my studies as required by Dublin Business School.

- I agree that identification of the study participant companies will be removed from the study after submission to the Examinations board of Dublin Business School.

- Confirmation of requirements of this study can be obtained from my research adviser, Eddie Mc Connon, Dublin Business School.

____________________________________  ________________
Paul O’Reilly                Date

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