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EMPLOYEE ENGAGEMENT AT A LAFARGE CEMENT SOUTH AFRICA PRODUCTION FACILITY

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Management Sciences in partial fulfilment of the requirements for the degree of

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To God be the Glory and Honour for the ability, determination and insight he graced me with to complete my studies.

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TABLE OF CONTENTS

DECLARATION	i
LIST OF FIGURES	vi-vii
LIST OF TABLES	viii-ix
ABSTRACT	x-xi
CHAPTER 1 INTRODUCTION AND PROBLEM STATEMENT	1
1.1 BACKGROUND TO THE RESEARCH	2
1.2 PROBLEM STATEMENT	6
1.3 OBJECTIVES OF THE RESEARCH	6
1.3.1 Primary research objective	7
1.3.2 Secondary research objectives	7
1.4 PRELIMINARY LITERATURE REVIEW	7
1.4.1 Employee engagement defined	7
1.4.2 Organisational strategies or drivers of employee engagement	8
1.4.3 Measurement of employee engagement	8
1.4.4 Theoretical models for employee engagement	17
1.5 RESEARCH METHODOLOGY	19
1.6 ETHICAL CONSIDERATIONS	20
1.7 DEMARCATING THE RESEARCH AREA	20
1.8 LAY-OUT OF THE STUDY	20
1.9 CONCLUSION	22
CHAPTER 2 LITERATURE REVIEW	23
2.1 INTRODUCTION	23
2.2 DEFINING EMPLOYEE ENGAGEMENT	23
2.2.1 Balanced relationship	25
2.2.2 Positive attitudes	26
2.2.3 Emotions	27
2.2.4 Behaviours	27
2.2.5 Relationship between engagement and organisational success	27
2.3 THEORETICAL MODELS OF ENGAGEMENT	29
2.3.1 Poisat's (2006) Integrated Organisational Employee Engagement Model	29

2.3.1.1	Organisational leadership	29
2.3.1.2	Organisational culture	31
2.3.1.3	Organisational strategies	31
2.3.1.4	Manager's role	32
2.3.2	Wiley, Kowske and Herman (2010) Model of Employee Engagement	33
2.3.3.	Holbeche and Matthews (2012) – Employee Engagement Model	35
2.3.3.1	Connection	36
2.3.3.2	Support	37
2.3.3.3	Voice	37
2.3.3.4	Scope	37
2.4	CONTRIBUTION OF ORGANISATIONAL LEADERSHIP TOWARDS EMPLOYEE ENGAGEMENT	40
2.5	ROLE OF ORGANISATIONAL CULTURE FOR IMPROVEMENT OF EMPLOYEE ENGAGEMENT	41
2.6	ROLE OF THE MANAGER IN EMPLOYEE ENGAGEMENT	42
2.7	THE ROLE OF THE EMPLOYEE IN THEIR OWN ENGAGEMENT	47
2.8	MEASUREMENT OF ENGAGEMENT	48
2.9	CONCLUDING REMARKS	50
	CHAPTER 3 RESEARCH METHODOLOGY	52
3.1	INTRODUCTION	52
3.2	RESEARCH DESIGN	52
3.3	SAMPLING	53
3.4	DATA COLLECTION	53
3.4.1	Gallup's Workplace Audit or The Gallup Q ¹²	54
3.4.2	Work Engagement Scale	56
3.4.3	Utrecht Work Engagement Scale	57
3.5	DATA ANALYSIS	58
3.6	ETHICAL CONSIDERATIONS	60
3.7	CONCLUSION	61
	CHAPTER 4 RESEARCH FINDINGS AND ANALYSIS	63
4.1	INTRODUCTION	63
4.2	ANALYSIS OF BIOGRAPHICAL INFORMATION	65
4.3	DESCRIPTIVE ANALYSIS AND INTERPRETATION OF RESULTS OF SECTION B TO SECTION D OF THE QUESTIONNAIRE	75

4.3.1	Section B – The Gallup Q ¹²	75
4.3.2	Section C – Work Engagement Scale (WES)	92
4.3.3	Section D – Utrecht Work Engagement Scale (UWES)	95
4.4	INFERENCE ANALYSIS AND INTERPRETATION OF RESULTS OF SECTION B TO SECTION D OF THE QUESTIONNAIRE	99
4.5	SUMMARY OF FINDINGS	112
4.6	CONCLUDING REMARKS	114
	CHAPTER 5 SUMMARY, RECOMMENDATIONS AND CONCLUSIONS	116
5.1	INTRODUCTION	116
5.2	SUMMARY OF THE STUDY	116
5.3	RECOMMENDATIONS	119
5.4	LIMITATIONS OF THE STUDY	121
5.5	CONCLUDING REMARKS	121
	REFERENCE LIST	123
	ANNEXURE A: LAFARGE SOUTH AFRICA, EMPLOYEE ENGAGEMENT SURVEY, LICHTENBURG PRODUCTION FACILITY	
	ANNEXURE B: RESPONSES TO THE QUESTIONNAIRES	

LIST OF FIGURES

Figure 2.1 Poisat's (2006) integrated organisational employee engagement model	30
Figure 2.2 Model of Employee Engagement	34
Figure 2.3 Holbeche and Matthews (2012) – Employee engagement model	36
Figure 2.4 Integrated Engagement Model	39
Figure 4.1 Graphical depiction of responses according to age	65
Figure 4.2 Graphical depiction of responses according to highest education level	66
Figure 4.3 Graphical depiction of responses according to gender	67
Figure 4.4 Number of resignations per annum at Lafarge SA	68
Figure 4.5 Graphical depiction of responses according to department	69
Figure 4.6 Graphical depiction of responses according to job grade	70
Figure 4.7 Graphical depiction of responses according to nature of residence	71
Figure 4.8 Graphical depiction of responses according to whether the respondent's family is residing with him/her	72
Figure 4.9 Graphical depiction of responses of the respondents according to their intention to stay with Lafarge SA	73
Figure 4.10 Graphical depiction of responses of the respondents according to the intention to stay after a receiving good job offer	74
Figure 4.11 Graphical depiction of the responses to - "I know what is expected of me at work"	76
Figure 4.12 Graphical depiction of responses to - "I have the materials and equipment to do my work"	77
Figure 4.13 Graphical depiction of responses to - "At work, I have the opportunity to do what I do best every day"	78
Figure 4.14 Graphical depiction of responses to - "In the last seven days, I have received recognition or praise for doing good work"	80
Figure 4.15 Graphical depiction of responses to - "My supervisor, or someone at work, seems to care about me as a person"	81
Figure 4.16 Graphical depiction of responses to - "There is someone at work who encourages my development"	83
Figure 4.17 Graphical depiction of the responses to - "At work, my opinions seem to count"	84

Figure 4.18 Graphical depiction of respondents to - "The mission or purpose of my company makes me feel my job is important" 86

Figure 4.19 Graphical depiction of responses to - "My associates or fellow employees are committed to doing quality work" 87

Figure 4.20 Graphical depiction of responses to - "I have a best friend at work" 88

Figure 4.21 Graphical depiction of responses to - "In the last six months, someone at work has talked to me about my progress" 90

Figure 4.22 Graphical depiction of responses to - "This last year, I have had opportunities at work to learn and grow" 91

Figure 5.1 Integrated Employee Engagement Model 120

LIST OF TABLES

Table 1.1 Comparison of drivers of employee engagement	10
Table 2.1 Comparison of the “role of manager” to the relevant Gallup Q ¹² questions	49
Table 3.1 Gallup's Workplace Audit Instrument	55
Table 3.2 Work Engagement Scale	56
Table 3.3 The Utrecht Work Engagement Scale	58
Table 3.4 Cronbach's Alpha	60
Table 4.1 Lafarge SA Employee Engagement Level – Gallup Q ¹²	92
Table 4.2 Summary of responses of Section C of the questionnaire	94
Table 4.3 Lafarge SA Employee Engagement Level – WES	95
Table 4.4 Summary of responses of Section D of the questionnaire	97
Table 4.5 Lafarge SA Employee Engagement Level – UWES	98
Table 4.6 Analysis of engagement variables and gender, nature of residence and family residing with respondent	100
Table 4.7 Analysis of engagement variables and the age of respondents	101
Table 4.8 Analysis of differences between engagement variables and the age groups of the respondents	103
Table 4.9 Analysis of engagement variables and the education level of respondents	104
Table 4.10 Analysis of differences between engagement variables and the education level groups of the respondents	105
Table 4.11 Analysis of engagement variables and the department of respondents	106
Table 4.12 Analysis of differences between engagement variables and the departments of the respondents	107
Table 4.13 Analysis of engagement variables and the Hay grade of respondents	108
Table 4.14 Analysis of differences between engagement variables and the Hay grades of the respondents	109

Table 4.15 Analysis of relationship between engagement variables and the nature of residence, employee's families are residing with them and their intention to stay	111
Table 4.16 Engagement level of Lafarge SA	113
Table 4.17 Six drivers for employee engagement strategy	113

ABSTRACT

Increased competition due to lower sales margins, excess capacity, imports and a new entrant into the local market has led to various attempts to improve competitiveness in the cement industry over the last few years. The contribution of employees to improve competitiveness and sustainability required the companies to ensure higher levels of employee engagement to fuel innovation and productivity. Lafarge SA recently experienced increases in employee turnover and negative operational performance, indicators of possible low engagement levels. The purpose of the study was to determine the engagement levels at Lafarge SA.

This quantitative study used three measures, the Gallup Q¹², Utrecht Work Engagement Scale (UWES) and Work Engagement Scale (WES), to determine the antecedents of engagement and the levels of psychological engagement at Lafarge SA. According to the Gallup Q¹², the engagement level for Lafarge SA is 65.78%. The composite psychological engagement level according to the WES is 68.14%, and 64.84% according to the UWES. These levels are similar to the engagement level of other South African companies.

The research has identified several antecedents to improve employee engagement at Lafarge SA. Employees have a desire for feedback and recognition as this assists in the employees' feeling of adding value to the company. Lafarge SA has to develop employees, in line with their own talents. Decision making is a key driver to improve employee engagement. Management of Lafarge SA should create an environment that fosters the growth of a true social connection and mutual support at the company. Open, frequent, honest feedback on job performance contributes significantly to the employees' perception of their worth and meaning. Effective training remains a challenge for organisations; managers should facilitate the process to enable employees to update their skills and ability to the benefit of the company. The research confirms the negative relationship between employees' intention to stay and their levels of engagement.

Organisational leadership should allow a two-way open communication environment, assisting further in creating a harmonious working environment where employees

respect and help each other, and is committed to employee well-being. Employees should release their discretionary effort, be prepared for change, be positive, encouraging, helpful and accountable and, lastly, they should seize the opportunity to make things better for themselves and their organisation.

Lafarge SA therefore needs to implement measurable organisational strategies to enhance employee engagement that will improve competitiveness and the retention of talent.

Keywords: *Employee Engagement, Organisational Culture, Organisational Leadership, Gallup Q¹², Utrecht Work Engagement Scale, Work Engagement Scale, Cement Industry, Lafarge SA*

EMPLOYEE ENGAGEMENT AT LAFARGE CEMENT SOUTH AFRICA LICHTENBURG PRODUCTION FACILITY

CHAPTER 1 INTRODUCTION AND PROBLEM STATEMENT

1.1 BACKGROUND TO THE RESEARCH

In this section an overview will be given to provide enough evidence as to the importance of having engaged employees, a brief overview of the strategic importance of human resources as a competitive advantage, as well as a background discussion of the cement industry in South Africa.

The success or failure of companies lies in the way in which they compete (Hough, Thomson, Strickland, & Gamble, 2011). Porter (2008) concluded that the level of competition determines how a company establishes a sustainable and profitable position against its competitors through performance, innovation, cohesive culture and good implementation of its strategy.

As companies continue to search for a competitive advantage in ever-changing business environments, human resource management became actively involved in developing a strategy to ensure that the employees who are responsible to do the work in the organisation assist in achieving the organisation's mission, vision and organisational goals (Mitchell & Gamlem, 2012).

Mitchell and Gamlem (2012) affirm Pfeffer's (2005) earlier argument that employees and the management of a company's employees are becoming more important in achieving sustainable advantage over competitors as the traditional sources are less powerful than in the past. According to Pfeffer (2005), the traditional sources of success are providing the competitive leverage to a lesser degree than in the past. To achieve competitive success and out-perform rivals through people, companies need to adapt their strategy and approach to their employee relationships. Companies need to adapt their view from the traditional view that the cost of the workforce should be avoided or minimised, to one where

they create an environment where they are working with employees to utilise their workforce as a source of strategic advantage.

From a South African perspective, Poisat (2006) reports that engaged employees make a significant contribution towards organisations' competitive advantage. Poisat (2006) further concludes that the majority of companies in South Africa has not implemented proactive employee engagement strategies to enhance their competitive advantage to outperform their rivals.

The success of a business does not only depend on the understanding of economics, organisational development or its marketing, but on how each individual employee connects with the company, his/her job and its customers. It is in this connection of a positive, high level of vigour and strong identification with the employee's work that we find employee engagement. Employee engagement is a critical business issue to improve performance and competitiveness, and it is central to the economy, business productivity and sustainability of South African businesses (Columbine, 2010).

Macey, Schneider, Barbera and Young (2009) earlier concluded that convincing evidence exists that indicates that companies which create and sustain the level of energy and passion that employees bring to work, will achieve a competitive advantage. When companies create and sustain a culture where engagement is not only the norm, but one which appeals to employees who are attracted to the engaged environment, the company will create a virtuous cycle of engagement behaviour that is reinforced and transferred by the employees themselves. When the leadership team focuses on what is necessary to enable and to preserve the culture of engagement and having employees who are truly connected through engaging jobs, the company will achieve its competitive advantage. Macey et al. (2009), however, pointed out that feelings and behaviours of engagement are multifaceted in nature and therefore not all companies will be able to fully utilise the opportunities of engagement. Macey et al. (2009) reported that companies who are successful in utilising the opportunities of engagement will achieve positive consequences for their people and achieve a competitive advantage over their rivals.

As companies moved away from the traditional view of human resources as being a cost to the organisation into the era of human capital, the expectation from traditional human resource management of only delivering transactional human resource services developed into more efficient transactional human resource services as well as to fulfilling the role of a strategic partner to assist in building organisations that are sustainable into the future (Mitchell & Gamlem, 2012).

From the 2010 HR Survey (Knowledge Resources, 2010) that was conducted by Knowledge Resources, involving 400 human resources practitioners and line executives representing both small and large organisations, human resource strategy and alignment thereof to the organisational strategy posed one of the biggest challenges that are faced by human resource practitioners. Whereas 91% indicated that the human resource strategy is aligned with corporate strategy, only 51% indicated that this alignment is effective or very effective (that is, it is scored 4 or 5 on a 5-point scale). It is clear that strategic alignment and strategic impact can be improved upon, which will improve human resource management's positive contribution to achieving the organisational strategy, but also the overall performance of the company. Areas identified from the survey that require attention by human resource departments include: crafting and implanting human resource strategy, creating a high performance culture, leadership and management development and, urgently, employee engagement and change management. The last two areas are critical for creating and sustaining high performance organisations.

As employee engagement is identified as critical in creating and sustaining high performance organisations, researchers aimed to answer the following question: Does a more highly engaged workforce truly produce superior performance in organisations?

Harter, Schmidt and Hayes (2002) concluded that employee satisfaction and employee engagement are related to company performance based on their meta-analysis study that included 7 939 business units from 36 companies.

Research findings from other researchers that confirm the positive relationship between financial performance and employee engagement are further discussed in Section 2.2.5 of Chapter 2 of this study.

Before the global financial crisis in 2008, the South African cement industry's total domestic sales were 14.1 million tons for the year ending December 2007 (Pretoria Portland Cement Company Limited, 2009). From the national cement sales statistics published by the Cement and Concrete Institute for the year ending December 2012, the total domestic sales were 11.5 million tons (Cement and Concrete Institute, 2013) and increased by 6.2 percent year-on-year in 2013 (PPC Cement, 2015)

The current cement producers in South Africa have a combined production capacity of 18.1 million tons. Pretoria Portland Cement has the biggest capacity of 7.9 million tons, followed by Afrisam with a capacity of 5.1 million tons. Lafarge is the third largest with a production capacity of 3.6 million tons and NPC, which is primarily based in Kwazulu Natal, is the smallest with a production capacity of 1.6 million tons. The production capacities as mentioned exclude any capacity outside South Africa. In light of the available capacity and significantly lower sales in 2012, one can conclude that the industry is very competitive, with producers operating at around 65% capacity.

Since the economic crisis in 2008, the industry's profit margins have been under pressure as a result of lower sales price increases, higher electricity and fuel costs. Various companies started cost reduction programmes and mothballed older inefficient assets. The margin of Pretoria Portland Cement Limited's group earnings before interest, taxes, depreciation, and amortisation (EBITDA) has fallen from 42.6% in 2007 to 31.7% in 2012 and the EBITDA was R43 million lower in 2012 (R2 327m) than in 2007 (R2 370m). Revenue was up 31% from 2007 to 2012 and cost of sales increased 56% over the same period (Pretoria Portland Cement Limited, 2012).

With excess capacity in the industry, the cement producers were forced to become more innovative in their product offerings to sustain their market share. Pretoria Portland Cement Limited exited the 32.5 strength market, which has over 20

brands, and indirectly competes by supplying their 52.5 strength cement to blenders that extend the product using fly ash and slag and resell the blended cement in the 32.5 strength market. Other innovations, like Lafarge Roadcem, a specific purpose road stabilisation cement, provided short-term competitive advantages over the traditional general purpose 32.5 strength cement that was used for road stabilisation, as Afrisam followed within 6 months with their product, Roadstab. The latter is a good example of Pfeffer's (2005) observation that a technical edge, even once achieved, will erode quickly.

With excess production capacity and cheap cement imports from China, Pakistan and India, specifically in the coastal regions, the industry faces a new local entrant into the market. The new entrant, Sephaku Cement, will be first new entrant to the local cement production market since 1934. With a clinker production facility near Lichtenburg in the North West province, and cement grinding station near Delmas, Mpumalanga, Sephaku Cement will bring an additional capacity of 2.5 million tons (Anderson, 2013).

An increase in employee turnover and decrease in talent retention as a result of the low levels of engagement have a negative impact on profitability, innovation and sustainable growth (Federman, 2009). Research has further shown that engaged employees will exert greater effort and will be more likely to withstand temptations to leave (Chalofsky, 2010).

The negative effect of high employee turnover is the high cost to replace the lost talent. It is estimated that the cost of replacing employees who left can be as high as 150% of the departing employees' salaries. As disengaged employees are four times more likely to leave their company, highly engaged organisations have the potential to reduce staff turnover by 87% (Engage for Success, 2012).

From the discussion in the preceding paragraphs one can conclude that enough evidence exists of the importance of having engaged employees and provides enough substance to address the main problem of the proposed study.

1.2 PROBLEM STATEMENT

The problem at the Lafarge South Africa Lichtenburg cement production facility (Lafarge SA) is the low levels of employee engagement, as indicated by the increase of 24% in employee turnover from 2011 to 2012, and the negative operational performance as indicated by low reliability factors and increased production costs as a result of inefficiencies in the production process. Continued low levels of engagement will have a negative impact on the competitiveness and sustainable growth of Lafarge SA.

As low levels of engagement have a negative impact on productivity and performance, the competitiveness and sustainable growth of Lafarge SA will come under pressure in the long run. To remain competitive and sustainable, Lafarge SA will have to increase the level of commitment of people to get their tasks done efficiently and effectively, to create the products and services that appeal and embrace customers in differentiating ways, and to support each other through the natural ebb and flow of the organisation (Schumann, 2010).

From the discussion above the study aims to answer the following questions:

- *What are the current levels of engagement in SA?*
- *What are the specific drivers of engagement at Lafarge SA?*
- *What measurable organisational strategies should Lafarge SA implement to improve engagement?*
- *How can Lafarge SA measure the success of their organisational employee engagement strategy?*

1.3 OBJECTIVES OF THE RESEARCH

The objectives of the research study are:

1.3.1 Primary research objective

The primary objective of the research study is to determine and evaluate employee engagement at the Lafarge Cement South Africa Lichtenburg production facility.

1.3.2 Secondary research objectives

The secondary objectives of the study are:

- To determine the levels of employee engagement in South Africa;
- To determine Lafarge SA's specific drivers to improve employee engagement;
- To identify a model of engagement that Lafarge SA can implement as an organisational strategy to improve employee engagement;
- To determine whether there is a relationship between the engagement level of an employee and his/her nature of residing; and
- To determine whether a relationship exists between the intention to stay and the level of engagement of an employee.

1.4 PRELIMINARY LITERATURE REVIEW

The theoretical basis of the proposed study will be determined through a literature review. The basis will include a definition of employee engagement, how employee engagement is measured, the drivers of employee engagement and some theoretical models of employee engagement. The literature for the review was obtained from different academic sources, which included the internet, academic journals and textbooks to explain the components of the construct, employee engagement.

1.4.1 Employee engagement defined

Globally, all major human resources consultancy firms have found ways to define, measure and subsequently propose plans and strategies to improve levels of engagement. All of the consultancy firms claimed that they have

found conclusive and compelling evidence that increases profitability. The problem with these claims, except for the Gallup Organisation (Harter, Schmidt, Killham, & Agrawal, 2009), is that they are not substantiated by publications in peer-reviewed journals, but are merely stated in reports published by these firms (Schaufeli & Bakker, 2010).

To clearly understand what engagement is, one needs a clear and agreed definition of engagement. In the broader academic and practitioner domains; the debate about what engagement is and how to define it is still on-going (Schaufeli & Bakker, 2010).

The working definition of employee engagement for this study, based on the literature review as presented in Chapter 2, is: Employee engagement is the balanced relationship between an employee and employer that consists of a set of positive attitudes, emotions and behaviours to ensure high job performance that is in line with the company's goals and objectives to ensure organisational success (Albrecht, 2010; Smythe, 2007; Macey, et. al., 2009; Schaufeli, Salanova, González-Roma & Bakker, 2002; Johnson & Roger, 2014).

Based on the working definition as presented in the previous paragraph, the researcher identified some measures of employee engagement that evaluate the cognitive, emotional and physical engagement levels of employees. These measures are discussed in the following section.

1.4.2 Organisational strategies or drivers of employee engagement

The drivers of engagement are of key importance to practitioners and academics, as engagement is desirable in organisational context. Therefore practitioners, managers and business leaders are searching for ways to increase engagement and performance, in essence which levers to pull and which buttons to press in order to manage and develop engagement. To identify key drivers we need to determine the potential drivers that are likely to be relevant in most organisations (Albrecht, 2010).

Various meta-analysis and qualitative studies have been done to identify the strongest and most reliable drivers of engagement. While a full review of the various drivers of engagement is beyond the scope of this study, some of the widely cited and recent studies have been included to provide the theoretical framework for drivers of engagement.

Robinson, Perryman and Hayday (2004) from the Institute of Employment Studies in the United Kingdom, were some of the first researchers to study and determine the drivers of engagement formally. From the practitioner arena Kelleher (2011), CEO of The Employee Engagement Group and human resource consultant, has also determined some drivers to improve employee engagement and retention. The drivers as identified by Kelleher (2011) may be less academic and scientific, but they demonstrate the correlation between the practitioner and academic environments with regard to the search for which levers to pull and which buttons to press in order to manage and develop engagement. The researcher further considered more recent academic research to compare the recent drivers as identified with the earlier drivers identified by Robinson et al. (2004). The researcher referred to the research of Markos and Sridevi (2010), who has identified 10 points that should be considered when organisational strategies for employee engagement are decided upon.

The drivers of engagement as determined by Robinson et al. (2004), Kelleher (2011), as well as Markos and Sridevi (2010), are presented in Table 1.1 below:

Table 1.1 Comparison of drivers of employee engagement

Robinson, Perryman and Hayday (2004)	Kelleher (2011)	Markos and Sridevi (2010)
<p>Managers should care about their employees, communicate with them, and take interest in their employees' career aspirations and development.</p>	<p>Based on the unique motivational drivers of each of their employees, companies should tailor their rewards and recognition programmes, communication approaches and training and development investments.</p>	<p>Managers should know and understand their employees to help build their commitment and self-efficacy through appropriate training to enhance their job performance and confidence.</p>
<p>A work environment should be created where employees can voice ideas and suggest better ways of doing things.</p>	<p>Leaders should create a motivational culture where employees feel that they are valued and appreciated as individuals and their opinions are important.</p>	<p>Respected input from employees and participative decision making will create a sense of belongingness.</p>
<p>Employees should be informed about the business performance and their role in achieving success.</p>	<p>A company should have a clear, consistent, transparent and robust communication strategy that utilises various communication avenues to reach the vastly different generations to inform the employees about the business performance.</p>	<p>Clear and consistent two-way communication on business performance.</p>

Robinson, Perryman and Hayday (2004)	Kelleher (2011)	Markos and Sridevi (2010)
<p>Effective co-operation between different departments and functions and also between management and trade unions.</p>	<p>Management should track and communicate progress by implementing tools that indicate the strategic direction and performance of the company across all divisions, like a balanced scorecard.</p>	<p>Companies should build a culture of mutual respect where goals and values of managers are aligned across all sections.</p>
<p>An environment where the development of employees is important so that the employees feel that the company has a view of their long-term value and is providing the training and development opportunities.</p>	<p>By providing the necessary training the potential of the employee will be unlocked by the company that will contribute to good company performance.</p>	<p>Encourage independent thinking to produce the expected result, by providing opportunities for development and advancement.</p>
<p>Clear, accessible HR policies and practices to which managers are committed and fair treatment in respect of appraisals and equal opportunities.</p>		<p>Implementation of an effective and fair performance feedback system.</p>

Robinson, Perryman and Hayday (2004)	Kelleher (2011)	Markos and Sridevi (2010)
<p>Fairness in relation to pay and benefits within the company and when compared to outside companies.</p>	<p>The focus should be to reward right behaviour as employees are more motivated by achievement than by traditional forms of recognition.</p>	<p>Employees who show more engagement in their jobs should be rewarded with financial and non-financial incentives.</p>
<p>An environment where employees are respected and helpfully aligned to company values.</p>	<p>Senior leaders and managers should demonstrate through their actions an engaged culture by living company values.</p>	<p>Leaders should show commitment to employee engagement in the company through the establishment of a clear vision, mission and values and demonstrated through a dedicated heart and action-oriented service from top management.</p>
<p>The health and safety of employees are taken seriously, by minimising accidents and injuries and a commitment of overall employee well-being by management.</p>		

Robinson, Perryman and Hayday (2004)	Kelleher (2011)	Markos and Sridevi (2010)
	<p>Management should create and maintain feedback systems to gain an understanding of the organisational pulse and engagement levels.</p>	<p>Through regular surveys, management should determine the factors that drive employee engagement, and to improve the levels of engagement, action-oriented plans that are specific, measurable and accountable and time-bound should be implemented.</p>
	<p>Management should hire and promote the right traits and behaviours for the company's specific culture, looking beyond skills and education, searching for employees who succeed because of their behaviours and traits.</p>	<p>Focus on top-performing employees to ensure that the turnover of high performing employees is reduced and as a result the company will have an increase in business performance.</p>

Robinson, Perryman and Hayday (2004)	Kelleher (2011)	Markos and Sridevi (2010)
		<p>When employees are placed in certain roles, managers should ensure that these employees have a role-talent fit and, furthermore, managerial effort is needed to retain that talent.</p>
		<p>In order to do their job effectively, employees should have all the resources, and managers are responsible to avail these resources.</p>

Source: Compiled by researcher

As presented in Table 1.1, the various drivers are in some instances very similar but are also quite different in other aspects, and we can therefore conclude that it is important to understand and determine the specific drivers of the organisation. To summarise: As the drivers of engagement involve factors that impact on the employees' ability to maximise their contribution to the company, it is important to define and to determine the specific drivers for the specific company and the specific employee to be able to utilise the opportunities of engagement fully.

1.4.3. Measurement of employee engagement

Although BlessingWhite (2013) concluded, based on a survey of 7 068 responses from around the world, that engagement levels are stable or rising in the various regions around the world, the levels remain low, with India having the highest engagement levels at 42% and China the lowest at only 22%.

Towers Watson (2012) indicated that 35% of the global workforce is highly engaged. The researched was done among 32 000 employees around the world. The results showed an improvement in engagement when compared to an earlier study by Gallup (2010). Gallup concluded that, globally, 11% of employees are engaged, thus emotionally connected to their workplace and feel they have the resources and support they need to succeed; the majority of the workers, 62%, were not engaged. The Gallup study was done among 47 361 employees in 120 countries.

Considering that only 35% of a company's employees are clearly connected to their work and the strategy of the company, should management consider whether such a low performance are acceptable in any of the other area of their business? Would they accept that only 35% of their systems, production plants, copy machines, printers or facilities are functioning at full capacity?

The effective measurement of engagement depends on prior agreement of the common questions that should be included, which have a clear link to the agreed definition of employee engagement (Albrecht, 2010). Based on the different kinds of conceptualisations of employee engagement, the various

instruments and tools that exist to assess employee engagement should be evaluated in terms of their psychometric quality to verify their reliability and validity (Schaufeli & Bakker, 2010).

Macey et al. (2009) state that any measurement tool primarily should consider content that is aligned to the strategy of the organisation and to assist in identifying which behaviours should be changed to improve engagement. From the results of the survey, actions that would help to achieve behavioural engagement and to provide indicators to establish the sources of energy that people bring to work should be identifiable. Lastly, the factors that make people want to invest that energy into their work should be identified from the results.

Measures of engagement need to be practical, but should however be based on a theoretically defensible definition of engagement and, furthermore, need psychometric evidence in support of their validity and reliability as well as practical utility in organisational contexts (Albrecht, 2010).

Within the academic and practitioner literature there are references to a wide range of measures of employee engagement. A large number of consulting firms have their own developed measures as well as measures of engagement in the academic domain, for example May, Gilson and Harter (2004), Saks (2006) and Schaufeli, Bakker and Salanova (2006).

While a full review of the various measures is beyond the scope of this study, the reader is referred to Macey and Schneider (2008a) for the discussion of the relative merits of some measures.

The researcher reviewed the psychometric evidence that exists for the various measures of employee engagement to determine the reliability and validity of the measures. Measures that were reliable and valid in terms of the construct of employee engagement were selected. The researcher selected three measures that would be used.

Gallup's Workplace Audit or Q¹² was selected out of the practitioner domain as it is the only questionnaire where psychometric data is available (Harter,

et al., 2009). From the academic domain the Utrecht Work Engagement Scale (Schaufeli, et al., 2002) was selected as it is the most widely cited and widely used measure of engagement (Bakker, 2010). The Work Engagement Scale (May, et al., 2004) was also selected as a comparative measure, as this measure, similarly to the Utrecht Work Engagement Scale, measures psychological engagement based on the cognitive, emotional and physical engagement.

1.4.4 Theoretical models for employee engagement

The researcher has identified two theoretical models for employee engagement during the preliminary literature review. The first model is the Poisat model of organisational employee engagement (Poisat, 2006). The Poisat model consists of four components. The first component deals with the senior or top management organisational leadership responsibilities. These responsibilities include, but are not limited to, the communication of a clear vision for long-term success, translate the organisational direction into key indicators for employees, and effective and transparent communication about the company performance.

The second component is the development of a corporate responsible organisational culture. Examples to demonstrate this organisational culture include that an atmosphere of co-operation and teamwork between individuals and between departments is created and maintained. Experienced employees should be empowered with decision-making responsibilities and the freedom to utilise their own initiative and self-motivation to perform their duties to assist in the crafting of organisational culture.

The third component is the organisational strategies that should be implemented to ensure improvement in employee engagement. Some of these strategies are to recruit and select possible employees based on their talents, setting of clear performance objectives, empowerment of employees and the provision of training for employees. These strategies or drivers are

similar to the conclusions of Robinson et al. (2004), Kelleher (2011) as well as Markos and Sridevi (2010), as presented in Table 1.1 above.

The fourth component consists of employee questions that drive managerial behaviour to engage their employees.

Once these strategies are implemented, a company will have employees who are cognitive, emotional and personally engaged in their company. The Poizat (2006) model of organisational employee engagement is further discussed in Section 2.3.1 of the study.

Wiley, Kowske and Herman (2010) have developed a model of engagement based on drivers of employee engagement. The drivers of the Wiley et al. (2010) model confirm the Poizat (2006) model's organisational drivers of engagement. Welch (2011) subscribes to the model of engagement as developed by Wiley et al. (2010). The model was compiled from engagement drivers from the world's 12 largest economies, based on short- and longer-term independent measures. Wiley et al. (2010) concluded when the drivers in the model are optimised, employee engagement will increase. The model of Wiley et al. (2010) is further discussed in Section 2.3.2 of the study.

Based on the literature discussed in this section, employee engagement is defined as a positive behavioural, cognitive and emotionally engaged state characterised by a genuine willingness to contribute to the organisational success. The researcher presented the findings of various measures showing that engagement is improving, but remains low. It is proposed that employee engagement is measured by means of the Gallup Q¹², the UWES and WES. A comparison of the drivers of employee engagement as determined through research and practitioners is presented in Table 1.1, and the Poizat model as well as the model of Wiley et al. (2010) were discussed, as these models will form the initial theoretical basis of this study.

1.5 RESEARCH METHODOLOGY

This formal study will utilise a quantitative mode of research design (Cooper & Schindler, 2011) to determine the current levels of employee engagement at Lafarge SA. The researcher will make use of the current situation at Lafarge SA and a well-planned research design will assist the researcher to identify the drivers responsible for the low levels of engagement.

This study will utilise convenience non-probability sampling (Cooper & Schindler, 2011). All 341 full-time employees of Lafarge SA will be allowed to participate in the study and will form the population of the study. This method was chosen as it is easy to conduct and is unrestricted, thus allowing any employee to participate if he or she would like to do so.

For this communication study the responses was collected through self-administrated questionnaires by impersonal means (Cooper & Schindler, 2011). Various sessions were scheduled to enable the employees to complete the questionnaires. Some of sessions were took place during the supervisory-management and green area meetings. Six sessions were scheduled in the main administration building at the beginning of the various shifts that allowed employees the opportunity to participate. Information about the purpose and importance of the survey was communicated by the researcher to the management teams to allow their employees to participate in the survey. The questionnaires consisted of the Gallup Q¹², the UWES and WES, as well as a section requesting some biographical information from the respondents.

The Gallup Q¹² measure employee perceptions of work characteristics, the quality of employee related management practices and antecedents to personal job satisfaction and other affective constructs. Engagement occurs when individuals are emotionally and cognitively connected. The Gallup Q¹² measure comprises engagement conditions each of which is a causal contributor to engagement (Harter & Schmidt, 2008).

The three-dimensional Utrecht Work Engagement Scale (UWES) questionnaire is based on the definition of engagement that includes vigour, dedication and absorption. The total score of the UWES is an indicator of engagement based on

confirmatory analysis of the hypothesised three-factor structure of the UWES (Schaufeli & Bakker, 2010)..

The Work Engagement Scale was the result of research done by May et al. (2004). The scale was developed based on Kahn's work of 1990, which measures psychological engagement based on cognitive, emotional and behavioural engagement. A more detailed discussion of the research methodology followed in this study is presented in Chapter 3.

1.6 ETHICAL CONSIDERATIONS

According to Cooper and Schindler (2011), the goal of ethics in research is to ensure that none of the participants are harmed or suffers adverse consequences from research activities. The applicable ethical considerations that apply to the study are discussed in Chapter 3.

1.7 DEMARCATING THE RESEARCH AREA

The aim of the research study is to measure the levels of employee engagement at Lafarge SA. Employees of Lafarge SA's Lichtenburg production facility and Tswana Lime quarry, situated in the Ditsobotla Municipality, North West Province, will be the target population for the study. The study was limited to the full-time employees of Lafarge SA. The employees were clustered together according to their responsibility areas and job grades.

This study was in the field of Human Resource Management. As discussed earlier, the human resources of an organisation are a very valuable resource, when strategically aligned it can provide a competitive advantage for the organisation.

1.8 LAY-OUT OF THE STUDY

Chapter 2 – Literature Review

The focus of the chapter was a literature review of the definition of employee engagement and theoretical models of employee engagement. A discussion is presented of the organisational strategies that senior/top management uses to promote employee engagement in organisations, as well as the role that the

organisational culture of an organisation plays in creating a stimulating environment to foster an engaged workforce. The review furthermore includes a theoretical view on the role of the manager of employees to cultivate an environment for engagement. The chapter concludes with measurement of engagement as well as data pertaining to current levels of engagement in South Africa.

Chapter 3 – Research Methodology and Design

An explanation of the research methodology that was used was given in this chapter. The process to gather the data that was required to determine the levels of employee engagement at Lafarge SA was discussed. The steps from the research design, sampling techniques and the questionnaires that were used was discussed. A strategy to ensure the integrity of data received from the respondents who took part in the research was also discussed by the researcher.

Chapter 4 – Findings and Analysis

In Chapter 4 the results that are based on the data captured from the questionnaires are presented and analysed. The purpose of the chapter is to analyse and interpret the data that was obtained during the study. The chapter consists of an in-depth analysis of the findings to determine what the current level of employee engagement at Lafarge SA is and, furthermore, what the level of each of the psychological components of employee engagement is and whether the results of the various measures are comparable.

Chapter 5 – Recommendations and Conclusion

The purpose of Chapter 5 is to reflect on the study and to summarise the findings of the study. This chapter further addresses the responses to primary and secondary objectives of the study as set out in Chapter 1. The chapter concluded with the recommendations for the organisational strategies for employee engagement at Lafarge SA as well as recommendations for further research.

1.9 CONCLUSION

Employee engagement is critical in creating and sustaining high-performance organisations. Employee engagement is defined as a positive behaviourally, cognitive and emotionally engaged state characterised by a genuine willingness to contribute to the organisational success. Lafarge SA has low levels of employee engagement, as indicated by the recent increase in employee turnover and the negative operational performance. Continued low levels of engagement will have a negative impact on the competitiveness and sustainable growth of Lafarge SA. Through the proposed research design and questionnaires, the researcher believes that the aim of the research study, to measure the levels of employee engagement at Lafarge SA and subsequently determine organisational strategies to improve employee engagement to reduce employee turnover and to improve performance, can be achieved.

CHAPTER 2

LITERATURE REVIEW

“Engagement matters because people matter – they are your only competitive edge. It is people, not machines that will make the difference and drive the business.”

- MacLeod and Clark, 2009, p. 137

2.1 INTRODUCTION

The focus of this chapter was a literature review of the definition of employee engagement and theoretical models of employee engagement. This chapter also presents a discussion of the organisational strategies that senior/top management uses to promote employee engagement in organisations, as well as the role that the organisational culture of an organisation plays in creating a stimulating environment to foster an engaged workforce. The review furthermore includes a theoretical view on the role of the manager of employees to cultivate an environment for engagement. The chapter concludes on how to measure engagement as well as a discussion of the current levels of engagement in South Africa.

2.2 DEFINING EMPLOYEE ENGAGEMENT

In this section, various definitions of engagement will be presented and discussed. The aim is to determine what the components of the engagement are to enable the researcher to conclude this section with a working definition of engagement for the purpose of this study.

Kahn (1990), as cited by Albrecht (2010), was the first academic to define employee engagement as employees who are fully physically, cognitively and emotionally connected with their work roles. Smythe (2007, p. 190) cited Kowalski's (2002, p. 1) definition for employee engagement: "Employee engagement is the degree to which individuals are personally committed to helping an organisation by doing a better job than required to hold the job." More recently, Macey et al. (2009, p. 7) defined employee engagement as: "an individual's sense of purpose and focused energy, evident to others in the display of personal initiative, adaptability, effort, and persistence directed toward organisational goals".

The most widely cited definition of engagement is the one offered by Schaufeli et al. (2002, p. 74):

“Engagement is a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication and absorption. Vigour is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one’s work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work.”

Initially, the business case for investing in engagement had to be proven, and by now, in many respects, the business case has been accepted (Flint-Taylor, 2011). With the acceptance of the employee engagement business case, the clarity around the roles and responsibilities of senior leaders, managers and employees became the focus of research (Suleman, 2013). It is Johnson and Roger (2014) who concluded that employee engagement is neither a function solely of the organisation and its managers, nor solely of the employee, but is determined by the balanced interaction between them. Flint-Taylor (2011) states that organisations should equip its leaders and managers to create the right conditions for engagement and support individual employees in taking personal responsibility for identifying and tackling issues that have the potential to undermine their engagement.

It is therefore important that any definition of employee engagement reflects what is conceptually at the core of the construct: “Engagement is a positive work-related psychological state characterised by a genuine willingness to contribute to the organisational success” (Albrecht, 2010, p. 4). Therefore any definition of engagement should have reference to the fact that it entails three components that include the following: a behavioural-energetic, an emotional and a cognitive engagement.

The working definition of employee engagement for this study, based on the literature review, is: Employee engagement is the balanced relationship between an employee and employer that consists of a set of positive attitudes, emotions and behaviours to ensure high job performance that is in line with the company's goals and objectives to ensure organisational success (Albrecht, 2010; Smythe, 2007; Macey, et. al., 2009; Schaufeli, et. al., 2002, and Johnson & Roger, 2014).

In the following sections the main components of the definition will be discussed and evidence from literature will be presented to demonstrate the role of these components in employee engagement. To further demonstrate and to assist in clarifying the "core of the construct", as stated by Albrecht (2010), the researcher will discuss some components of the working definition in more detail in these sections. The following components will be discussed: balanced relationship between employee and employer, positive attitudes, emotions and behaviours. Furthermore, the relationship between the positive behavioural, cognitive and emotionally engaged state and the desire to contribute to organisational success will also be discussed.

2.2.1 Balanced relationship

A greater focus on the role of the employee in engagement is highlighted by Sheridan (2012). Sheridan (2012) reported that 73% of employees believe that the responsibility for employee engagement should be shared between management and the employees. Engagement until now has been seen as the primary responsibility of management and employers. As in many relationships, people must give and take to maintain a healthy relationship. It is therefore important that the reciprocal nature of the employment relationship be understood by employees and employers (Holbeche & Matthews, 2012). Earlier Schultz, Van der Walt and Bezuidenhout (2011) concluded that engagement is a two-way process, whereby an alignment of values, objectives and vision between managers and employees assists in achieving organisational success. Masarech (2011) proposes a tripartite solution with regard to the engagement relationship. The employee is responsible for the management of his/her own engagement by knowing his/her own engagement levels, values and strengths. Employees should

take actions to align their work and values by utilising their strengths to reshape their jobs to increase their satisfaction and contribution. Managers are responsible for coaching and relationships in their respective teams. Managers should know their team members' interests, aspirations, the type and level of coaching and support that is needed to increase their performance. Through effective feedback and motivation, managers can communicate the organisational priorities as well as the level of achievement on a personal and team level (Markos & Sridevi, 2010). The executive/senior management is responsible for creating a culture of trust and communication that fuels engagement. Senior management should explain the business rationale and personal motivation behind decisions. It is important that employee priorities should be connected to the organisational vision and mission (Kelleher, 2011). Lastly, senior management should be accountable for engagement levels and visible actions should be implemented to demonstrate the commitment towards engagement (Markos & Sridevi, 2010).

2.2.2 Positive attitudes

Reference to a positive attitude or set of positive attitudes and intellectual connection is frequently present in the various definitions of engagement (Holbeche & Matthews, 2012). Positive attitudes or cognitive engagement are influenced by the individual's understanding of his/her role in the context of the organisation's goals and objectives (Albrecht, 2010). Cognitive engagement is therefore goal and role clarity, contextualised by a clear line of sight to the organisation's overall goals and objectives, thus providing a clear sense of job meaning. The cognitive engagement is impacted by the employee's rational appraisal that the organisation is likely to meet his/her objectives in terms of contribution, support and advancement (Schultz, et al., 2011).

2.2.3 Emotions

Emotional engagement refers to the experience of feeling or emotional connection to one's organisation (Holbeche & Matthews, 2012). Affective engagement can be seen as a broad multi-dimensional construct embracing a family of related and more specific constructs focussed on the individual's relationships with his or her work roles. Employees who experience a sense of camaraderie and who feel connected to their teammates will put in greater discretionary effort than those who feel isolated and alienated from the people they work with (Nortje, 2010).

2.2.4 Behaviours

Behavioural engagement is an "adaptive behaviour intended to serve an organization purpose" (Macey & Schneider, 2008b, p. 18). This dimension of engagement is seen as directly observable behaviour in the work context and includes innovative behaviours, initiative, proactive behaviour and going above and beyond what might otherwise be expected. These employees can be described as the ones who were able to adapt, take initiative and be responsive in ever-changing circumstances (Meyer, Gagné, & Parfyonova, 2010).

2.2.5 Relationship between engagement and organisational success

Macey et al. (2009) confirmed from their research that firms with higher levels of shareholder value, Return on Assets (ROA), Profitability (actual profits divided by revenues) also achieved higher levels of employee engagement. Markos and Sridevi (2010) reported a similar finding in respect of the relationship between financial performance and employee engagement. They concluded that over a three-year period the operating margin and net profit margins reduced in companies with low engagement. In companies with high levels of engagement, these measures increased over the specific period.

The researchers concluded that an increase in employee engagement levels had a positive impact on company performance, with higher levels of shareholder value and increased ROA, operating margins and net profit

margins. Clark (2012) reports that companies with highly engaged employees outperform competitor organisations by 19% on operating income, 14% on net income and by 28% on an earnings-per-share basis, as engaged employees serve their customers better, innovate faster and are more reliable in their execution of their tasks. Holbeche and Matthews (2012) state that the financial benefits from engagement make employee engagement a key business imperative, as engaged employees are less likely to leave their organisation, are more productive, assist in improving operating income, are less absent from work and are more likely to attract top talent.

In summary: To achieve the balanced relationship, employees should be empowered to take the responsibility to assess their skills, strengths, priorities and career goals. Once assessment is done, the employees should communicate to their manager their personal alignment and action plans to address their personal engagement drivers to increase satisfaction and contribution, and track their progress against their respective action plans continuously. Managers should coach their employees towards maximum contribution and satisfaction, and through realignment ensure that their team members remain aligned to the organisational strategy, mission and values. The last important aspect is to recognise the right attitudes, efforts and results, reward employees for their achievements and through continued dialogue, ensure that employees gain satisfaction but are still making the required contribution. Senior management should create a community where employees experience a sense of belonging and purpose. Furthermore, a basis of trust and inspiration should be created and maintained. It is also important to acknowledge and recognise the contributions of employees and to stress the significance of the contributions towards organisational success. Senior management should encourage employees to improve their performance through stretched targets.

Cognitive engagement stems from an understanding by the employee of his/her role in the organisation, with a clear line of sight to the organisation's overall goals and objectives. Emotional engagement is present in the

experience of feeling connected to the organisation and colleagues. Behavioural engagement is visible in the directly observable behaviours, such as innovation, initiative and pro-activeness in the work environment on a daily basis.

A proven business case exists that shows that higher levels of engagement have a positive correlation with favourable company performance.

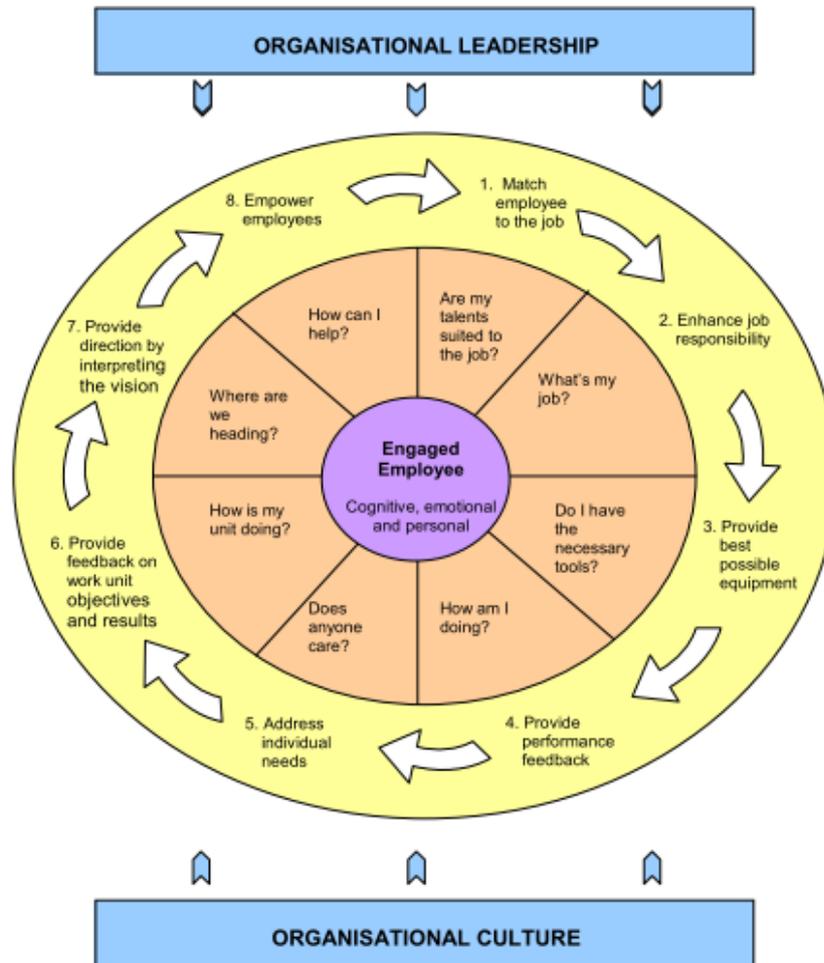
To conclude: The researcher was searching for what is “conceptually at the core” of employee engagement. From the discussions in Section 2.2, one can conclude that a universal agreement about a single definition and measure of employee engagement would be unlikely. The researcher selected what is “conceptually at the core” from the various definitions: a definition that links the relationship between the manager and employee to the psychological engagement of the employee to assist in achieving organisational success. In Section 2.3 a review of the theoretical models of engagement will be presented.

2.3 THEORETICAL MODELS OF ENGAGEMENT

In this section a review of three employee engagement models will be presented, namely Poisat’s (2006) integrated organisational employee engagement model, Wiley et al.’s (2010) Model of Employee Engagement and the engagement model of Holbeche and Matthews (2012). From these theoretical models the role of organisational leadership, organisational culture and the relationship between managers and employees will be identified and discussed. The review will further identify the drivers of employee engagement based on these theories and demonstrate the role of psychological engagement.

2.3.1 Poisat's (2006) Integrated Organisational Employee Engagement Model

Poisat’s (2006) integrated organisational employee engagement model is the result of South African research. The model was developed for organisations to be used as an applied strategy for the measurement of employee engagement. The model is presented in Figure 2.1 below:



Source: Poizat (2006)

Figure 2.1 Poizat's (2006) integrated organisational employee engagement model

The Poizat model of organisational employee engagement (Poizat, 2006) consists of four components. The four components will be discussed in the sections below:

2.3.1.1 Organisational leadership

The first component deals with the senior or top management's organisational leadership responsibilities. These responsibilities include, but are not limited to, the formulation and communication of a clear vision for long-term success. Senior management should determine the skills and behaviours that are needed to achieve the new organisational direction and management should convey a consistent message that

reinforces their support for the strategic direction. A review should be done to identify the organisational processes/culture that influence (support or hinder) the implementation of the vision. Management further has the responsibility to communicate the reasons for decisions as well as the state of the business on a frequent basis. Senior management should show a sincere interest in their employees' well-being and should ensure that employees at all levels share financially in the achievements of the business (Poisat, 2006).

2.3.1.2 Organisational culture

The second component is the development of a corporate responsible organisational culture by senior management. The management in an organisation should ensure that there is alignment between the organisational culture and the business strategy. Management should promote a responsible culture where employees are remunerated through pay and benefits at the highest affordable level, even if the remuneration is higher than that of competitor organisations. As a responsible sustainable organisation, retrenchments should be avoided as far as possible. The culture of the organisation should strive to delegate decision making to the lowest possible level in the organisation and opportunities for own initiative and self-motivation should be created for experienced employees through relaxed supervision. Management should also foster a culture that stimulates an atmosphere of co-operation and teamwork between employees and between departments (Poisat, 2006).

2.3.1.3 Organisational strategies

The third component is the organisational strategies that should be implemented to ensure improvement in employee engagement. These strategies are depicted in the outer circle of Figure 2.1, and are numbered from one to eight. Management should recruit and select people based on their talents and provide them with pleasant physical working conditions driven by the latest technological tools available. Furthermore, performance objectives should be set jointly by the employee and his/her

manager and the organisation should invest in the best possible training for employees to do their jobs. Performance feedback should be given at least four times per year to employees and development opportunities for employees should be identified to prepare them for higher-level assignments. It is, however, also important that the needs of the individual and the needs of his/her work unit be matched and that the contribution by the employee towards the work unit's objectives be reviewed regularly. Employees should further have an understanding of the relationship between their work unit's objectives and the organisation's vision. Lastly, management should also assist employees to be empowered to accept responsibility for their own engagement (Poisat, 2006).

2.3.1.4 Manager's role

The fourth component consists of employee questions that drive managerial behaviour to engage their employees. The questions closely represent the organisational strategies discussed in Section 2.3.1.3 and assist with an interactive dialogue process to assist in engaging employees. Firstly, the manager should, together with the employee, determine the employee's strengths and identify how best to utilise the skills and minimise those tasks that cause frustration. Further, managers should provide employees with the expected outcomes of their jobs, but should be careful of being too prescriptive. By providing employees with the necessary equipment to perform their jobs, any frustrations that may impact negatively on their performance are eliminated. With regular feedback and recognition, the efforts of the employee where talents were directed at achieving the desired outcomes, contribute significantly to engagement. Managers should show concern and an interest in their employees. When a manager provides a link between organisational goals and individual outcomes, the perceptions of value and worth are strengthened, thus contributing to the engagement of the employees. Managers should workshop the organisation's vision and values with their employees in order to determine buy-in and link organisational strategies to work unit objectives and individual outcomes respectively. The last

question can only be addressed if all the preceding questions have been dealt with satisfactorily. When this stage is reached, the individual is willing and has the ability to help, thus the employee is empowered (Poisat, 2006).

Poisat (2006) concluded that once these strategies are implemented, the company will have employees who are cognitive, emotional and personally engaged in their company. Similar to the Poisat's (2006) model, the model of Wiley et al. (2010) is driven by antecedents of engagement. The model as discussed in Section 2.3.2 presents engagement as a desired state with its related positive consequences.

2.3.2 Wiley, Kowske and Herman's (2010) Model of Employee Engagement

The Employee Engagement Model presented by Wiley et al. (2010) presents employee engagement as a system with unique inputs and outputs, where the level of engagement is increased through participation in the primary drivers that aggregate into the macro drivers. The model is based on employee engagement drivers for the countries representing the world's 12 largest economies, and demonstrates that the drivers of employee engagement tend to be more universal and less country-specific.

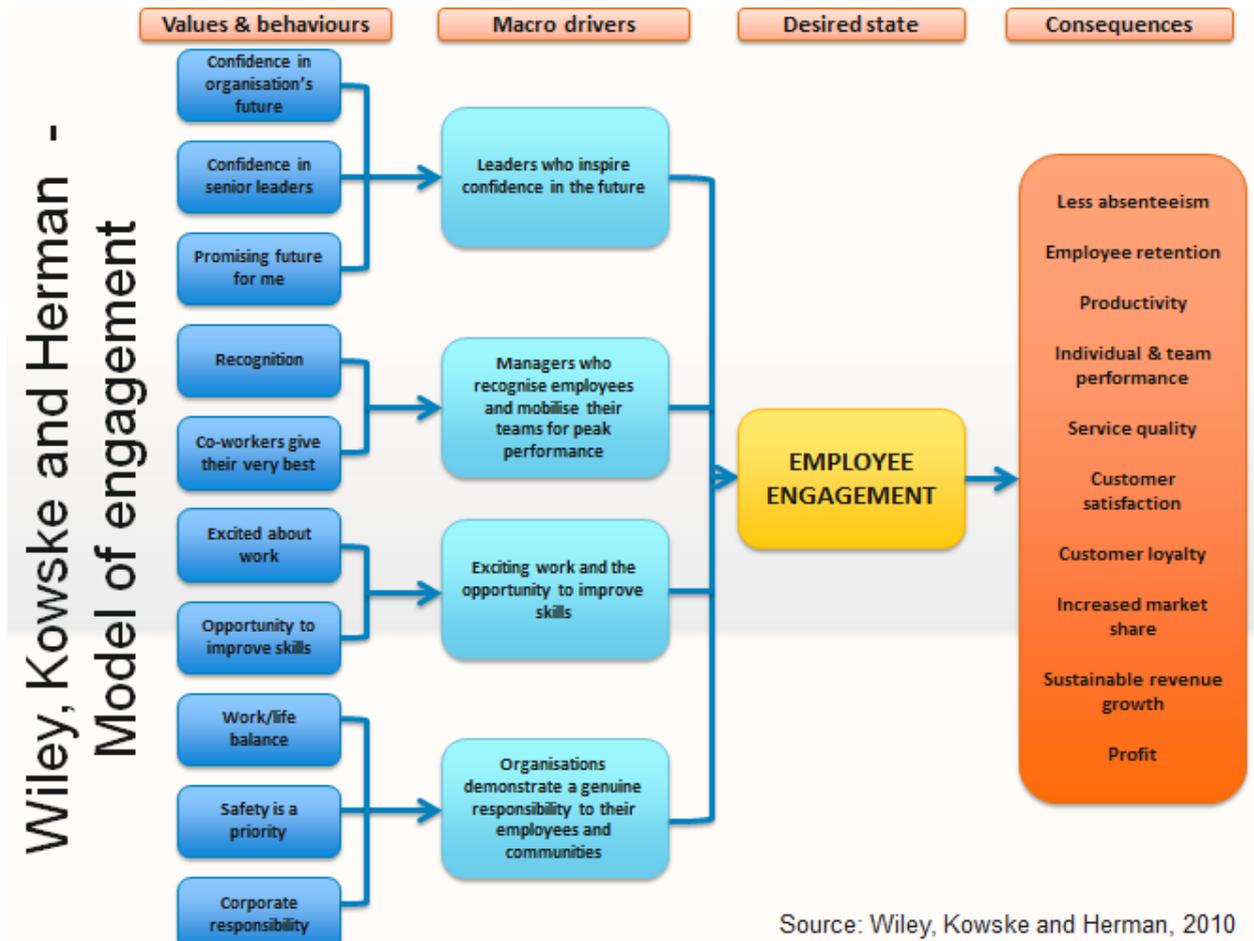


Figure 2.2 Model of Employee Engagement - Wiley, Kowske and Herman

The employee engagement model presents four macro drivers for engaging employees in an organisation. As depicted in Figure 2.2, the first driver accepts that employees not only have to perform well in their current jobs, but should feel secure about the future of the organisation based on the competence and trustworthiness of the senior leadership. Secondly, managers should recognise good performance and enable their staff through direction, resources and problem solving to achieve peak performance. Thirdly, employees should feel pride in what is being accomplished and they need to feel as if they are building their own skill set and becoming more capable of taking on new assignments. Lastly, employees are more engaged when they feel that their organisation is committed to its employees' livelihood and community, through both support of an employee's work/life

balance as well as corporate responsibility efforts (Vance, 2006, Wiley, et al., 2010).

Wiley, et al. (2010) concluded that the factors driving employees to excel in their roles are present in many countries. Employees also prefer working for an organisation where safety is a priority above profits and bases decisions on a genuine concern for the environment. Employees worldwide are excited by their feeling of excitement about their work and confident are about company leaders. The belief that their direct supervisors lead by example, thus creating a collaborative atmosphere is another engaging factor. Because such work conditions have universal appeal, companies in any socioeconomic climate can produce fully engaged employees if they strive to become an organisation where employees are proud to work and rarely consider leaving

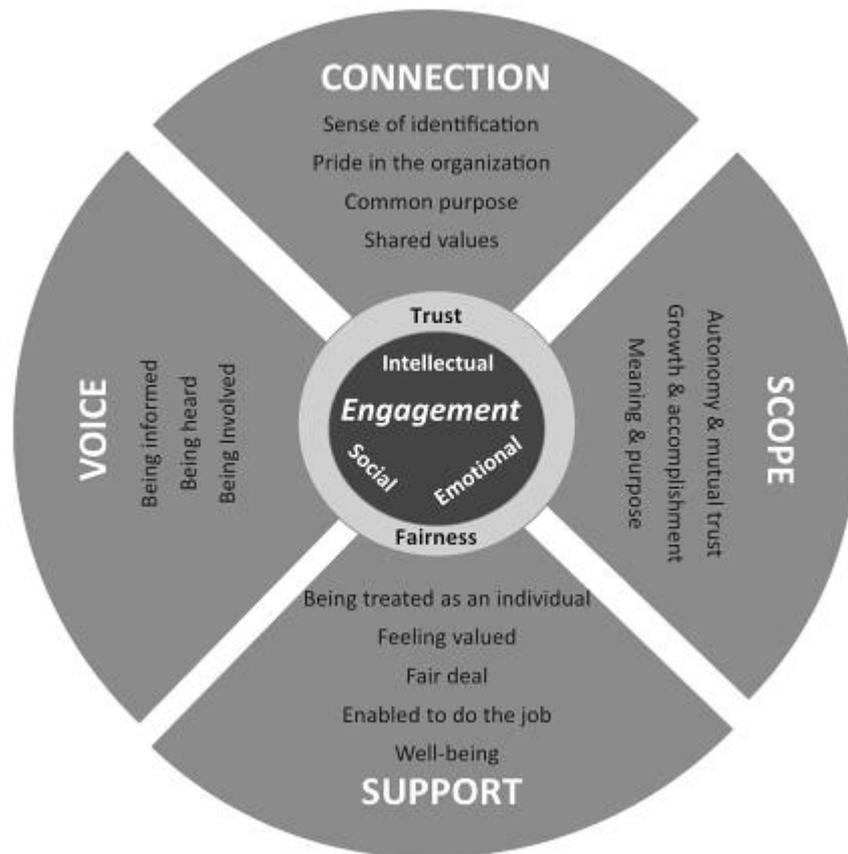
Wiley et al. (2010) state that after optimisation of the drivers of engagement, employee engagement increases dramatically and will have a positive impact on organisational outcomes. The management of an organisation can utilise the macro-driver framework to implement various system-level actions to improve employee engagement (Welch, 2011).

As the model of Wiley et al. (2010), similar to the Poisat (2006) model, focuses on the antecedents of employee engagement and not explicitly on the psychological engagement, the researcher then referred to the model of Holbeche and Matthews (2012).

The engagement model of Holbeche and Matthews (2012) is discussed in Section 2.3.3 below.

2.3.3. Holbeche and Matthews (2012) – Employee Engagement Model

Holbeche and Matthews (2012) have the view that all drivers of engagement fall within four areas of dynamic interconnection between individuals and their organisation. The model is presented in Figure 2.3 below:



Source: Holbeche and Matthews (2012)

Figure 2.3 Holbeche and Matthews (2012) – Employee engagement model

We find engagement in this dynamic interconnection. Psychological engagement needs various connections between the employee and the organisation. Each of these dynamic areas will be discussed below:

2.3.3.1 Connection

The first area focuses on the key element of a sense of identification with the organisation's values and beliefs. The employees believe in the organisation's products and services and understand the context in which the organisation operates. Individuals who feel they belong and know how their efforts contribute to the success of the organisation as a whole tend to be engaged and motivated and feel pride in the organisation (Holbeche & Matthews, 2012).

2.3.3.2 Support

The second area focuses on the practical help, guidance and other resources provided to assist employees in performing optimally in their jobs. It further highlights the vital role of line managers in enabling employee engagement through informal and formal social support where employees are treated as individuals, managers show empathy and concern and pay attention to the general well-being of their employees (Holbeche & Matthews, 2012).

2.3.3.3 Voice

The third focus area deals with the extent to which employees are informed, involved and able to contribute to shaping their work context. Employees should have a feeling of being valued and involved, and hence engaged. A precondition for Voice is to accept differences of experience, outlook and approach by valuing every employee as an individual. Managers should demonstrate openness to new ideas and show acceptance of different personal needs, values and belief, but should ensure that there is alignment between the organisation's values and the employee's values. Values should not be forced upon either the employee or the company, as this may result in disengagement (Holbeche & Matthews, 2012).

2.3.3.4 Scope

The last focus area is about providing the space where individuals can be proactive, give their best, take responsibility for making things happen and be willing to change when necessary. It offers employees the opportunity to build new skills and capabilities that will enhance their employability. Through a good job design, employees will have the chance to best utilise their skills and through job enrichment create an interesting and developmental working environment. If employees are given autonomy in their roles, they feel trusted and have the chance to deliver without being micro-managed. With autonomy, employees have the scope to grow and

develop and they can find meaning and purpose in their jobs and will embrace lifelong learning (Holbeche & Matthews, 2012).

The Holbeche and Matthews (2012) model of employee engagement presents antecedents of employee engagement, but further demonstrates the connection on a psychological level, as engagement is dependent on the perceptions of a composite of individuals and will vary depending on the job role, life-cycle stage, personal interests, ambitions and goals and poses the challenge to management to recognise and work with this fundamental.

In this section a review of Poizat's (2006) integrated organisational employee engagement model, Wiley et al.'s (2010) model of employee engagement and the engagement model of Holbeche and Matthews (2012) were presented. Based on the core components of the working definition of this study and the theory as discussed in this section, the researcher has determined the following to be at the core of engagement:

1. Leaders should show commitment to employee engagement in the organisation through the establishment of a clear vision, mission and values and demonstrate this commitment through a dedicated heart and action-oriented service and care from top management.
2. Organisational culture provides employees with a common understanding that unites them, helps them to understand how they fit in, what is valued, appropriate and inappropriate.
3. The responsibility of engagement is shared through a balanced relationship, of give and take, between managers and employees, with the antecedents of engagement as the driving force.
4. Cognitive engagement stems from an understanding by the employee of his/her role in the organisation with a clear line of sight to the organisation's overall goals and objectives. Emotional engagement is present in the experience of feeling connected to the organisation and colleagues. Behavioural engagement is visible in the directly observable

behaviours like innovation, initiative and proactiveness in the work environment on a daily basis.

5. Higher engagement levels will improve competitiveness and organisational success.

Based on the definition and literature review, the researcher presents a graphical summary of what is “conceptually at the core” of engagement:



Source: Compiled by researcher

Figure 2.4 Integrated Engagement Model

The integrated model as depicted in Figure 2.4 was compiled by the researcher based on the working definition of this study as well as the literature review. In the sections below the researcher will elaborate on the various components of the integrated model based on the theoretical models and literature reviewed. The contribution of organisational leadership towards employee engagement will be discussed in Section 2.4. The role of organisational culture in improving employee engagement will be discussed

in Section 2.5. Subsequently the researcher will discuss the role of the manager and the role of the employee towards employee engagement in Section 2.6 and Section 2.7 respectively.

2.4 CONTRIBUTION OF ORGANISATIONAL LEADERSHIP TOWARDS EMPLOYEE ENGAGEMENT

Organisational leadership, as depicted in Figure 2.4, is the first important component in the integrated model that impacts employee engagement.

Segers, De Prins and Brouwers (2010) state that transformational leaders impact the vigour (physical), dedication (emotional) and absorption (cognitive) of their followers at work positively and are responsible for creating an environment that increases the state of engagement of their followers directly. A leadership style that consists of coaching behaviours, leading by example, showing concern/interacting with team members, participative decision making and explanation to followers of the goals, decisions, rules and vision of the organisation assists in creating an engaged workforce.

The view of Segers et al. (2010) is also shared by Holbeche and Matthews (2012), who concluded that senior management should not only communicate a clear vision for the future, but should also build trust in the organisation, involve employees in the decision-making processes, demonstrate commitment to the organisation's values and a genuine commitment to employee well-being. Senior management should furthermore show integrity and treat employees with respect and fairness.

To conclude the discussion on the importance of the influence that leaders at all levels of organisations have on the level of employee engagement, the researcher would present four traits of leaders that assist employees to engage in their organisation based on the work of Kahn (2010). The first trait is that we engage in relationships with leaders who remain close enough to employees to give support as needed, but distant enough to let employees take their own responsibility for their work. Engagement is fuelled in settings in which leaders carefully attend to the nature of intergroup relations and ensure fair and equitable collaborative relations among groups, areas and divisions. Leaders who insist on learning about

their organisations, employees and themselves are able to create cultures of engagement. The last trait is that we engage in relations with leaders who validate and respect their employees.

Shared values and mission keep management and employees anchored in the strategic pursuit of the organisation's vision and contribute to engaged employees (Sheridan, 2012).

2.5 ROLE OF ORGANISATIONAL CULTURE FOR IMPROVEMENT OF EMPLOYEE ENGAGEMENT

Organisational culture, as depicted in Figure 2.4, is another important component in the integrated model that impacts employee engagement.

Edgar Schein (2004) argues that leadership and culture are two sides of the same coin, since leaders exert an extraordinary influence on culture and vice versa. The culture and values of an organisation (collective values, beliefs and behaviours) set it apart from its competition and guide the activities of an organisation. Culture and organisational commitment could provide organisations with superior performance and success (Rashid, Sambasivan, & Johari, 2003). Organisational culture provides employees with a common understanding that unites them, helps them to understand how they fit in, what is valued, appropriate and inappropriate (Holbeche & Matthews, 2012). An organisation's culture has a profound impact on the effectiveness of the organisation. Culture influences how decisions are made, how human resources are used and how people respond to environmental challenges. According to Woppman's (2010) study, the revenues generated by companies with a sound corporate culture outperformed their counterparts with a poor culture by more than 400%, and their net incomes grew by 756% over the 11 years of the study, while the incomes of their counterparts only increased by 1%.

Strong shared values can act as a firm basis for empowerment, because they provide the parameters within which employees can release their discretionary effort to the benefit of the organisation (Holbeche & Matthews, 2012). Organisational culture is the most powerful engagement tool as it drives employee engagement through good and bad times (Rice, 2011).

According to Sheridan (2012), organisational culture is impacted by various elements that play a role in employee engagement. As the workforce becomes increasingly more diverse, fostering an environment that supports employees of different backgrounds is absolutely essential. Employees want to feel good about contributing to their organisation's success. For employees it is encouraging when their employer contributes to the community in which they operate and the employees therefore feel more personally invested in their employer. In recent years a positive work/life balance has actually become a major influencer to attract and retain top talent. Organisations should also find ways to improve flexibility in personal situations as it can enhance culture and increase engagement.

The culture of an organisation needs constant attention. New recruits should be assessed for cultural fit and new employees should be inducted properly into the culture of the organisation. Employees should also be reminded with vivid examples of the mission and core values of the organisation in action. Leaders and management need to communicate and demonstrate the culture. Without focus on organisational culture growth, culture would not grow in the direction you need to ensure high performance and high engagement (Rice, 2011).

2.6 ROLE OF THE MANAGER IN EMPLOYEE ENGAGEMENT

Holbeche and Matthews (2012) state that managers act as a bridge between top management and their teams/employees. The role of the manager, as depicted in Figure 2.4, is another important component in the integrated model that impacts employee engagement. From the engagement models and literature review, the role of the manager is explained in the following paragraphs.

The first important role of the manager is to set goals with clear desired outcomes. Managers should clarify the roles employees are expected to perform (Holbeche & Matthews, 2012) and outline the importance of teamwork (Wiley, et al., 2010). When a manager provides employees with challenging work, the manager creates an environment that stimulates the development of new skills (Holbeche & Matthews, 2012). The focus of this strategy is to improve engagement through job design and job role. Job design can influence people's value, meaning and worth they derive from jobs significantly (Poisat, 2006). The meaning employees derive

from their jobs is enhanced by the responsibility, autonomy and accountability they feel for results as a result of their jobs (Holbeche & Matthews, 2012).

Managers should provide the right materials and tools to ensure the required quality. Poisat (2006) concluded that having the right tools as well as the latest technology available is a major strategy in the retention and motivation of employees, thus increasing employee engagement. Managers have the responsibility to interact with their teams and to agree on priorities and equipment that is vital to achieve the required quality standards (Holbeche & Matthews, 2012).

Managers must align talents of employees with job roles. Organisations need to recruit based on the talents required for the job and select people with a high need for achievement (Poisat, 2006). When managers allow employees to be proactive, to take responsibility and to give their best, the employees can develop, grow and find meaning in their jobs and thus increase their engagement levels. If employees are efficiently placed in roles according to their inherent talents, they are enabled to reach peak performance.

Managers should also provide frequent informal on-the-job feedback and recognition. Receiving recognition for one's achievements is among the most fundamental of human needs. Recognition adds to the employee's sense of accomplishment and feeling of adding value to the company, leading to an improvement in engagement (Wiley, et al. 2010). Poisat (2006) points out that performance feedback is not the same as the annual performance appraisal, but is an ongoing process with regular follow up and reinforcement. Recognition is perceived most positively when it is done, in person, timely and sincerely. The manager should ensure clear indications of what specifically is being recognised and recognition should be given for both the individual and group performance.

Managers should have a sincere interest in and concern for the well-being of the employee. When the manager gets to know his/her team members as individuals and treats them with empathy, fairness and with a genuine concern for their well-being, engagement levels will improve. Engaging managers are performance-driven and intent on creating the conditions for success; they lead with passion

and energy and have strong interpersonal skills, are emotionally intelligent, inspiring and enabling (Holbeche & Matthews, 2012). Managers should take ownership for delivering the reality of the employer brand. Finally, engaging managers demonstrate a caring approach to employees when they are experiencing difficulties.

Managers are obliged to train and develop employees to ensure long-term value for the organisation. Managers should focus on developing their employees so that they feel that the organisation takes a long-term view of their value. By providing opportunities to grow and develop their talents, the employees will assist in achieving organisational success (Holbeche & Matthews, 2012).

Managers must also create an environment of participative decision making with an open robust communication strategy. Managers should create a climate of open communication to assist in improving levels of employee engagement (Poisat, 2006). Managers who communicate well, provide regular feedback and also spend time coaching and developing the employees who are working for them and who are aware of important things happening in their employees' private lives, assist in creating open channels of communication. Furthermore, employees who were part of the decision-making process tend to take greater ownership of the outcomes of decisions (Wiley, et al. 2010).

Managers must further create a line of sight between employee's job and the company's vision. For this driver the focus is placed on leadership recognising the value of employees as a source of competitive advantage and therefore incorporating people in their vision, mission and value statements (Holbeche & Matthews, 2012). Leadership in an organisation has a major role to play in aligning systems and structures that reinforce the core values and strategic priorities of the organisation (Segers, et al., 2010). Poisat (2006) and Holbeche and Matthews (2012) propose the following strategies to translate the vision of an organisation into people processes. Firstly, employers should select leaders who are capable of exercising, reinforcing and building capacity through people-related behaviours. Companies should hold leaders accountable for extending the behaviours throughout the organisation. Thirdly, managers should focus on people practices that support employee engagement. Leaders should take time to translate

business goals into individual requirements that enable individuals to take responsibility for their own contributions to the goals of the organisation. Finally, the leaders should have a clear understanding of their business model and how it translates to customers and desired people practices that promote engagement. When all members of a team have a commonality of purpose, a shared vision and an understanding of how their personal roles support the overall strategy, the impact on employee engagement will be positive (Smythe, 2007).

Managers must also ensure and recognise good quality performance. The extent to which employees perceive a match between the work unit objectives and their individual needs will influence their perception of whether they belong or contribute meaningfully to the team (Poisat, 2006). Holbeche and Matthews (2012) have identified drivers to provide direction to individuals and groups. Management should identify areas where business performance is most needed and ensure that it is linked to the organisation's vision. Subsequently, adjustments should be made to individual and team objectives to account for these strategic changes. Participative processes should be used to explain how the organisation's key components interact and organisations should make use of highly interactive group processes to clarify critical team objectives.

The abovementioned guidelines for directing individuals and teams do not only augment employee engagement, but are important factors in improving overall organisational performance (Poisat, 2006).

Managers must create an environment with social connections and support. The importance of creating a strong team culture with a good team spirit and a strong bond within the team cannot be stressed enough. Active listening, watching out for non-verbal communication, and taking the time to show genuine interest in staff will help to increase awareness of employees' needs (Holbeche and Matthews, 2012). According to Poisat (2006), the organisational strategies for this driver focus thus on the improvement of the manager-employee relationship and team-based activities that enhance teamwork and networking. Holbeche and Matthews (2012) suggest that leaders should hold managers responsible for their people management skills and require that these managers use highly participative methods such as workshops and team events to encourage teamwork,

relationship building and networking. Leaders of organisations should follow a strategy that creates development and synergy through knowledge transfer, reflection and flexibility when performing assignments. Once the individual needs have been addressed, the performance of the work unit and objectives need to be considered.

Managers should provide personal, tailored feedback on progress, achievements and goals. This driver focuses on how well the employee is performing the job and required objectives. Poisat (2006) affirms that open, honest feedback on job performance contributes significantly to the employees' perception of their worth and the meaning they derive from jobs, and should be closely related to the agreed performance goals and expectations. Managers should set their expectations, performance measures and provide feedback at least every quarter (Holbeche & Matthews, 2012). It is important that the manager or employee should be able to initiate feedback/discussion whenever the need arises (Poisat, 2006). An understanding should be obtained of the performance criteria and an interpretation against the strategic value of the stated objectives should be done (Holbeche & Matthews, 2012). The performance feedback process should also be used to reward and provide recognition to employees (Wiley, et al., 2010). Poisat (2006) concluded that the manager's role is crucial in providing meaningful feedback.

Managers have a duty to create an environment where employees can learn and grow. The final role that the manager plays in engaging his or her employees focuses on the requirements needed to deal with employees who are ready and able to provide discretionary effort and are engaged. Poisat (2006) reports that empowerment instils a sense of job ownership, commitment and worth among individuals and teams. According to Poisat (2006), Wiley et al. (2010) and Holbeche and Matthews (2012), the following strategies should be implemented to ensure empowerment and ultimately secure employee engagement. The manager should create a climate where individuals will learn, grow and develop, and self-manage and participate in decisions. Managers should know their own levels of empowerment and know the capabilities of their employees. Thirdly, the role of the manager should include coaching and development of his/her employees.

To conclude: Engaging managers are performance-driven and intent on creating the conditions for success, they lead with passion and energy and have strong interpersonal skills, are emotionally intelligent, inspiring and enabling. Good people management is, in fact, the most potent way of stimulating innovation and building competitive advantage through employee engagement.

2.7 THE ROLE OF THE EMPLOYEE IN THEIR OWN ENGAGEMENT

The role of the employees themselves, as depicted in Figure 2.4, is the final important component in the integrated model that impacts employee engagement.

Clark (2012) states that engaged employees have consistent ways. According to Clark (2012), engaged employees accept responsibility for their own engagement and only expect organisations to fulfil a supporting role in their engagement.

The role of the employees in their own engagement begins when the employees align their own personal values to the organisation's values (Poisat, 2006). Employees should manage their employability, understand that high performance speaks for itself and that it will be recognised in any environment (Wiley, et al., 2010).

Understanding one's own contribution to the company vision and mission is important, as highly engaged employees demonstrate agility and adaptability and recognise that organisational conditions are subject to market conditions and the business cycle (Clark, 2012).

Employees should take responsibility and determine their own skills, strengths, priorities, career goals and gain an understanding of their own roles and desired outcomes to enable them to communicate their personal alignment and action plans to improve their own engagement level (Holbeche and Matthews, 2012).

The employee should participate in the process to determine the right tools and technology to achieve the required quality and should take care of the equipment and technology provided. Employees should collaborate in opportunities to enhance quality of work between teams (Poisat, 2006).

Holbeche and Matthews (2012) stressed that in an environment where employees experience a sense of belonging and purpose, they should feel free to communicate their preferred way of recognition and reward for their contribution to organisational success.

In a culture of trust and openness as created by the leadership of an organisation, employees should feel free to establish relationships with employees across all teams and show sincere interest in their well-being (Holbeche and Matthews, 2012).

Clark (2012) concludes that organisational conditions that create extrinsic motivation are important, but never enough. The measurement of employee engagement will be discussed in Section 2.8 below.

2.8 MEASUREMENT OF ENGAGEMENT

The measurement of engagement is important to determine the drivers and the level of engagement.

The AONHewitt Sub-Saharan Africa Employee Engagement Survey (2012) provides detailed data that organisations can use to improve their employee engagement initiatives in Africa.

According to the survey, the engagement level for South African organisations is 68%, Sub-Saharan Africa 72% and the global level of engagement is at 58%.

In the South African context studies have shown that engagement can be measured in a valid and reliable way using the UWES (Rothmann & Rothmann, 2010; Storm & Rothmann, 2003). The UWES has the advantages of being grounded in the theory of what reflects the core components of engagement, as well as being validated in many different countries by the use of sophisticated statistical data analytic methods (Albrecht, 2010).

Schaufeli and Bakker (2010) further cite various studies that conclude that the UWES is invariant across various nations, including South Africa. Storm and Rothmann (2003) concluded that the equivalence of the UWES is acceptable for

different race groups in South Africa and that no evidence was found for item-bias in these various race groups.

The merits of the Gallup Q¹², UWES and WES are discussed in Section 3.4 of Chapter 3.

In the table below the role of the manager, as driver of engagement, is presented in the left column and the relevant question from the Gallup Q¹² that evaluates the driver is presented in the right column of the table.

Table 2.1 Comparison of the “role of manager” to the relevant Gallup Q¹² questions

Role of Manager	Gallup Q¹² Question
Set goals with clear desired outcomes	I know what is expected of me at work
Provide right materials and tools to ensure the required quality	I have the materials and equipment I need to do my work right
Align talents of employees with job roles	At work, I have the opportunity to do what I do best every day
Provide frequent informal on-the-job feedback and recognition	In the last seven days, I have received recognition or praise for doing good work
Have a sincere interest and concern in the well-being of the employee	My supervisor, or someone at work, seems to care about me as a person
Train and develop employees to ensure long-term value for organisation	There is someone at work who encourages my development
Create an environment with participative decision making and open robust communication strategy	At work, my opinions seem to count
Create line of sight between employees’ job and the company’s vision	The mission or purpose of my company makes me feel my job is important
Ensure and recognise good quality performance	My associates or fellow employees are committed to doing quality work
Create an environment with social connections and support	I have a best friend at work

Role of Manager	Gallup Q¹² Question
Provide personal tailored feedback on progress, achievements and goals	In the last six months, someone at work has talked to me about my progress
Create an environment where employees can learn and grow	This the last year, I have had opportunities at work to learn and grow

Source: Compiled by researcher

The Gallup Q¹² will be used to determine the antecedents of engagement as determined through the literature review. The UWES and WES will be used to determine the levels of the psychological engagement. In Section 2.9 a summary of the chapter will be presented.

2.9 CONCLUDING REMARKS

The chapter is based on a literature review of the definition of employee engagement and theoretical models of employee engagement. Employee engagement is the balanced relationship between an employee and employer that consists of a set of positive attitudes, emotions and behaviours to ensure high job performance that is in line with the company's goals and objectives to ensure organisational success (Albrecht, 2010; Smythe, 2007; Macey, et. al., 2009; Schaufeli, et. al., 2002; and Johnson & Roger, 2014). Organisational leadership and organisational culture play an important role in engagement in organisations. From literature, the role of the manager and the role of the employee were determined to enhance engagement in the organisation. Engagement is fuelled by drivers to assist in achieving psychological engagement. Leaders should show commitment to employee engagement in the organisation through the establishment of a clear vision, mission and values and demonstrate this commitment through a dedicated heart and action-oriented service and care from top management. Organisational culture provides employees with a common understanding that unites them, helps them to understand how they fit in, what is valued, appropriate and inappropriate. The responsibility of engagement is shared through a balanced relationship, of give and take, between managers and employees, with the antecedents of engagement as the driving force. Higher engagement levels will improve competitiveness and organisational success. The

chapter is successful in providing the theoretical framework for the study. The methodology followed during this study is discussed in Chapter 3.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research methodology discussed in this chapter is derived from the background and literature review as discussed in the previous chapters. This chapter provides the outline of the research methodology, design and sample selection used in the study. The data used was obtained by a self-administered survey that contained three questionnaires, the UWES and WES measurement tools that measure the three psychological components of engagement as defined, and the Gallup Q¹² that was used to determine what changes and/or strategies should be implemented to assist in creating an engaged workforce.

3.2 RESEARCH DESIGN

According to Cooper and Schindler (2011), the research design is a plan that is based on the research question/s that guides the sources, information and outline of the research activity to attempt to answer the research question/s.

The aim of the study is to understand employee engagement as human behaviour. The epistemological orientation of the study will be post-positivism of nature. As this study focuses on employee engagement, which is subject to human conjectures, it can be framed as post-positivism although quantitative methods will be used. Whilst quantitative methods are used to obtain information about the levels of employee engagement, the understanding and interpretation of the data is a process that is more than mere deduction. Post-positivism epistemology recognises that a pure quantitative approach would result in making many important aspects of psychology irrelevant because feelings and perceptions cannot be measured readily. The researcher accepts that theories, background, knowledge and values of the researcher can influence what is observed but the researcher will pursue objectivity by recognising the possible effects of biases.

The proposed formal study (Cooper & Schindler, 2011) will make use of the current situation at Lafarge SA and will try to determine the levels of engagement, recommend strategies to improve engagement to reduce employee turnover and

improve performance. A well-planned research design will assist the researcher in clarifying the areas of low engagement. The researcher will make use of a quantitative mode of research design to understand and to provide comprehensive evidence on the research problem.

3.3 SAMPLING

Lafarge SA employs around 341 full-time employees who formed the population of the study. This study utilised convenience non-probability sampling (Cooper & Schindler, 2011). The sample consisted of all 341 full-time employees at Lafarge SA. This method was chosen as it was easy to conduct and was unrestricted, thus allowing any employee to participate if he/she so wished.

3.4 DATA COLLECTION

The method of data collection was a communication study, as the researcher questioned the respondents and collected their responses by impersonal means. Data was collected from full-time employees of Lafarge SA.

The collected data was obtained through a self-administrated survey, consisting of three measurement tools, namely the Gallup Q¹², UWES and WES. The statistical data from these tools will be collected by using various Likert scales. From the trends and patterns identified by the researcher, the causes of the low levels of engagement will be identified and the researcher will to be able to recommend possible strategies for improvement.

This format of data collection was chosen due to flexibility of use and follow-up as well as the fact that not all employees have access to email in the company. It offered the respondents the opportunity to consider their personal experience before they answered the questions (Cooper & Schindler, 2011).

The primary quantitative data was collected in the form of a structured survey, which was sub-divided into the four components. The first part contained the biographical data of the respondent, the second part contained the Q¹² which measures the twelve engagement conditions of which each is a causal contributor to engagement (Harter, et al., 2009). The third section contained the WES, which

measures composite psychological engagement. The fourth section contained the UWES, which also measures composite psychological engagement.

The researcher reviewed the psychometric evidence that exists for the various measures of employee engagement to determine the reliability and validity of the measures. Measures that were reliable and valid in terms of the construct of employee engagement were selected. The researcher selected three measures that would be used namely the Gallup Q¹², UWES and WES..The merits of each of the measurement questionnaires will be discussed in the sections below:

3.4.1 Gallup's Workplace Audit or The Gallup Q¹²

The development of the Gallup Workplace Audit (GWA) or The Gallup Q¹² (Q¹²) was based on accumulated quantitative and qualitative research over a period of more than 30 years. Through various psychometric studies, its reliability as an instrument, convergent validity and criterion-related validity have been corroborated as well as practical considerations regarding its usefulness for managers in creating change in the workplace (Harter, et al., 2009).

The Q¹² is described as an instrument that measures employee perceptions of work characteristics, the quality of employee-related management practices and antecedents to personal job satisfaction and other affective constructs. Engagement occurs when individuals are emotionally connected and cognitively vigilant. The measures differentiate between actionable work group-level facets, such as clarity of expectations, having the tools needed for the work, having opportunities to progress and learn, and recognition for good work done, and the more general theoretical measures of job satisfaction. The Q¹² measure comprises engagement conditions, each of which is a causal contributor to engagement, and the composite of which is said to measure engagement through measurement of its causes (Harter & Schmidt, 2008).

Schaufeli and Bakker (2010) are of the opinion that instead of measuring engagement in terms of an employee's involvement, satisfaction and enthusiasm, the Q¹² taps the employee's perceived job resources. As such,

the antecedents of engagement in terms of perceived job resources are measured, rather than the experience of engagement in terms of involvement, satisfaction and enthusiasm.

The view of Schaufeli and Bakker (2010) is also shared by Macey and Schneider (2008b), who state that engagement is not measured by indicators of the work environment. Macey and Schneider (2008b) argue that Harter and Schmidt (2008) measure engagement in a model where twelve individual components are formed in composite as causes of engagement, thus formative, and not reflective of the indicators of engagement.

The Q¹² is, in essence, a management tool to assist managers to create change in the work environment (Schaufeli & Bakker, 2010). The Q¹² items are scored on a 5-point rating scale, ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). In addition, it includes a sixth, un-scored response (“don’t know/does not apply”). As a total instrument (sum or mean of items 1-12), the Q¹² has a Cronbach’s alpha of 0.91 at the business-unit level (Harter et al., 2009). To have a reliable scale, the Cronbach’s alpha value should be above 0.5.

Gallup’s Workplace Audit or Q¹² was selected out of the practitioner domain as it is the only questionnaire where psychometric data is available (Harter, et al., 2009).

Table 3.1 Gallup's Workplace Audit Instrument

The Gallup Q¹²	
1.	I know what is expected of me at work
2.	I have the materials and equipment I need to do my work right
3.	At work, I have the opportunity to do what I do best every day
4.	In the last seven days, I have received recognition or praise for doing good work
5.	My supervisor, or someone at work, seems to care about me as a person
6.	There is someone at work who encourages my development
7.	At work, my opinions seem to count
8.	The mission or purpose of my company makes me feel

The Gallup Q¹²	
	my job is important
9.	My associates or fellow employees are committed to doing quality work
10.	I have a best friend at work
11.	In the last six months, someone at work has talked to me about my progress
12.	This last year, I have had opportunities at work to learn and grow

Source: Harter et al. (2009)

3.4.2 Work Engagement Scale

The Work Engagement Scale was the result of research done by May et al. (2004). The scale was developed based on Kahn's work of 1990, which measures psychological engagement based on cognitive, emotional and behavioural engagement. The measurement tool has a Cronbach alpha of 0.77. The Work Engagement Scale (May, et al., 2004) was selected as a comparative measure, as this measure, similarly to the Utrecht Work Engagement Scale, measures psychological engagement based on the cognitive, emotional and physical engagement.

Table 3.2 Work Engagement Scale

Work Engagement Scale	
1.	Performing my job is so absorbing that I forget about everything else
2.	I often think about other things when performing my job (r)
3.	I am rarely distracted when performing my job
4.	Time passes quickly when I perform my job
5.	I really put heart into my job
6.	I get excited when I perform well on my job
7.	I often feel emotionally detached from my job (r)
8.	My own feelings are affected by how well I perform my job
9.	I exert a lot of energy performing my job
10.	I stay until the job is done
11.	I avoid working overtime whenever possible (r)
12.	I take work home to do
13.	I avoid working too hard (r)

Source: May et al. (2004)

The research of May et al. (2004) confirms the inverse relationship between the attitudinal outcomes of engagement and behavioural outcomes like higher productivity and lower absenteeism.

3.4.3 Utrecht Work Engagement Scale

The last component of the survey was the UWES questionnaire. The UWES questionnaire measures the three psychological components of engagement as determined in Chapter 2 (Schaufeli & Bakker, 2010). The UWES stems from the academic environment and was selected as it is the most widely cited and widely used measure of engagement (Bakker, 2010). The Utrecht Work Engagement Scale (UWES) is based on the definition of engagement that includes vigour, dedication and absorption. This three-dimensional questionnaire has been developed by Schaufeli et al. (2002) and is available in 21 languages. An international database exists that currently includes engagement records of more than 60 000 employees. The original UWES contains 17 items and a shortened version nine items (Schaufeli & Bakker, 2010).

Schaufeli and Bakker (2010) conclude that engagement as assessed by the UWES is a unitary construct that is constituted by three different yet closely related aspects, and that the total score of the UWES is an indicator of engagement based on confirmatory analysis of the hypothesised three-factor structure of the UWES. The internal consistency of the three scales of the UWES is acceptable as in all cases the values of Cronbach's alpha are equal to or exceed the critical value of 0.7 (Schaufeli & Bakker, 2010).

Schaufeli and Bakker (2010) further cite various studies that conclude that the UWES is invariant across various nations, including South Africa. Storm and Rothmann (2003) concluded that the equivalence of the UWES is acceptable for different race groups in South Africa and that no evidence was found for item-bias in these various race groups. Studies have also shown that, in addition to cross-national invariance, factorial invariance was demonstrated between various occupational groups as well as that the short version of the UWES was invariant across a time interval of 3 years (Schaufeli & Bakker, 2010).

The UWES items are scored on a 7-point frequency scale ranging from 0 ("never") to 6 ("always").

Table 3.3 The Utrecht Work Engagement Scale

The Utrecht Work Engagement Scale	
1.	At my work, I feel that I am bursting with energy*
2.	I find the work that I do full of meaning and purpose
3.	Time flies when I'm working
4.	At my job, I feel strong and vigorous*
5.	I am enthusiastic about my job*
6.	When I am working, I forget everything around me
7.	My job inspires me*
8.	When I get up in the morning, I feel like going to work*
9.	I feel happy when I am working intensely*
10.	I am proud on the work that I do*
11.	I am immersed in my work*
12.	I can continue working for very long periods at a time
13.	To me, my job is challenging
14.	I get carried away when I'm working*
15.	At my job, I am very resilient, mentally
16.	It is difficult to detach myself from my job
17.	At my work I always persevere, even when things do not go well

Source: Schaufeli and Bakker, 2010

Note: Items marked with * are included in the short version of the UWES

The researcher believes that through the WES, UWES and Gallup Q¹² the engagement levels of Lafarge SA can be determined and the required changes and/or strategies identified to assist in creating an engaged workforce.

3.5 DATA ANALYSIS

The researcher made use of quantitative mode (Cooper & Schindler, 2011) of research design to understand and to provide comprehensive evidence on the research problem.

Once the respondents have completed their surveys, the researcher collated the quantitative data from the respondents and electronically captured the data on Microsoft Excel. The data was summarised by using an overall visualisation of the data by means of frequency distribution graphs. The frequency distribution techniques, which provide an ordered array of all values for a variable, were used to present the feedback. The findings that will be presented in Chapter 4 were analysed to establish the relative frequencies as a percentage value. This was

useful to identify the low causal contributors of engagement and the psychological components of engagement. After the analysis had been done for the survey results, the researcher identified the low causal contributors of engagement and proposed organisational strategies to improve the engagement levels.

For the inferential statistics, the results will be generated by using the Statistical Package for Social Sciences (SPSS). Inferential statistics employed will include Pearson's correlation co-efficient, t-tests (p-value), analysis of variance and multiple comparison tests.

The purpose of the study will be a reporting study, where the researcher will present a summation of the data from the questionnaires and the levels of engagement. The organisational strategies that will be implemented will be reported *ex post facto*. The time dimension will be cross-sectional as the questionnaires will provide a snapshot of the levels of engagement at the point when the survey is done, before the intervention of the organisational strategies that will be implemented for improvement. The topical scope will be of a statistical nature as the researcher will try to generalise the findings across the employee population at Lafarge SA (Cooper & Schindler, 2011).

The researcher has received 205 surveys back from a total population of 341, thus a response rate of 60%. Although non-probability sampling was used, the results can be generalised over the population due to the high response rate (Draugalis & Plaza, 2009).

The data indicates a good spread in terms of age, but it is interesting to note that the age groups between 45 and 50 years and between 51 and 56 years have the same response rate. The researcher compared the response age distribution to the population age distribution and observed that the response rate of the younger employees, from 18 to 38 years, was higher, the age group 39 to 44 responded according to their contribution to the total population, and the age group of 45 years and older responded less to the survey. The low response rate correlates with the lower engagement levels of the employees 45 years and older.

The Cronbach's alpha was used to determine which items to include in each of the variables to ensure reliable constructs. The Cronbach alpha determines the

reliability of the scale used, as well as tests whether or not the items used for a construct/variable actually measure that particular construct. To have a reliable scale, the Cronbach's alpha value should be above 0.5.

Table 3.4 Cronbach's Alpha

Variables	Cronbach's Alpha	No. of items
Gallup Q¹²	0.865	12
- Cognitive	0.593	4
- Emotional	0.682	4
- Physical	0.520	5
WES	0.622	13
- Vigour	0.806	6
- Dedication	0.872	5
- Absorption	0.773	6
UWES	0.925	17

Source: Compiled by researcher from survey data

As depicted in Table 3.4, all the values of the Cronbach's alpha are higher than 0.5, therefore we can conclude that the scales are reliable.

3.6 ETHICAL CONSIDERATIONS

For the research study, full consent was obtained from the Business Unit General Manager: Cement, Plant Manager Lichtenburg and Human Resources Manager Lichtenburg of Lafarge SA. This was done on a personal face-to-face basis and the process and objectives of the study were explained in full.

The following ethical considerations applied to the study:

- Objectivity

Through the use of an independent psychometric validated questionnaire, the researcher aimed to avoid bias. Quantitative data was interpreted scientifically using the statistical programme SPSS to perform analysis. (Zikmund, Babin, Carr, & Griffen, 2013).

- Voluntary participation

For the purpose of the proposed study only employees who are prepared to complete the structured questionnaire was used (Cooper & Schindler, 2011).

- Informed consent

All respondents were informed as to the procedure of the proposed survey before requesting permission to continue with the survey by signing a consent form indicating their understanding and acceptance of the process (Cooper & Schindler, 2011).

- Confidentiality

The researcher ensured that all information obtained from the questionnaires was handled with care and confidentially. No identifiable personal information was requested to ensure that the respondents remained anonymous (Cooper & Schindler, 2011).

- Data integrity

A data management system was implemented to ensure the ethical protection of respondents during the study (Zikmund, et al., 2013).

3.7 CONCLUSION

In this chapter the research methodology that was used in this quantitative research study was discussed. The researcher utilised convenience non-probability sampling and received 205 responses out of a total population of 341. Because of this high response rate, the results can be generalised over the population. The study utilised a survey that consisted of three different

questionnaires, namely the Gallup Q¹², WES and UWES. The Cronbach's alpha for all the scales was higher than 0.5 and is therefore reliable. This research study was conducted as a reporting study. A comprehensive purposive non-probability sampling type was used in this study. Attention was also given to the ethical considerations that should guide research. In the following chapter the findings of the research study will be discussed.

CHAPTER 4

RESEARCH FINDINGS AND ANALYSIS

4.1 INTRODUCTION

In Chapter 1 of the field study the background and research problem have been presented as well as an overview of the construct employee engagement. After an in-depth literature review, the researcher presented in Chapter 2 a definition of employee engagement, theories of employee engagement as well as measurements of employee engagement. This literature review focused on three-factor employee engagement as well as the antecedents of employee engagement. In Chapter 3 the research methodology that was followed by the researcher has been presented.

In Chapter 4 the results that are based on the data captured from the questionnaire will be presented and analysed. The purpose of the chapter is to analyse and interpret the data that was obtained during the study. This chapter mainly consist of three sections. The first section contain the responses to Section A of the questionnaire. Section A elicited biographical information from the respondents that was used as independent variables and to test responses against the dependent variables covered in Section B to Section D of the questionnaire. In the second section the descriptive statistics of Sections B to D of the questionnaire are presented. The third section contains the results based on the inferential statistics that were used to interpret the data collected through the questionnaire. The chapter presents an in-depth analysis of the findings, to determine what the current level of employee engagement at Lafarge SA is. The level of each of the psychological components of employee engagement is also discussed and whether the results of the various measures are comparable. This chapter also contain certain logical inferences with regard to the literature review in Chapter 2.

The research findings will be presented in tabular and graphic form. The data was processed and the results generated by using the Statistical Package for Social Sciences (SPSS) version 22.0 software.

The raw data was analysed into descriptive and inferential statistics. The descriptive data included measures of central tendency and dispersion of selected variables. Section B of the questionnaire, which surveys the antecedents of employee engagement, scored each item on a 5-point Likert-type scale. The respondents had to indicate whether they strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with each of the statements. To be able to perform the quantitative analysis, numerical values ranging from 5 (strongly agree) to 1 (strongly disagree) were used. In addition it includes a sixth, un-scored response (don't know/does not apply).

Section C of the questionnaire, which surveys the cognitive, emotional and physical engagement, also scored each item on a 5-point Likert-type scale. The respondents had to indicate whether they strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with each of the statements. To be able to perform the quantitative analysis, numerical values ranging from 5 (strongly agree) to 1 (strongly disagree) were used.

Section D of the questionnaire, which surveys three-factor engagement based on the UWES, scored each item on a 7-point Likert-type scale. The respondents had to indicate how frequently they experience a certain feeling. The respondents could select from every day, a few times a week, once a week, a few times a month, once a month or less, a few times a year or less, or never. To be able to perform the quantitative analysis, numerical values ranging from 6 (every day) to 0 (zero) (never) were used.

Inferential statistics employed included Pearson's correlation co-efficient, t-tests (p-values), analysis of variance (ANOVA) and multiple comparison tests.

The results of the quantitative results will be discussed in the sections below, and the graphical data is also presented in tables in Annexure B:

4.2 ANALYSIS OF BIOGRAPHICAL INFORMATION

The results of the information obtained from the questions contained in Section A of the questionnaire are presented graphically in Figures 4.1 to 4.9. A brief discussion of the data follows the respective figures.

Question A.1 required the respondents to indicate their age. The responses to this question are presented in Figure 4.1

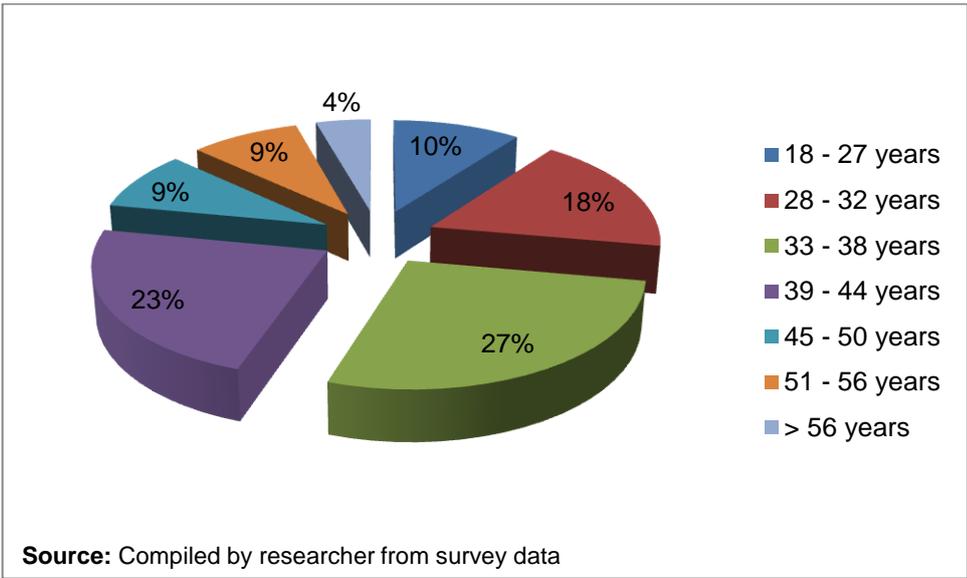


Figure 4.1 Graphical depiction of responses according to age

From Figure 4.1 it is evident that the above results reveal the age bands of the participating respondents to be 10.2% between 18 and 27 years, 17.6% between 28 and 32 years, 27.3% between 33 and 38 years, 22.9% between 39 and 44 years, 8.8% between 45 and 50 years, 8.8% between 51 and 56 years, and 4.4% above 56 years.

In Question A.2 the respondent was required to provide his/her highest level of education. The responses to this question are presented in Figure 4.2.

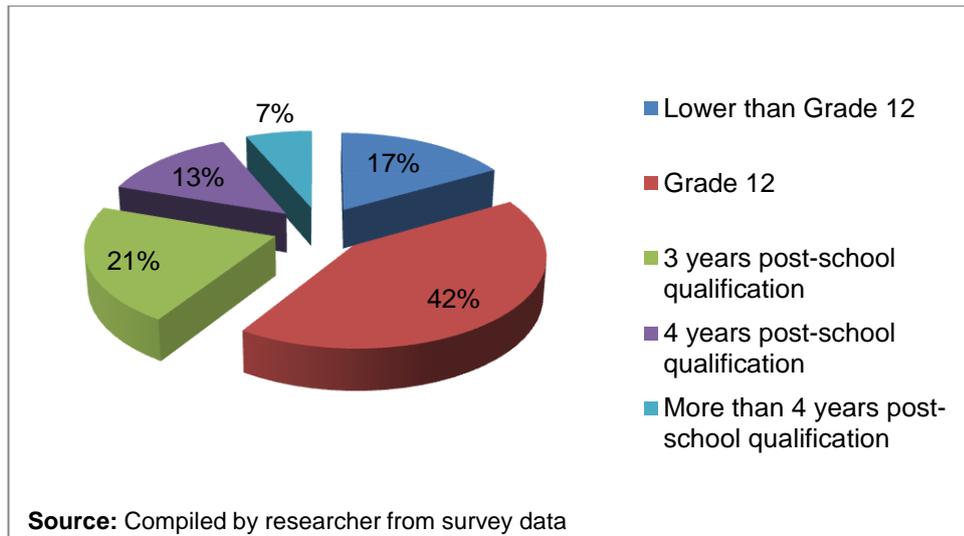


Figure 4.2 Graphical depiction of responses according to highest education level

From Figure 4.2 it can be seen that Grade 12 is the highest education level for the majority of the respondents (42%). It is, however, of concern that the majority of the respondents (59%) only have Grade 12 and even lower than Grade 12 as their highest level of education. In the researcher's opinion the lower level of education may have a negative impact on possible development opportunities of these employees that may impact negatively on their engagement, as they may not have the required skills to advance in their careers. The level of education of the total population, however, is not available for comparison purposes.

Question A.3 required the respondents to indicate their gender. In Figure 4.3 the responses are presented:

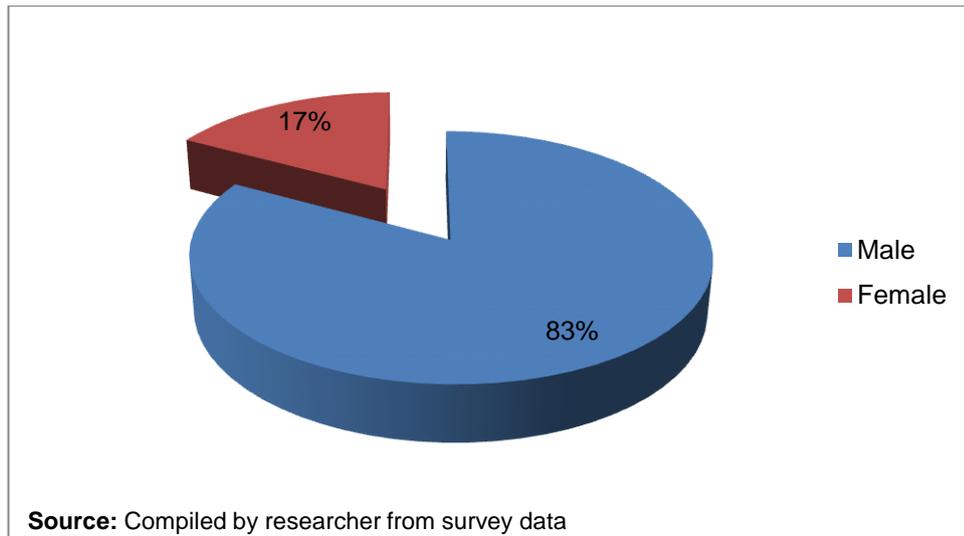
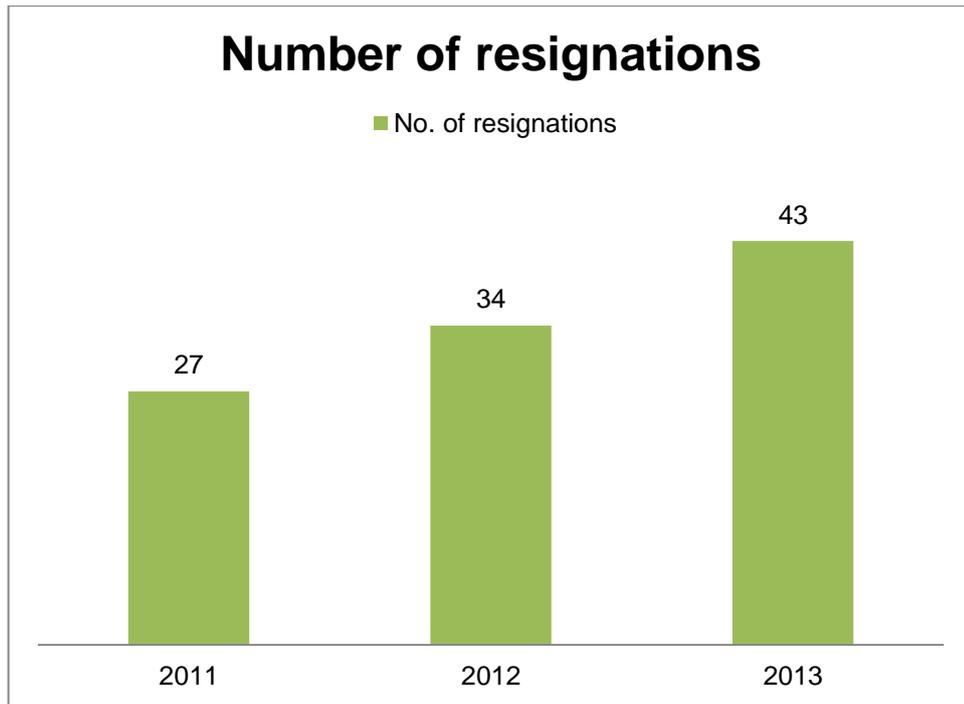


Figure 4.3 Graphical depiction of responses according to gender

From Figure 4.3 it can be seen that the male respondents comprised 83% of respondents, whereas the female respondents were 17%. The male dominance in terms of gender corresponded to the population representation, thus there is no significance attached to the fact that the majority of the respondents are male.

Question A.4 was an open ended-question that required the respondents to indicate how long they have been employed by Lafarge SA. Responses that were indicated as less than 1 year were treated as 1 year. Eight of the respondents did not indicate their tenure of employment. Based on the responses, the average period of employment is 9 years. The average for the population is also 9 years. In the opinion of the researcher this average is satisfactory. However, in view of the recent increase in employee turnover, this average period of employment may decrease significantly.



Source: Compiled by researcher

Figure 4.4 Number of resignations per annum at Lafarge SA

Question A.5 determined at which section in the plant the respondent worked. The plant can be divided into three main sections. Production, that includes despatch and the laboratory, is mainly responsible for the manufacturing of clinker and cement and general housekeeping. The maintenance department is responsible for the maintenance of the plant and equipment. The third section is all the auxiliary functions that consist of safety, purchasing, finance, administration and human resources. The groupings of the respondents are presented in Figure 4.5 below:

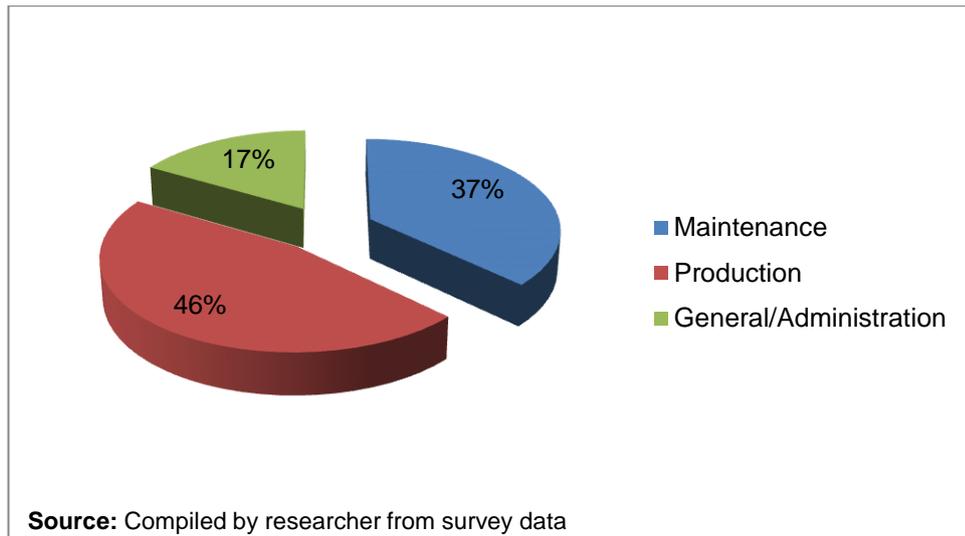


Figure 4.5 Graphical depiction of responses according to department

Based on the presentation in Figure 4.5, the largest portion of the respondents was employed in the production section. When compared to the population distribution, more employees from the maintenance and general services sections participated in the survey. The researcher is, however, of the opinion that the responses are representative of the population.

Question A.6 was used to ensure that only full-time employees of Lafarge SA participate in the study. All 205 respondents indicated that they are employed full time.

The relevant job grades of the respondents were determined through Question A.7. The responses to Question A.7 are presented in Figure 4.6 below:

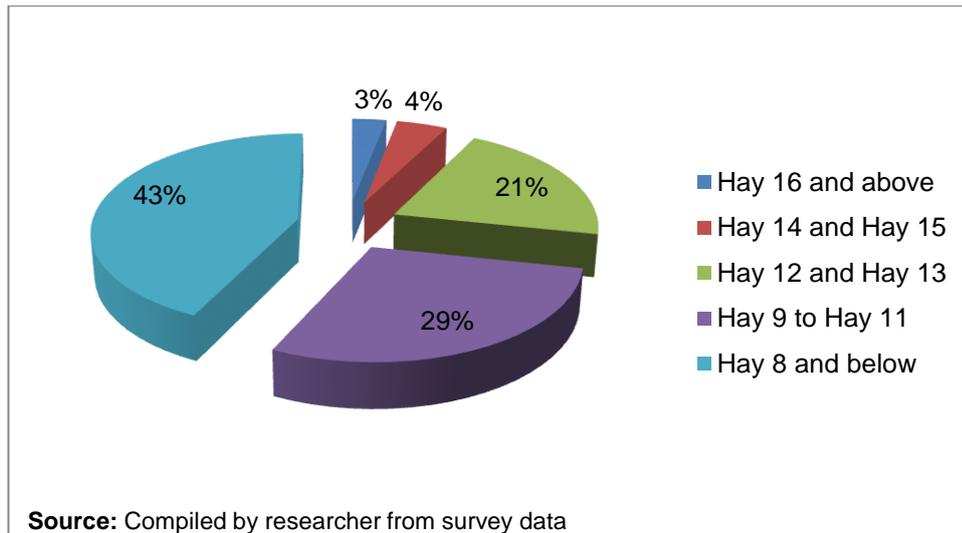


Figure 4.6 Graphical depiction of responses according to job grade

From Figure 4.6 the hierarchy structure of Lafarge SA is discernible. The majority of the respondents belonged to the job grade Hay 8 and lower. This also corresponds to the descriptive finding in respect of level of education, where the majority of the respondents only have Grade 12 as their highest level of education. It is the opinion of the researcher that we can conclude that there is an alignment of available skills and job levels/grades that require the specific available skills. The response differentiation corresponds to the population differentiation, with a slightly higher response rate in the Hay 12 and Hay 13 groupings and lower response rate in the grouping Hay 8 and below.

Question A.8 is one of the independent variable questions that was included to determine whether any relationship exists between the respondent's level of engagement and his/her residential status. As the Lafarge SA plant is situated in a predominantly rural part of the country, the perception amongst management is that when an employee owns his/her residence it demonstrates a certain level of commitment towards the company. The nature of residence is presented in Figure 4.7 below:

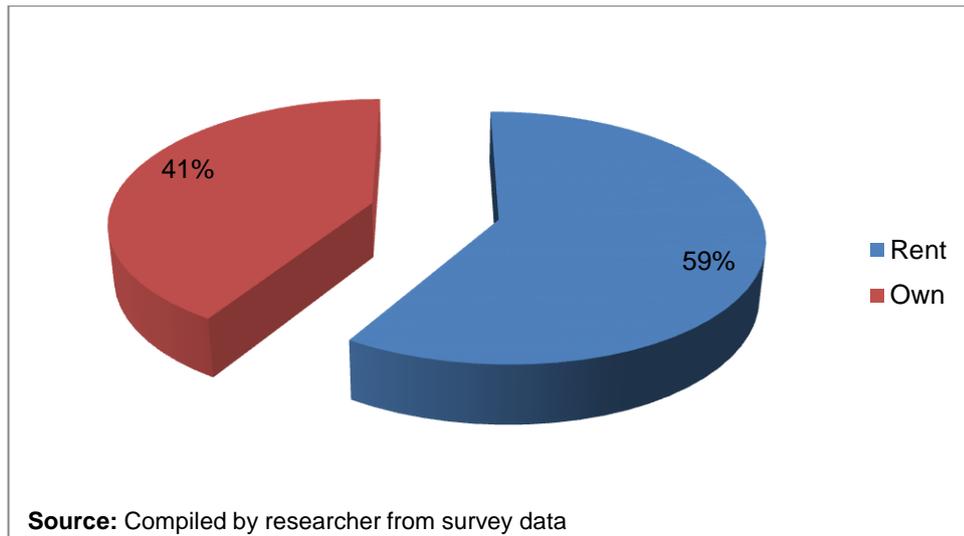


Figure 4.7 Graphical depiction of responses according to nature of residence

As indicated in Figure 4.7, the majority, 59%, of respondents rent their places of residence. The trend correlates with the fact that the majority of respondents have a lower level of education and are employed at lower levels in the organisation, and can thus not necessarily afford to own their places of residence. The fact that the majority of respondents rent their places of residence may, in the opinion of the researcher, make it easier for them to relocate should they choose to leave the organisation, hence the importance of increasing engagement levels.

The basis of inclusion of Question A.9 was to determine whether any relationship may exist between the fact the respondent's family resides with him/her and his/her engagement levels. Management believes that because the majority of employees are renting their places of residence, and the fact that the plant is situated in the rural parts of the country, their families may not be able to stay with them. This may have a negative impact on their engagement levels. The finding of whether a relationship exists between the manner of residence and engagement will be discussed in Section 4.4 below.

The responses to Question A.9 are presented in Figure 4.7 below.

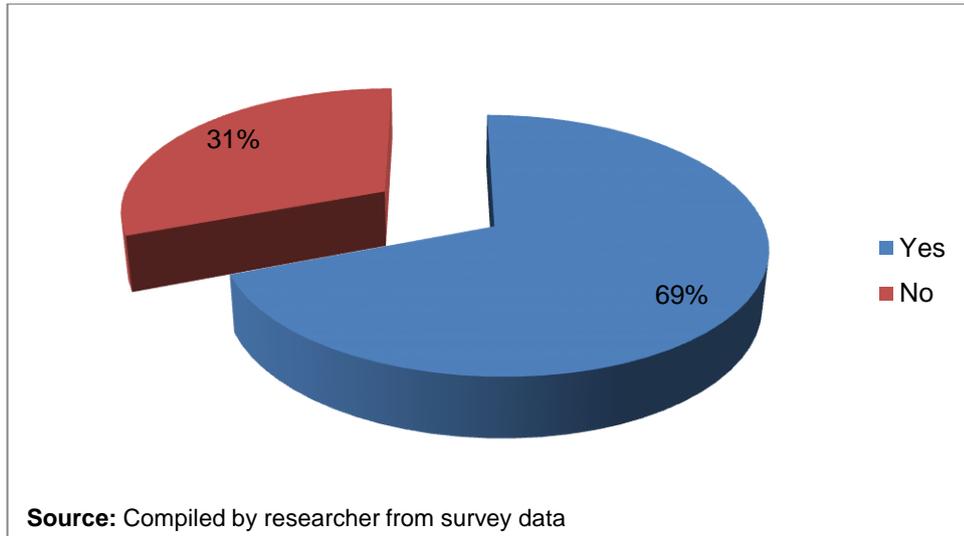


Figure 4.8 Graphical depiction of responses according to whether the respondent's family is residing with him/her

According to Figure 4.8, as presented above, it is evident that the majority, 69%, of the respondents' families are residing with them. The finding of whether a relationship exists between engagement and the fact of whether the employee's family is residing with him/her will be discussed in Section 4.4 below.

In Question A.10 the relationship between intention to stay and engagement is tested. The Corporate Leadership Council (2004) stated that employees with an intention to stay have higher levels of engagement. The question required the respondents to indicate whether they had the intention to stay with Lafarge SA during the next 12 to 24 months. The responses to Question A.10 are presented in Figure 4.9 below.

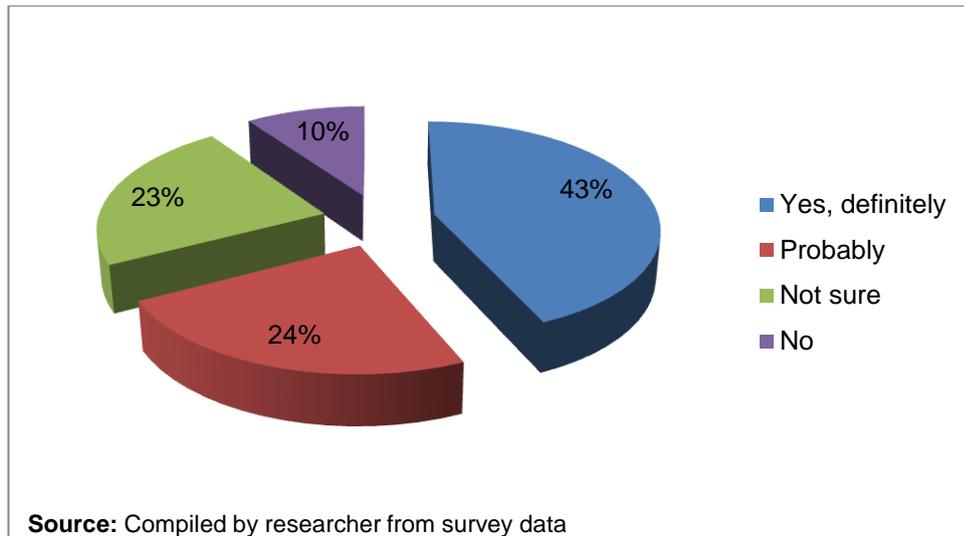


Figure 4.9 Graphical depiction of responses of the respondents according to their intention to stay with Lafarge SA

The intention to stay, as presented in Figure 4.9, is a fair representation of the current trend in employee turnover. The majority of the respondents, 43%, indicated that they definitely have the intention to stay with Lafarge SA during the next 12 to 24 months. This percentage corresponds to the research of the Corporate Leadership Council (2004), which concluded that the average definite intention to stay is 42.9%.

In the last question in Section A, the researcher created a “what-if” scenario to test the seriousness of the intention to stay. Question A.11 presents the respondent with an opportunity to leave via a “good job offer”. By creating this opportunity the researcher aims to test whether the employee is merely staying because he/she may have the perception that he/she would not find another employment opportunity. The results of the responses to the question whether the employee would stay with Lafarge SA should they receive a good offer today, are presented in Figure 4.10 below.

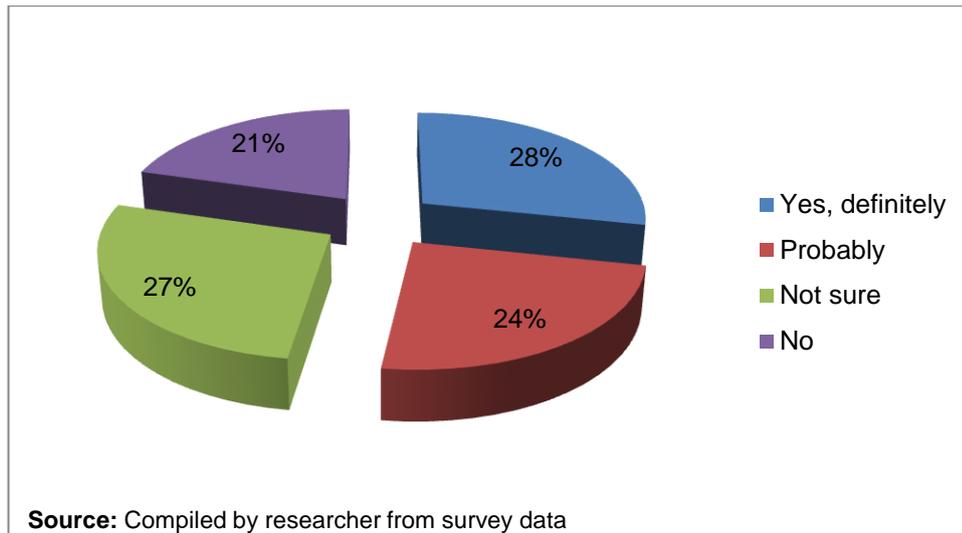


Figure 4.10 Graphical depiction of responses of the respondents according to the intention to stay after receiving a good job offer

As presented in Figure 4.10, the majority, 28.3%, of the respondents still indicated that they definitely have the intention to stay with Lafarge SA even after they have received a good job offer. Compared to the responses in Question A.10, the number of respondents (67%) who answered “Yes, definitely” and “Probably” who indicated that they intend to stay with Lafarge SA, significantly reduced (to 52%) once they were presented with an opportunity to leave the company. The researcher is of the opinion that this significant change is indicative of the fact that the employees are merely staying because they may have the perception that they would not find other employment opportunities.

In this section the quantitative analysis of the biographical details of the respondents and the independent variables have been presented and discussed. The data is representative in terms of age, gender, department, and job grades.

From the respondents, 59% has an education level equal to or lower than Grade 12. The average periods of employment of the respondents are 9 years. The majority (59%) of the respondents rent their homes and in 137 instances of the 205 responses the respondents’ families are staying with them.

In line with the Corporate Leadership Council (2004) findings, 43% of the respondents show an intention to stay with Lafarge SA. This, however, changes

significantly when the respondents are given the opportunity to leave. In the latter scenario the “Yes, definitely” responses dropped to 28%.

In the following section the researcher will analyse Section B to Section D of the completed questionnaires and interpret results by means of descriptive statistics.

4.3 DESCRIPTIVE ANALYSIS AND INTERPRETATION OF RESULTS OF SECTION B TO SECTION D OF THE QUESTIONNAIRE

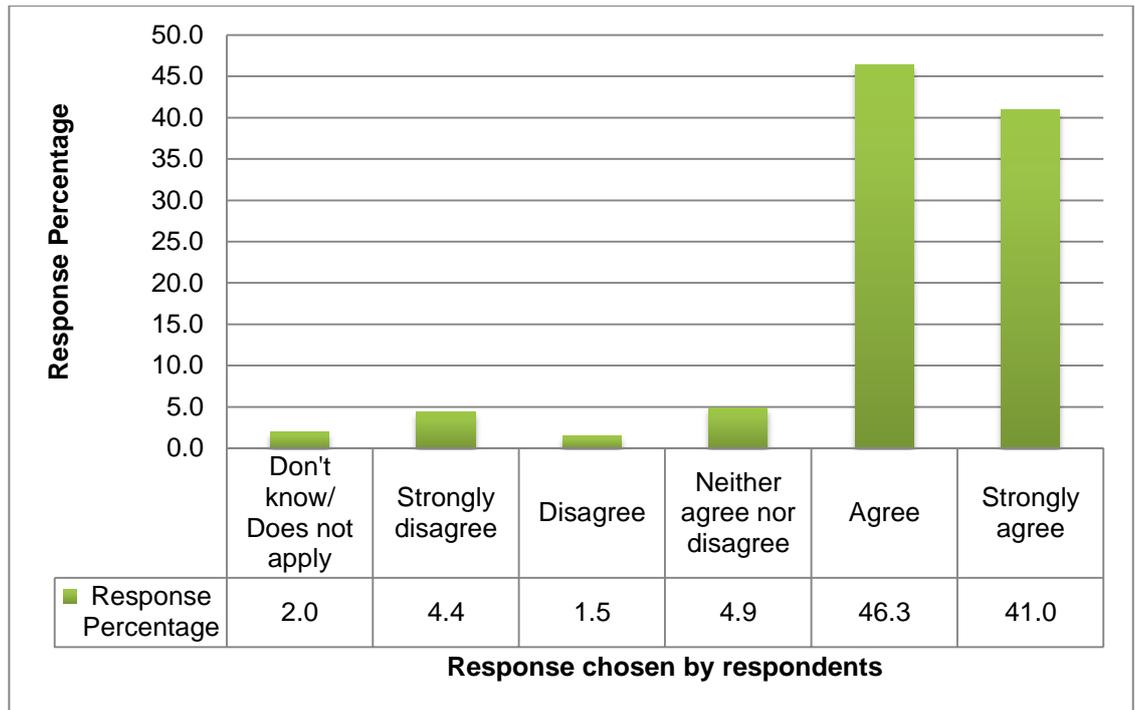
In this section the quantitative analysis of Section B to Section D of the completed questionnaire will be presented and discussed by means of descriptive statistics. A detailed analysis of the various sections of the questionnaire will be provided by means of explanatory tables and figures.

4.3.1 Section B – The Gallup Q¹²

Section B of the questionnaire surveyed the antecedents of employee engagement. A detailed analysis of Section B of the questionnaire will be provided by means of explanatory tables and figures to assist the researcher to identify which drivers should form the basis of management interventions and strategy to improve employee engagement.

Question B.1 – I know what is expected of me at work

One of the most important roles of a manager is to discuss the expectations of their employees with them. To assist in achieving the goals, the manager needs to define and clarify the desired outcomes that are to be achieved with their employees. The responses to Question B.1 are presented in Figure 4.11 below.



Source: Compiled by researcher from survey data

Figure 4.11 Graphical depiction of the responses to - "I know what is expected of me at work"

Figure 4.11 shows that 41.0% of the respondents strongly agreed with the statement that they know what is expected from them at work, while 46.3% agreed that they know what is expected from them at work.

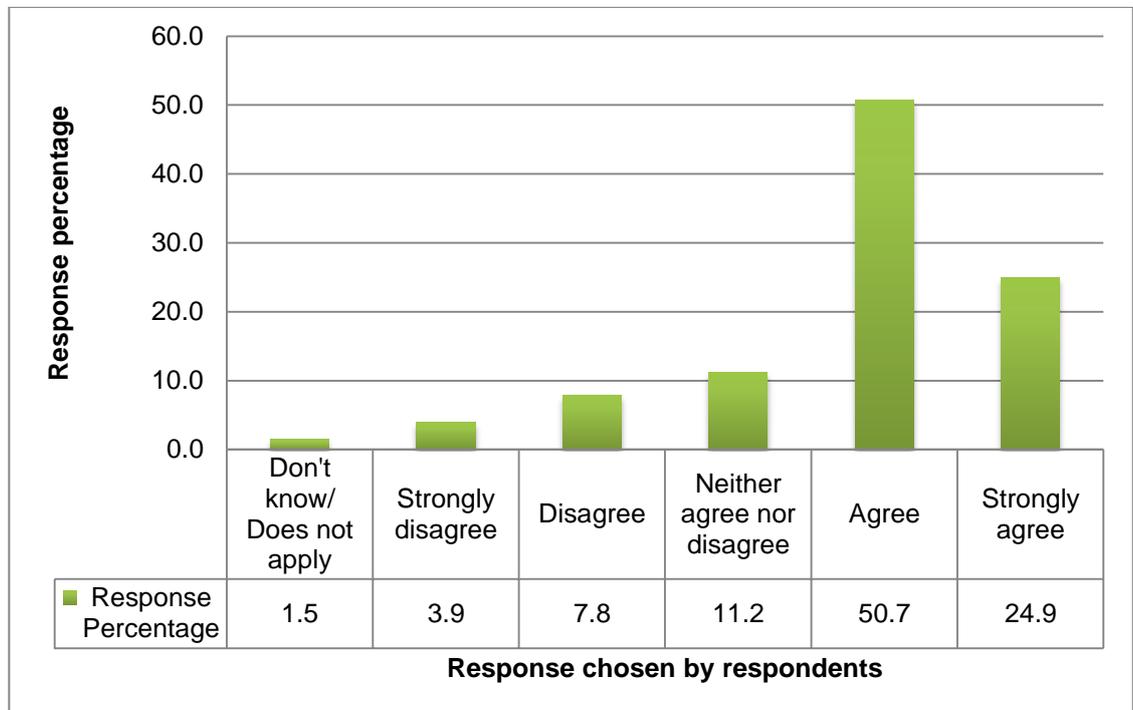
However, 4.9% of participants neither agreed nor disagreed, 1.5% of participants disagreed, while 4.4% strongly disagreed and 2.0% of the respondents indicated that they don't know what is expected from them at work or that it did not apply to them.

This statement, which determines whether the respondent knows what is expected from him/her at work, achieved the highest scoring amongst the respondents. Role clarity and desired outcomes is a fundamental driver for engagement and the most basic of employee needs and manager responsibilities according to Holbeche and Matthews (2012).

Question B.2 – I have the materials and equipment I need to do my work

To enable employees to improve their productivity and efficiency, managers should ensure that employees have the right materials and tools to contribute

to and achieve the desired organisational outcomes. When managers support their employees with requests for materials and equipment, it affirms the employee's feeling of being valued and an important part of the team. The responses to Question B.2 are presented in Figure 4.12 below.



Source: Compiled by researcher from survey data

Figure 4.12 Graphical depiction of responses to - "I have the materials and equipment to do my work"

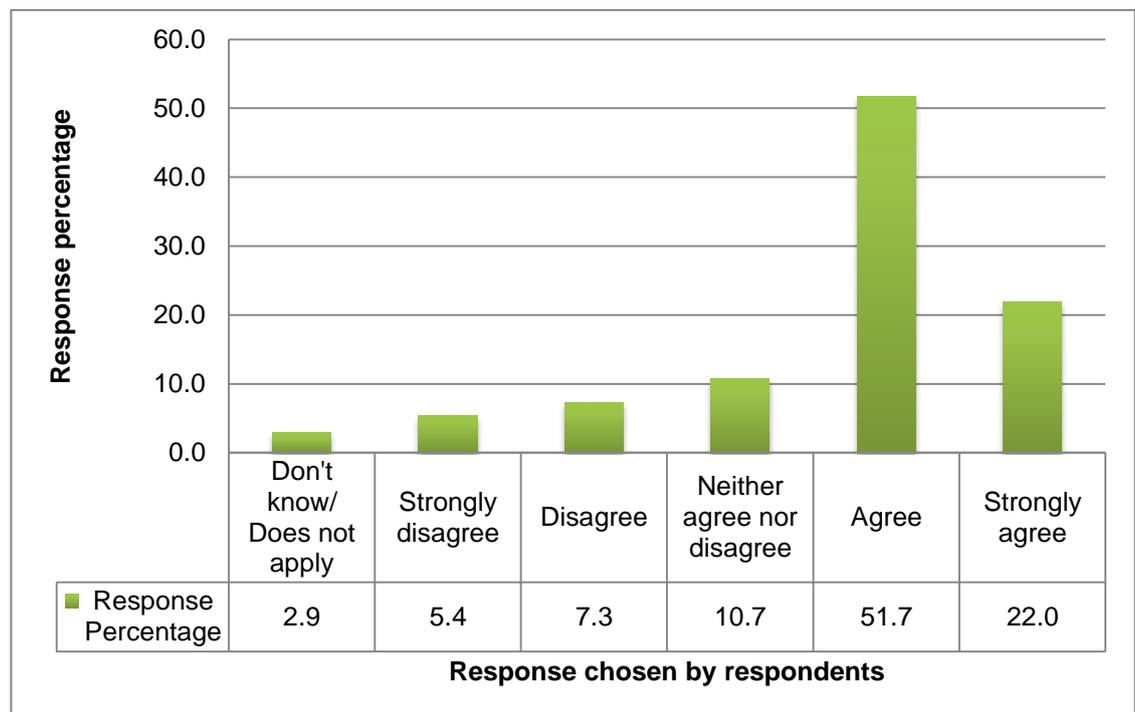
The presentation in Figure 4.12 shows that 24.9% of the respondents strongly agreed with the statement that they have the materials and equipment they need to do their work, while 50.7% agreed that they have the materials and equipment they need to do their work.

In this instance, 11.2% of participants neither agreed nor disagreed, 7.8% of participants disagreed, while 3.9% strongly disagreed and 1.5% of the respondents indicated that they do not know or that it did not apply to them.

This statement achieved the second highest overall score. Suleman (2013) stated that employees want to be valued for what they bring to achieve organisation success; managers therefore need to support them with the necessary material and equipment to best leverage their specific skills.

Question B.3 – At work, I have the opportunity to do what I do best every day

The next driver of engagement is to determine what inherent talents each of the employees have to enable them to get into the roles where they are best suited. The manager needs to position the employees efficiently within and across roles to enable peak performance and assist in removing barriers that may hamper the performance of the relevant employee. The responses to Question B.3 are presented in Figure 4.13 below.



Source: Compiled by researcher from survey data

Figure 4.13 Graphical depiction of responses to - "At work, I have the opportunity to do what I do best every day"

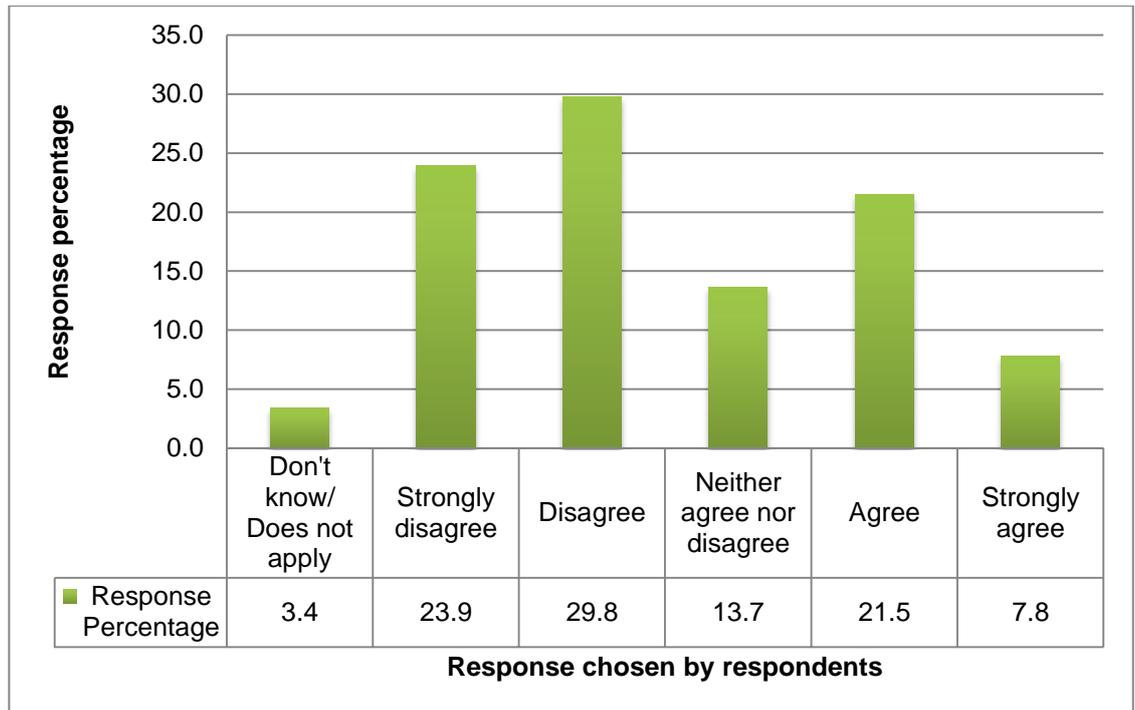
As indicated in Figure 4.13, 22.0% of the respondents strongly agreed with the statement that they have an opportunity to do their best every day, while 51.7% agreed that they have an opportunity to do their best every day.

Notably, 10.7% of participants neither agreed nor disagreed, 7.3% of participants disagreed, while 5.4% strongly disagreed and 2.9% of the respondents indicated that they do not know if they have an opportunity to do their best every day or they felt that it did not apply to them.

This statement achieved the third highest overall score. Holbeche and Matthews (2012) reported that when managers provide the space where employees can be proactive, give their best, take responsibility and with job enrichment the employees can grow, develop and find meaning and purpose in their job, an increase in engagement ensues.

Question B.4 – In the last seven days, I have received recognition or praise for doing good work

All employees have the desire for feedback and recognition on a constant basis. It is up to the managers to determine how each employee wants to be recognised and how frequently. Recent research even recommends limiting performance review processes in lieu of more substantive recognition and rewards programmes. The responses to Question B.4 are presented Figure 4.14 below.



Source: Compiled by researcher from survey data

Figure 4.14 Graphical depiction of responses to - "In the last seven days, I have received recognition or praise for doing good work"

The presentation in Figure 4.14 shows that 7.8% of the respondents strongly agreed with the statement that they have received recognition for doing good work in the last 7 days, while 21.5% agreed that they have received recognition for doing good work in the last 7 days.

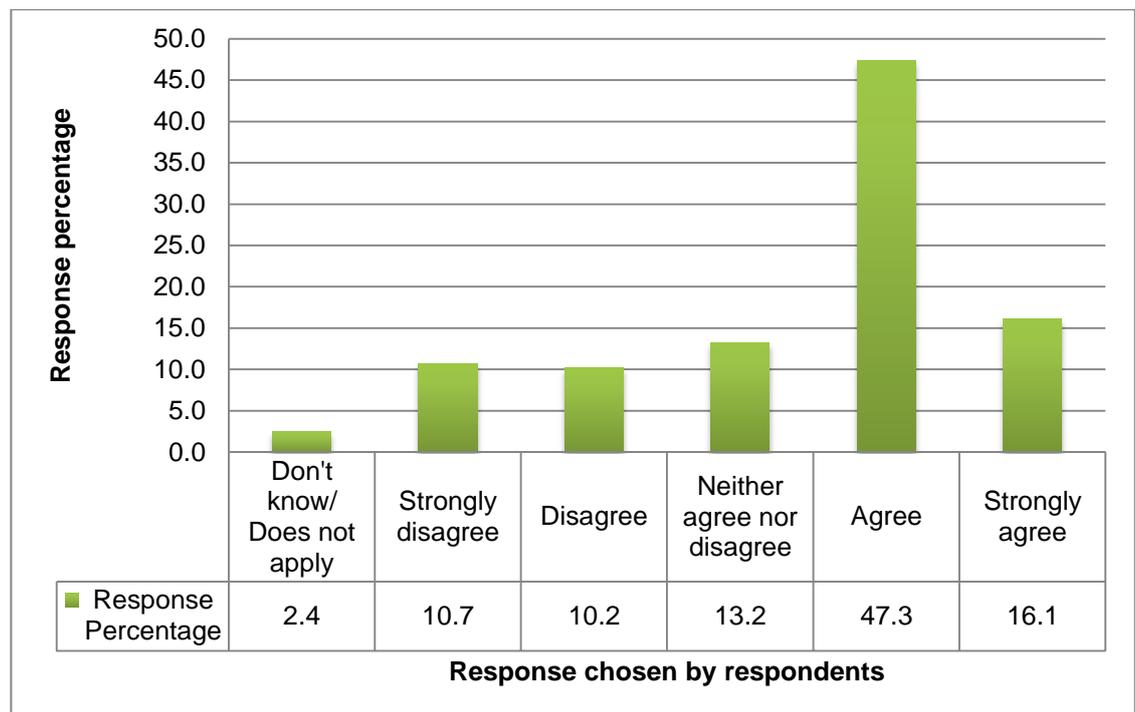
However, 13.7% of participants neither agreed nor disagreed, 29.8% of participants disagreed, while 23.9% strongly disagreed and 3.4% of the respondents indicated that they did not know if they received any recognition for doing good work in the last 7 days or felt it did not apply to them.

This statement achieved the lowest overall score and should thus be the most important focus point in improving engagement. Receiving recognition for one's achievements is among the most fundamental of human needs. Wiley et al. (2010) conclude that recognition adds to the employee's sense of accomplishment and feeling of adding value to the company, leading to an improvement in engagement. Poisat (2006) points out that performance feedback is not the same as the annual performance appraisal, but is an

ongoing process with regular follow-up and reinforcement. Recognition is perceived most positively when it is done, in person, timely and sincerely. The manager should ensure that he/she clearly indicates what specifically is being recognised and recognition should be given for both the individual and group performance.

Question B.5 – My supervisor, or someone at work, seem to care about me as a person

How employees fit in with their team and how they establish relationships across teams are important elements in promoting engagement. When managers show a sincere interest in and concern for the individual, they find the connection between the needs of the individual and the needs of the organisation. The manager will understand what “care about me” means for that specific employee. The responses to Question B.5 are presented in Figure 4.15 below.



Source: Compiled by researcher from survey data

Figure 4.15 Graphical depiction of responses to - "My supervisor, or someone at work, seems to care about me as a person"

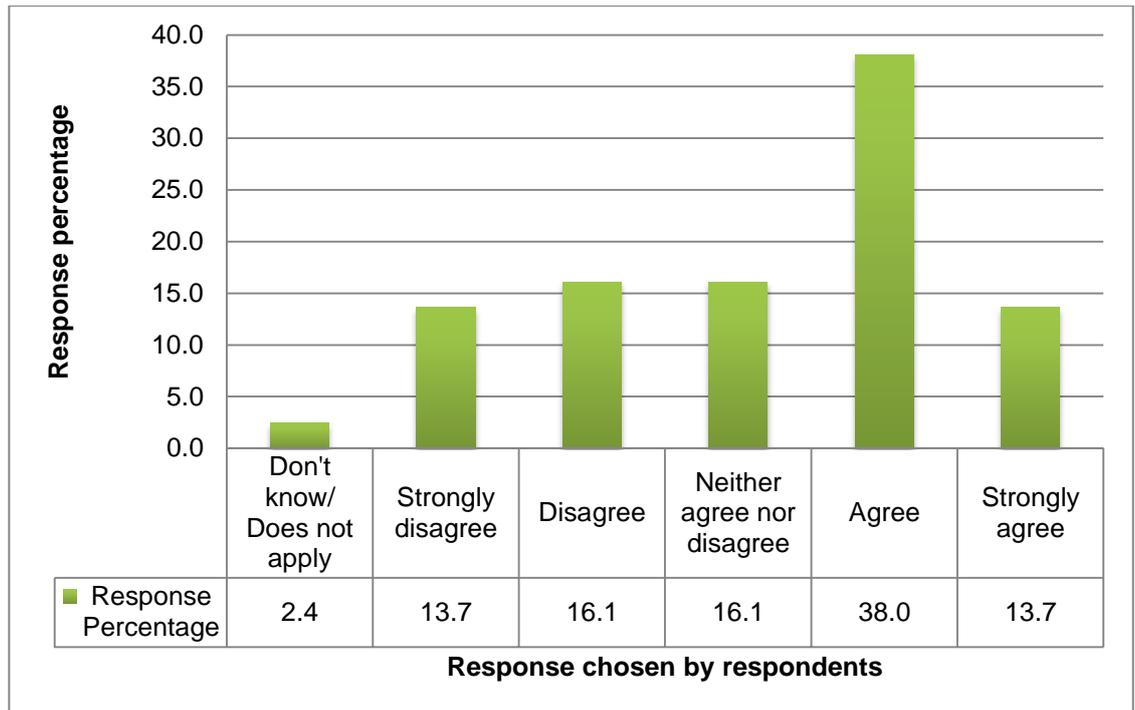
As presented in Figure 4.15, 16.1% of the respondents strongly agreed with the statement that their supervisor or fellow employees care about them, while 47.3% agreed that their supervisor or fellow employees care about them.

Nevertheless, 13.2% of participants neither agreed nor disagreed, 10.2% of participants disagreed, while 10.7% strongly disagreed and 2.4% of the respondents indicated that they did not know if someone cared about them, or if it applied to them.

This driver highlights the pivotal role of managers to provide social support on an informal and formal basis to each individual employee. Holbeche and Matthews (2012) stressed the importance of managers who show empathy and concern and pay attention to the general well-being of their employees. Currently, 36% of employees do not feel that they are cared for by their manager.

Question B.6 – There is someone at work who encourages my development

Managers should have a focus on developing their employees so that they feel that the organisation takes a long-term view of their value, and delivers both the training they need now and fair access to development opportunities. The responses to Question B.6 are presented in Figure 4.16 below.



Source: Compiled by researcher from survey data

Figure 4.16 Graphical depiction of responses to - "There is someone at work who encourages my development"

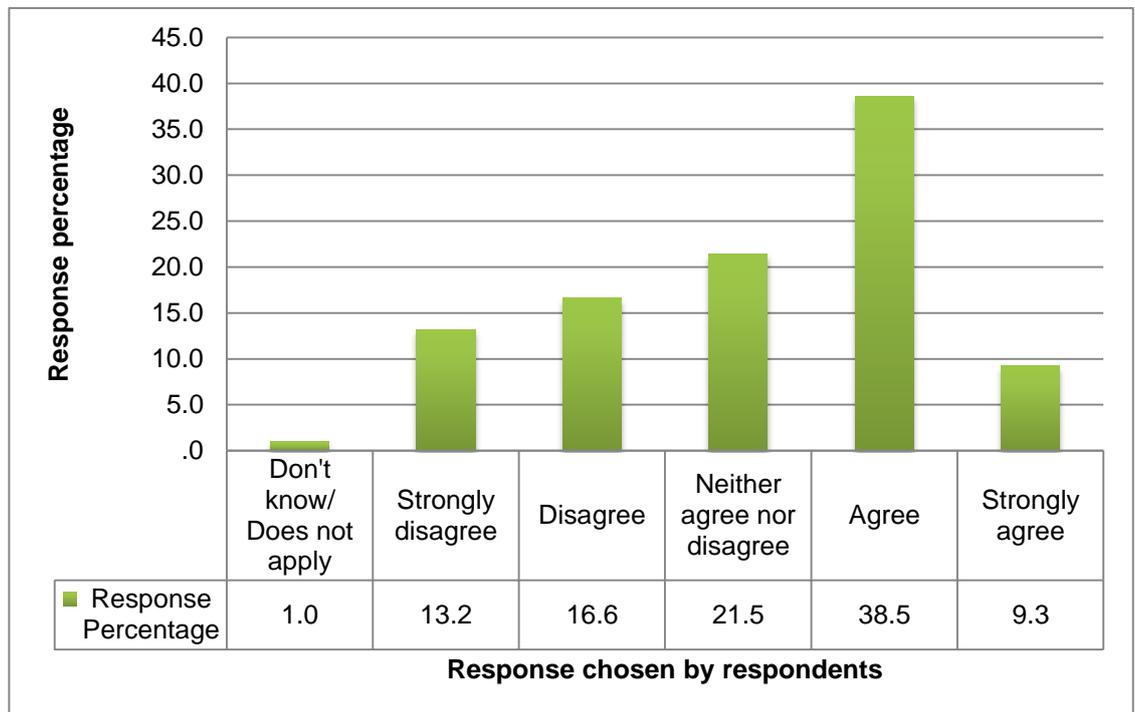
As indicated in Figure 4.16, 13.7% of the respondents strongly agreed with the statement that there is someone who encourages their development, while 38.0% agreed that there is someone who encourages their development.

On the other hand, 16.1% of participants neither agreed nor disagreed, 16.1% of participants disagreed, while 13.7% strongly disagreed and 2.4% of the respondents indicated that they did not know if there was somebody who encourages their development, or if it applied to them.

As 48% of employees are feeling that their development is not encouraged, they will most probably have a negative perception about their future. Holbeche and Matthews (2012) stated that when a manager is assisting the employees to improve themselves by providing opportunities that are aligned to the employees' talents, it will be beneficial to the company and the employee.

Question B.7 – At work, my opinions seem to count

Decision making that requires and considers an employee’s input often leads to an improvement in the decision-making process, as employees are often closer to the customer or the product being manufactured. Once employees feel that they are part of the decisions, they take greater ownership of the outcomes which, as a consequence, lead to improved employee engagement. The responses to Question B.7 are presented in Figure 4.17 below.



Source: Compiled by researcher from survey data

Figure 4.17 Graphical depiction of the responses to - "At work, my opinions seem to count"

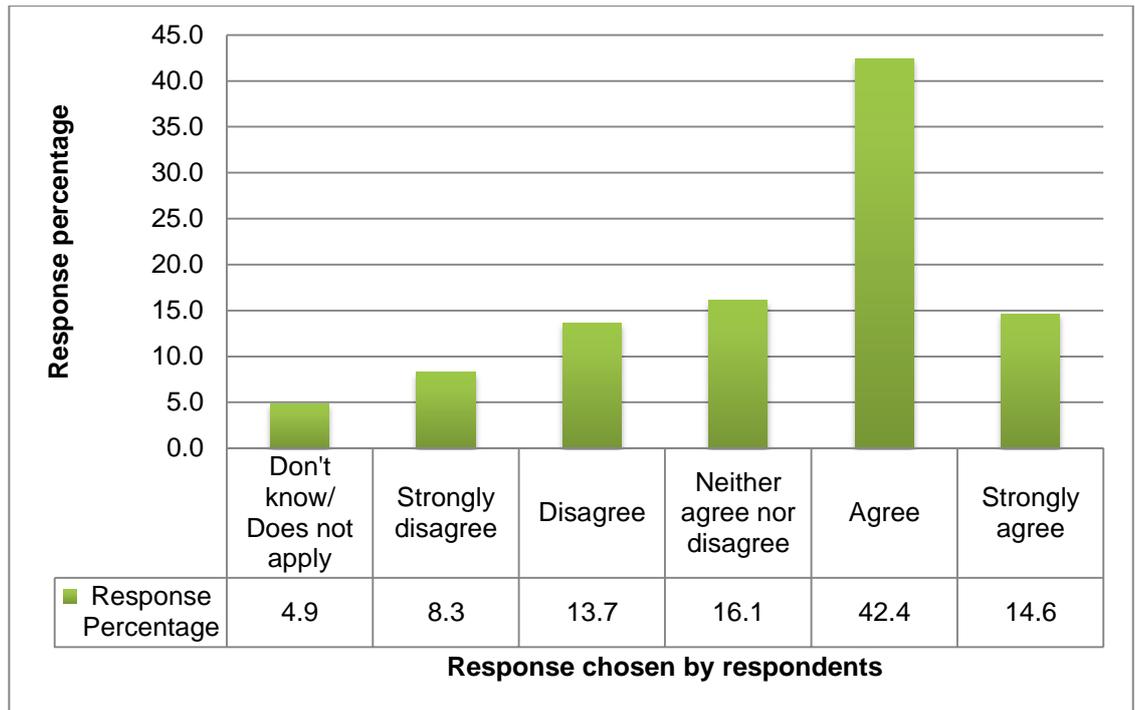
As exhibited in Figure 4.17, 9.3% of the respondents strongly agreed with the statement that their opinions seem to count at work, while 38.5% agreed that their opinions seem to count at work.

However, 21.5% of participants neither agreed nor disagreed, 16.5% of participants disagreed, 13.2% strongly disagreed and 1.0% of the respondents indicated that they did not know if their opinions count at work or felt that the statement did not apply to them.

A difficulty for management sometimes is to accept differences in experience, outlook and approach by valuing every employee as an individual. As this statement scored in the bottom five of all the statements and with 52% of respondents indicating that their opinions do not count at work, managers should demonstrate an openness to new ideas, show acceptance of different personal needs, values and beliefs. According to Holbeche and Matthews (2012) there is, however, a duty on managers to ensure that there is alignment between the organisation's values and the values of employees.

Question B.8 – The mission and purpose of my company makes me feel my job is important

Successful companies have employees who not only understand the purpose of their jobs and roles, but also understand how each team member's job and role influence and relate to the organisational outcome and success. The responses to Question B.8 are presented in Figure 4.18 below.



Source: Compiled by researcher from survey data

Figure 4.18 Graphical depiction of respondents to - "The mission or purpose of my company makes me feel my job is important"

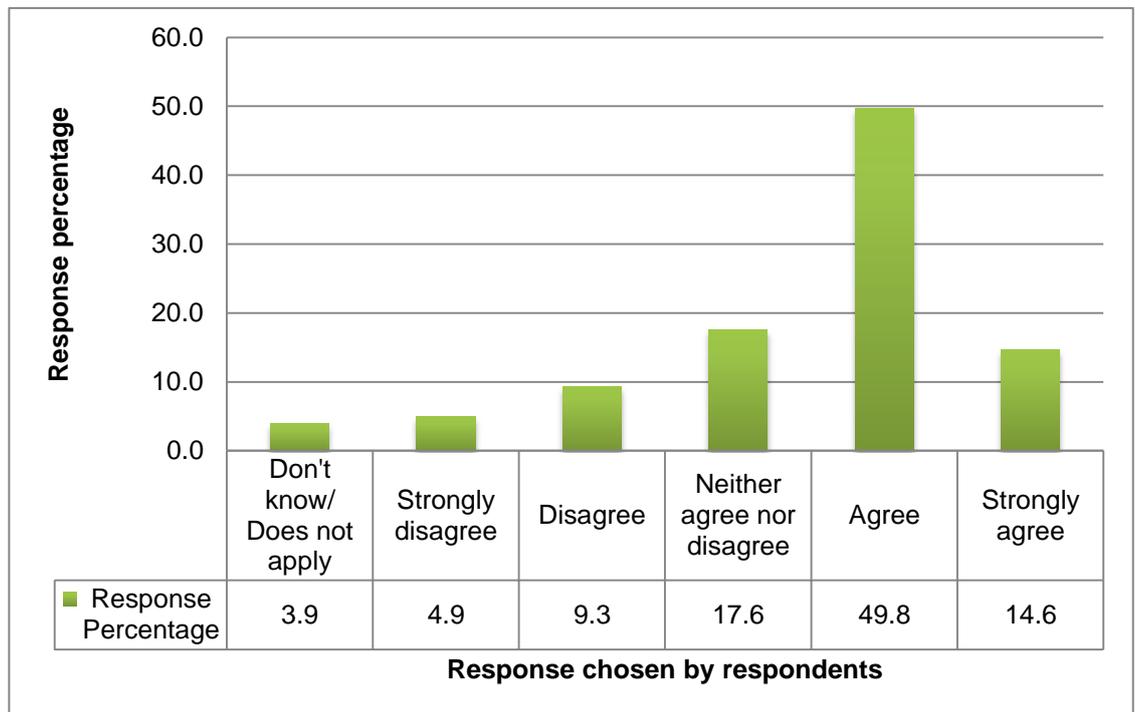
As presented in Figure 4.18, 14.6% of the respondents strongly agreed with the statement that the mission or purpose of the company made them feel that their job is important, while 42.4% agreed that the mission or purpose of the company made them feel that their job is important.

Nonetheless, 16.1% of participants neither agreed nor disagreed, 13.7% of participants disagreed, while 8.3% strongly disagreed and 4.9% of the respondents indicated that they did not know if the mission or purpose of the company made them feel that their job is important or that it applied to them.

Holbeche and Matthews (2012) earlier concluded that individuals who feel they belong and know how their efforts contribute to the success of the organisation as a whole, tend to be more engaged, motivated and have a sense of pride in the organisation.

Question B.9 – My associates or fellow employees are committed to doing quality work

Through an effective recruitment and selection process managers can ensure to select conscientious employees to facilitate mutual respect for one another. To enhance the quality further, managers should provide some common goals and metrics for quality and increase the employee’s frequency of opportunity for collaboration. The responses to Question B.9 are presented in Figure 4.19 below.



Source: Compiled by researcher from survey data

Figure 4.19 Graphical depiction of responses to - "My associates or fellow employees are committed to doing quality work"

As indicated in Figure 4.19, 14.6% of the respondents strongly agreed with the statement that their fellow team members are committed to doing quality work, while 49.8% agreed that their fellow team members are committed to doing quality work

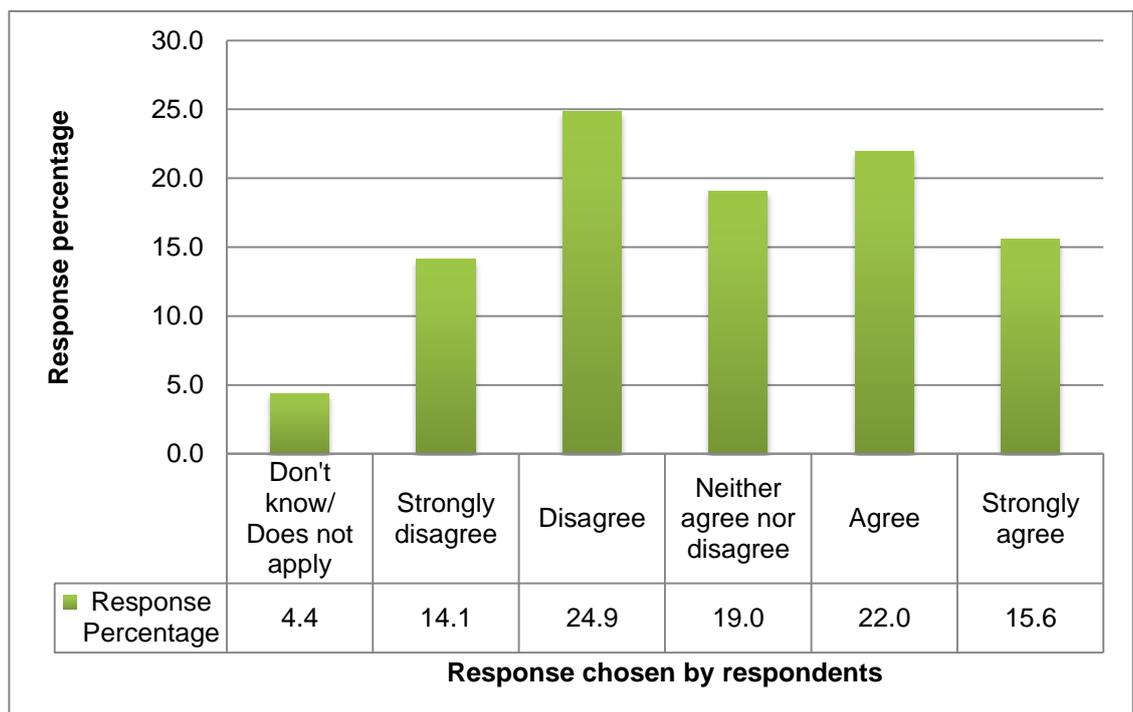
Notably, 17.6% of participants neither agreed nor disagreed, 9.3% of participants disagreed, while 4.9% strongly disagreed and 3.9% of the

respondents indicated that they did not know if their fellow team members are performing quality work, or that the statement applied to them.

Employees should feel pride in what is being accomplished by their teams. Wiley et al. (2010) recommend that managers should recognise good quality performance and enable their staff to achieve peak performance regularly.

Question B.10 – I have a best friend at work

This statement might appear to be controversial, but employees who have a true social connection and mutual support at work are stressing that they matter to their colleagues and their colleagues matter to them. Furthermore, research has shown that friends feel a deeper sense of belonging and commitment and are more dedicated to group goals and working harder to achieve them. The responses to Question B.10 are presented in Figure 4.20 below.



Source: Compiled by researcher from survey data

Figure 4.20 Graphical depiction of responses to - "I have a best friend at work"

The presentation in Figure 4.20 shows that 15.6% of the respondents strongly agreed with the statement that they have a best friend at work, while 22.5% agreed that they have a best friend at work.

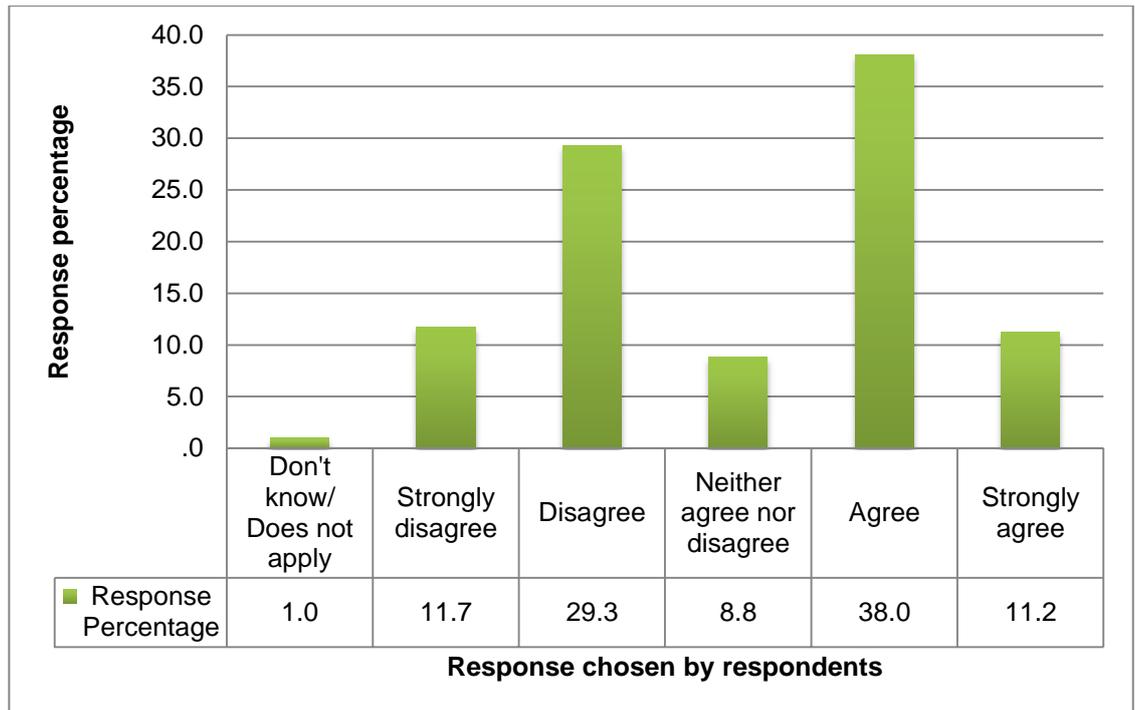
However, 19.0% of participants neither agreed nor disagreed, 24.9% of participants disagreed, while 14.1% strongly disagreed and 4.4% of the respondents indicated that they did not know if they have a best friend at work, or that the statement applied to them.

Wagner and Harter (2008, p.1) concluded that there is “something about a deep sense of affiliation with the people in an employee's team drives [them] to do positive things for the business [they] otherwise would not do.”

This statement achieved the second lowest scoring amongst the respondents. This driver is certainly one of the most difficult for managers to execute, since they cannot be everyone's friend. Wagner and Harter (2008) stated that the best approach for managers is to create situations in which employees can befriend each other and to support employee friendships.

Question B.11 – In the last six months, someone at work has talked to me about my progress

Managers should provide a structured time to discuss their employee's progress, achievements and goals more frequently than just the typical formal evaluation. Formal annual appraisals are often unhelpful to the employees, as many of the learning opportunities are already gone. However, effective evaluations are important to a company's success. Performance evaluations should be tailored individually to the personality, situation, potential, and needs of each employee. The responses to Question B.11 are presented in Figure 4.21 below.



Source: Compiled by researcher from survey data

Figure 4.21 Graphical depiction of responses to - "In the last six months, someone at work has talked to me about my progress"

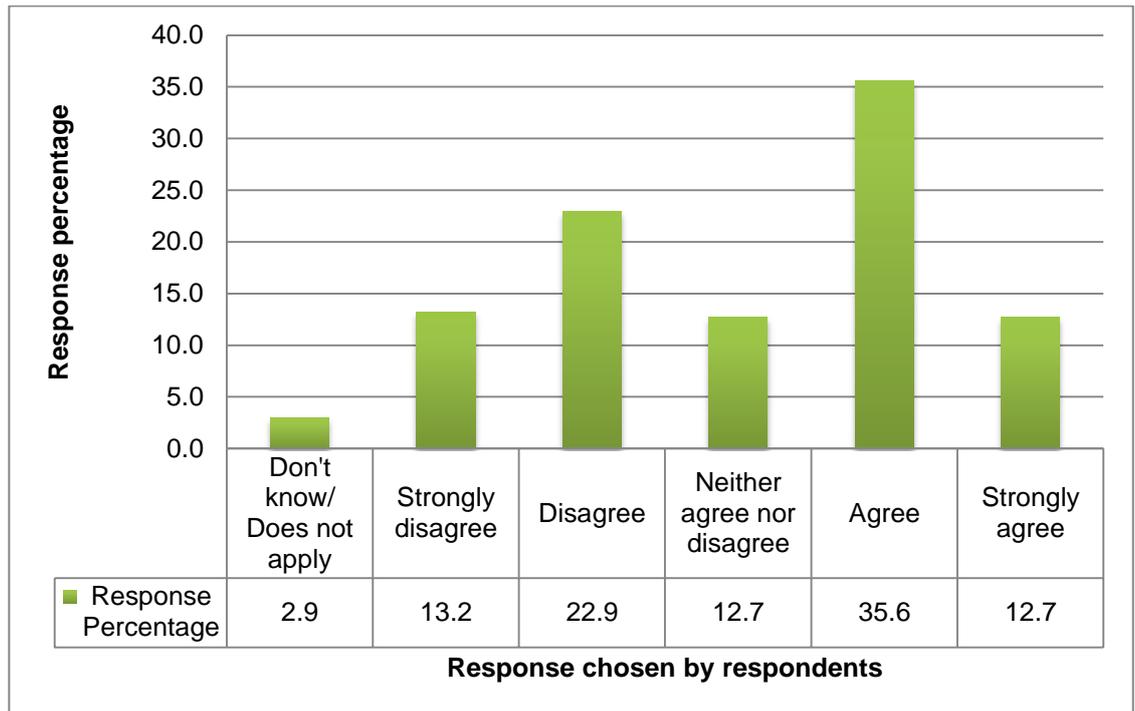
From Figure 4.21 it appears that 11.2% of the respondents strongly agreed to the statement that their manager discussed their progress in the last six months, while 38.0% agreed that their manager discussed their progress in the last six months.

However, 8.8% of participants neither agreed nor disagreed, 29.3% of participants disagreed, while 11.7% strongly disagreed and 1.0% of the respondents indicated that they did not know if their manager had discussed their progress with them in the last six months, or felt that it did not apply to them.

This statement forms part of the five lowest scored drivers. Open, frequent, honest feedback on job performance contributes significantly to the employees' perception of their worth and meaning they derive from their jobs. Poisat (2006) reported that the manager or the employee should be able to initiate a feedback/discussion whenever the need arises.

Question B.12 – This last year, I have had opportunities at work to learn and grow

A challenge today is to choose training that will benefit the employee as well as the company. To help employees learn and grow it is essential for managers to understand their employees’ aspirations and strengths. The responses to Question B.12 are presented in Figure 4.22 below.



Source: Compiled by researcher from survey data

Figure 4.22 Graphical depiction of responses to - "This last year, I have had opportunities at work to learn and grow"

As exhibited in Figure 4.22, 12.7% of the respondents strongly agreed with the statement that they had opportunities to learn and grow in the last year, while 35.6% agreed that they had opportunities to learn and grow in the last year.

However, 12.7% of participants neither agreed nor disagreed, 22.9% of participants disagreed, 13.2% strongly disagreed and 2.9% of the respondents indicated that they did not know if they had opportunities to learn and grow in the last year, or whether it applied to them.

This statement was scored the third lowest, with more than 51% of respondents indicating that they did not have opportunities to learn and grow in the last year.

Markos and Sridevi (2010) recommend that managers should facilitate the process to enable employees to update themselves by increasing their knowledge and skill through effective training interventions. As the employee’s knowledge about the job increases, he/she tends to become more confident and is able to work without much supervision, which helps to build his/her self-efficacy and commitment.

In this section a detailed descriptive analysis of Section B of the questionnaire was presented by means of explanatory figures. Based on the descriptive analysis, the employee engagement level for Lafarge SA is presented in Table 4.1 below:

Table 4.1 Lafarge SA Employee Engagement Level – Gallup Q¹²

Average Score (Percentage)	
The Gallup Q¹² Employee engagement level	65.78%

Source: Compiled by researcher from survey data

A summary of the findings will be presented in Section 4.5. The six drivers that scored the lowest were identified and will be included in the recommended actions. In Section 4.3.2 below the descriptive analysis of Section C of the questionnaire will be presented.

4.3.2 Section C – Work Engagement Scale (WES)

Section C of the questionnaire surveyed the cognitive, emotional and physical engagement levels of the respondents as well a composite engagement level of the respondents based on the WES. A summary analysis of Section C of the questionnaire will be provided by means of explanatory tables to assist the researcher to determine what the cognitive,

emotional and physical engagement levels as well a composite engagement level of the respondents are.

As the WES measures a three-factor engagement and composite engagement level, the researcher decided to merely present a summary of Section C, as presented in Table 4.2. Table 4.2 was compiled from the survey data by the researcher and indicates the percentage of respondents who strongly agreed, agreed, neither agreed nor disagreed, disagreed or strongly disagreed with each of the statements.

Statements 1 to 4 measure the cognitive engagement of the respondents, statements 5 to 8 the emotional engagement and statements 9 to 13 the physical engagement.

Statement 5, “I really put my heart into my job”, achieved the highest overall score. This statement demonstrates the employee’s experience of feelings or emotional connection to his or her company or organisation (May, et al., 2004).

Statement 12, “I take work home to do”, achieved the lowest overall score. This statement, being part of physical engagement, demonstrates that 74% of the respondents displayed a reluctance to go above and beyond what might otherwise be expected (May, et al., 2004).

The summary of Section C is presented in Table 4.2:

Table 4.2 Summary of responses of Section C of the questionnaire

Work Engagement Scale	Don't know/ does not apply	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Performing my job is so absorbing that I forget about everything else	1.0%	2.4%	29.3%	21.0%	37.1%	9.3%
2. <i>I often think about other things when performing my job (r)</i>	1.0%	9.3%	29.8%	19.5%	34.1%	6.3%
3. I am rarely distracted when performing my job	2.4%	6.8%	31.2%	15.6%	38.5%	5.4%
4. Time passes quickly when I perform my job	0.5%	2.4%	7.3%	4.9%	68.3%	16.6%
5. I really put heart into my job	1.0%	2.4%	2.0%	9.3%	56.6%	28.8%
6. I get excited when I perform well on my job	2.0%	1.5%	7.3%	9.3%	40.5%	39.5%
7. <i>I often feel emotionally detached from my job (r)</i>	3.9%	10.2%	25.9%	29.3%	25.4%	5.4%
8. My own feelings are affected by how well I perform my job	1.5%	3.4%	17.6%	14.6%	50.2%	12.7%
9. I exert a lot of energy performing my job	1.5%	0%	3.9%	8.8%	66.8%	19.0%
10. I stay until the job is done	2.0%	2.4%	3.4%	7.8%	59.5%	24.9%
11. <i>I avoid working overtime whenever possible (r)</i>	1.5%	10.7%	31.7%	13.2%	28.3%	14.6%
12. I take work home to do	1.0%	27.3%	37.6%	8.3%	22.4%	3.4%
13. <i>I avoid working too hard (r)</i>	0.5%	4.9%	13.2%	15.1%	36.6%	29.8%

Source: Compiled by researcher from survey data

Based on the descriptive analysis for Section C, the employee engagement level for Lafarge SA based on the WES, is presented in Table 4.3 below:

Table 4.3 Lafarge SA Employee Engagement Level – WES

	Average Score (Percentage)
Cognitive engagement	64.95%
Emotional engagement	71.63%
Physical engagement	67.90%
Composite WES engagement level	68.14%

Source: Compiled by researcher from survey data

A summary of the findings will be presented in Section 4.5. In Section 4.3.3 below the descriptive analysis of Section D of the questionnaire will be presented.

4.3.3 Section D – Utrecht Work Engagement Scale (UWES)

Section D of the questionnaire surveyed three-factor engagement based on vigour, dedication and absorption, as well as the composite engagement level of the respondents based on the UWES. A summary analysis of Section D of the questionnaire will be provided by means of explanatory tables to assist the researcher to determine what the different factor engagement levels are, as well as the composite engagement level of the respondents.

As the UWES measures a three-factor engagement and composite engagement level, similarly as in the previous section, the researcher has therefore decided merely to present a summary of Section D, as presented in Table 4.4 below. The respondents had to indicate how frequently they experience a certain feeling. The respondents could select from every day, a few times a week, once a week, a few times a month, once a month or less, a few times a year or less, or never.

The following six UWES statements measure **Absorption (Cognitive)**:

- ~ 3. Time flies when I'm working

- ~ 6. When I am working, I forget everything else around me
- ~ 9. I feel happy when I am working intensely
- ~ 11. I am immersed in my work
- ~ 14. I get carried away when I'm working
- ~ 16. It is difficult to detach myself from my job.

The following five UWES statements measure **Dedication (Emotional)**:

- ~ 2. I find the work that I do full of meaning and purpose
- ~ 5. I am enthusiastic about my job
- ~ 7. My job inspires me
- ~ 10. I am proud of the work that I do
- ~ 13. To me, my job is challenging.

The following six UWES statements measure **Vigour (Physical)**:

- ~ 1. At my work, I feel bursting with energy
- ~ 4. At my job, I feel strong and vigorous
- ~ 8. When I get up in the morning, I feel like going to work
- ~ 12. I can continue working for very long periods at a time
- ~ 15. At my job, I am very resilient, mentally
- ~ 17. At my work I always persevere, even when things do not go well.

Table 4.4 Summary of responses of Section D of the questionnaire

Work & Well-being Survey (UWES)	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
1. At my work, I feel bursting with energy	14.6%	3.4%	8.8%	23.4%	8.8%	20.5%	20.5%
2. I find the work that I do full of meaning and purpose	9.8%	2.9%	7.8%	17.6%	9.8%	20.5%	31.7%
3. Time flies when I'm working	3.4%	1.0%	2.4%	7.8%	12.2%	17.1%	56.1%
4. At my job, I feel strong and vigorous	5.4%	2.4%	6.8%	13.2%	17.1%	22.4%	32.7%
5. I am enthusiastic about my job	9.8%	4.9%	5.9%	12.2%	10.2%	21.5%	35.6%
6. When I am working, I forget everything else around me	26.3%	3.9%	8.3%	17.1%	10.7%	22.4%	11.2%
7. My job inspires me	14.1%	6.8%	6.8%	12.7%	7.3%	17.1%	35.1%
8. When I get up in the morning, I feel like going to work	18.0%	3.9%	5.9%	13.7%	11.7%	14.6%	32.2%
9. I feel happy when I am working intensely	10.2%	6.3%	4.4%	13.2%	10.2%	22.4%	33.2%
10. I am proud of the work that I do	7.8%	2.4%	5.4%	7.8%	10.7%	20.0%	45.9%
11. I am immersed in my work	12.7%	4.4%	5.4%	15.6%	13.7%	24.4%	23.9%
12. I can continue working for very long periods at a time	8.8%	2.0%	7.3%	13.7%	11.2%	28.8%	28.3%
13. To me, my job is challenging	13.2%	4.4%	7.3%	15.1%	9.8%	19.0%	31.2%
14. I get carried away when I'm working	18.0%	5.4%	9.3%	19.0%	16.1%	15.1%	17.1%
15. At my job, I am very resilient, mentally	18.0%	5.4%	3.9%	16.6%	18.0%	17.6%	20.5%
16. It is difficult to detach myself from my job	16.6%	6.8%	8.3%	18.5%	18.0%	21.5%	10.2%
17. At my work I always persevere, even when things do not go well	7.3%	4.4%	5.4%	12.7%	11.7%	22.4%	36.1%

Source: Compiled by researcher from survey data

Statement 3, “Time flies when I’m working”, achieved the highest overall score. This cognitive engagement measure demonstrates the employees’ intellectual connection with the organisation. When an employee is cognitively engaged, he/she is totally and happily immersed in his/her work and has difficulties detaching him- or herself from his/her job. As a result, time passes quickly and the employee forgets everything else that is around him/her (Schaufeli & Bakker, 2010).

However, three other absorption statements scored the lowest overall respectively. These statements are statement 6, “When I am working, I forget everything else around me”; statement 16, “It is difficult to detach myself from my job”; and statement 14, “I get carried away when I’m working”.

As absorption, one of the constituting aspects of engagement, overall scored the lowest of the three factors, as indicated in Table 4.5, one should consider whether statement 3 may be indicative of other reasons why time is flying for the respondents, and not merely because they are cognitively engaged, as the composite absorption engagement level is the lowest of the three factors.

Based on the descriptive analysis for Section D, the employee engagement level for Lafarge SA based on the UWES, is presented in Table 4.5 below:

Table 4.5 Lafarge SA Employee Engagement Level – UWES

	Average Score (Percentage)
Cognitive engagement – Absorption	61.84%
Emotional engagement – Dedication	68.08%
Physical engagement – Vigour	65.12%
Composite UWES engagement level	64.84%

Source: Compiled by researcher from survey data

A summary of the findings will be presented in Section 4.5. In Section 4.4 below the inferential analysis of Sections B to D of the questionnaire will be presented.

4.4 INFERENCEAL ANALYSIS AND INTERPRETATION OF RESULTS OF SECTION B TO SECTION D OF THE QUESTIONNAIRE

In this section the quantitative analysis of Section B to Section D of the completed questionnaire will be presented and will be discussed by means of inferential statistics. A detailed analysis of the various sections of the questionnaire will be provided by means of explanatory tables.

A two-related-samples t-test and an analysis of variance (ANOVA) (Cooper & Schindler, 2011) were performed to determine whether or not there are significant differences in the engagement levels among the demographic groups: gender, age, department, education level, Hay grade, nature of residence and whether the respondent's family was staying with him/her.

By means of a two-related-samples t-test (Cooper & Schindler, 2011), the researcher attempted to test whether or not the level of engagement variables differs between male and female respondents; between respondents who rent and respondents who own their places of residence and, lastly, between respondents who reside with their family and those who stay alone. The results of the t-test are presented in Table 4.6 below:

Table 4.6 Analysis of engagement variables and gender, nature of residence and family residing with respondent

Variables	Gender		Rent/Own		Reside with family or not	
	t statistic	P-value	t statistic	P-value	t statistic	P-value
Gallup Q¹²	-1.093	0.276	-0.722	0.471	1.087	0.279
Cognitive	0.877	0.382	-0.720	0.472	0.034	0.973
- Emotional	-0.687	0.493	0.207	0.836	1.290	0.198
- Physical	-0.231	0.817	-0.557	0.578	0.038	0.970
WES	-0.053	0.958	-0.481	0.631	0.564	0.573
- Vigour	-0.649	0.517	-0.495	0.621	0.412	0.681
- Dedication	-0.183	0.855	-0.355	0.723	1.153	0.250
- Absorption	-0.516	0.607	-0.189	0.850	1.243	0.217
UWES	-0.460	0.646	-0.379	0.705	0.975	0.332

Source: Compiled by researcher from survey data

To determine whether there are significant differences between engagement level variables and gender, nature of residence and whether the respondents' families are residing with them, the p-value in Table 4.6 is referred to and compared to the 10% level ($p=0.10$).

The p-values in respect of gender indicate no statistically significant difference between respondents at the 10% level. It may therefore be inferred that respondents, whether male or female, have the same engagement levels.

As presented in Table 4.6, there is no statistically significant difference at the 10% level between respondents who own their places of residence and the respondents who rent their places of residence.

Lastly, as exhibited in Table 4.6, there was no statistically significance difference at the 10% found between respondents who resided with their families and those respondents who did not reside with their families.

Analysis of variance (ANOVA) (Cooper & Schindler, 2011) was used by the researcher to determine whether the group means, with 3 or more groups to compare, significantly differ from one another in regard to the employee engagement levels.

The following independent variables have 3 or more groups: age, education, department, and Hay grade. The researcher attempted to conclude whether or not the engagement levels are different among the age groups, the education levels of the respondents, the departments the respondents belonged to and their respective Hay grades.

To determine whether there are significant differences between engagement level variables and the age, education, department and Hay grade of the respondents, the researcher will refer to the p-value and compare it to the 10% level ($p=0.10$). For the variables to be significantly different, the p-value will be less than 0.10 and vice versa.

Table 4.7 Analysis of engagement variables and the age of respondents

Engagement variables	Age	
	F statistic	P-value
Gallup Q¹²	3.765	0.003
Cognitive	1.696	0.124
Emotional	1.979	0.085
Physical	2.276	0.049
WES	2.228	0.042
Vigour	2.025	0.064
Dedication	3.122	0.010
Absorption	1.211	0.302
UWES	2.843	0.017

Source: Compiled by researcher from survey data

Upon analysis of Table 4.7, the researcher identified several instances where there are p-values that are less than 0.10; for these identified instances there are significant differences in some of the engagement levels among the age groups.

The engagement level variables that have significant differences are the Gallup Q¹², the emotional engagement and physical engagement factors of the WES, as well as the composite engagement level of the WES and, lastly, the vigour and dedication factor measures of the UWES and the composite engagement level of the UWES.

The p-values in respect of age, as per Table 4.7, that indicate that there are no statistically significant differences between respondents at the 10% level, are the cognitive engagement factor of the WES and the absorption engagement factor of the UWES.

Based on the results of ANOVA in respect of statistical difference between the engagement variables and the age of the respondents, the researcher had to determine which of the age groups in the sample differ. To determine which age groups in the sample differ, a Tukey's HSD test (Cooper & Schindler, 2011) was performed. Tukey's HSD is a post-hoc test and the purpose of Tukey's HSD test is to determine which groups in the sample differ. This test involves testing for significant differences between two age groups at a time.

Table 4.8 Analysis of differences between engagement variables and the age groups of the respondents

Engagement Variables	Age groups		P-value
Gallup Q¹²	18 - 27 years	> 56 years	0.003
	28 - 32 years	> 56 years	0.075
	33 - 38 years	> 56 years	0.095
	45 - 50 years	> 56 years	0.004
	51 - 56 years	> 56 years	0.003
Emotional	18 - 27 years	39 - 44 years	0.033
Physical	18 - 27 years	> 56 years	0.047
WES	18 - 27 years	> 56 years	0.026
Vigour	18 - 27 years	33 - 38 years	0.080
Dedication	18 - 27 years	33 - 38 years	0.052
UWES	18 - 27 years	33 - 38 years	0.056

Source: Compiled by researcher from survey data

Table 4.8 indicates which of the engagement variables have statistically significant differences between the various age groups. This finding indicates the importance of recognising age diversity among both younger and older employees. Additionally, it is important to note that same factor components have statistically significant differences between the WES and UWES. The fact that the engagement levels of employees 56 years or older are significantly lower than younger employees is notable; this finding is contradictory to an earlier study of James, McKechnie and Swanberg (2011) that concluded that employee engagement levels of older employees are higher than that of younger employees.

To determine whether there are significant differences between engagement level variables and the education level of the respondents, the researcher will refer to the p-value and compare it to the 10% level ($p=0.10$). For the variables to be statistically significantly different, the p-value will be less than 0.10 and vice versa.

Table 4.9 Analysis of engagement variables and the education level of respondents

Engagement variables	Education	
	F statistic	P-value
Gallup Q¹²	0.584	0.674
Cognitive	1.847	0.121
Emotional	1.636	0.167
Physical	1.239	0.305
WES	2.825	0.026
Vigour	1.414	0.231
Dedication	0.575	0.681
Absorption	2.340	0.057
UWES	1.297	0.272

Source: Compiled by researcher from survey data

As exhibited in Table 4.9, the researcher identified several instances where there are p-values that are less than 0.10. For these identified instances there are significant differences in some of the engagement levels among the level of education groups. The engagement level variables that have significant differences are the composite engagement level of the WES and the absorption factor measure of the UWES.

The p-values in respect of education level, as per Table 4.9, that indicate that there are no statistically significant differences between respondents at the 10% level, are the Gallup Q¹², the cognitive engagement, emotional engagement and physical engagement factors of the WES, the vigour and dedication factor measures of the UWES and the composite engagement level of the UWES.

Based on the results of ANOVA in respect of statistical difference between the engagement variables and the educational level of the respondents, the researcher had to determine which of the education level groups in the sample differ. The post-hoc test performed to determine which groups in the sample differ was the Tukey's HSD test.

Table 4.10 Analysis of differences between engagement variables and the education level groups of the respondents

Engagement Variables	Education level groups		P-value
Work Engagement		3 years post-school qualification	0.095
	Lower than Grade 12	4 years post-school qualification	0.076
		More than 4 years post-school qualification	0.054
Absorption	Lower than Grade 12	More than 4 years post-school qualification	0.049

Source: Compiled by researcher from survey data

An analysis of Table 4.10 reveals that for the work engagement factor variable, the significant differences are between those respondents that have an education level lower than Grade 12 and those with a 3 year post-school qualification, between those respondents that have an education level lower than Grade 12 and those respondents with a 4 year post-school qualification, and lastly between those that have an education level lower than Grade 12 and those with more than 4 years of post-school qualification. For the absorption engagement factor, the significant differences are between those that have an education level lower than Grade 12 and those with more than 4 years of post-school qualification. As inferred from Table 4.10, the engagement levels of employees with an education level lower than Grade 12 are significantly lower and different from those of employees with an education. The researcher concluded that strategies for engaging employees should consider the different education levels of respective employees.

To determine whether there are significant differences between engagement level variables and the department in which the employee works, the researcher will refer to the p-value and compare it to the 10% level ($p=0.10$). For the variables to be significantly different the p-value will be less than 0.10 and vice versa.

Table 4.11 Analysis of engagement variables and the department of respondents

Engagement variables	Department	
	F statistic	P-value
Gallup Q¹²	16.256	0.000
Cognitive	3.419	0.035
Emotional	4.962	0.009
Physical	2.551	0.084
WES	5.900	0.004
Vigour	5.582	0.005
Dedication	6.328	0.002
Absorption	12.397	0.000
UWES	9.271	0.000

Source: Compiled by researcher from survey data

The p-values in all instances, as presented in Table 4.11, are less than 0.10. The researcher therefore concluded that there are significant statistical differences in all the engagement levels among the various department groups.

Based on the results of ANOVA in respect of the statistical difference between the engagement variables and the department in which the respondents work, the researcher had to determine which of the department groups in the sample differ. The post-hoc test performed to determine which groups in the sample differ was the Tukey's HSD test.

Table 4.12 Analysis of differences between engagement variables and the departments of the respondents

Engagement Variables	Department		P-value
Gallup Q ¹²	Maintenance	Production	0.010
		General/Administration	0.094
	Production	General/Administration	0.000
Cognitive	Production	General/Administration	0.053
Emotional	Maintenance	Production	0.052
	Production	General/Administration	0.018
	Maintenance	Production	0.484
Physical	Production	General/Administration	0.052
WES	Maintenance	Production	0.049
	Production	General/Administration	0.003
Vigour	Maintenance	Production	0.015
	Production	General/Administration	0.028
Dedication	Maintenance	Production	0.002
	Production	General/Administration	0.048
Absorption	Maintenance	Production	0.003
	Production	General/Administration	0.000
UWES	Maintenance	Production	0.002
	Production	General/Administration	0.003

Source: Compiled by researcher from survey data

As exhibited in Table 4.12, all departments have significantly different levels of engagement between the various engagement factor variables. The production department has the lowest engagement level based on the Gallup Q¹² (60.88%), the composite WES (65.89%) and the composite UWES (58.24%). The general/administration department has the highest engagement level based of the Gallup Q¹² (74.66%), the composite WES (71.99%) and the composite UWES (72.35%). This observation leads to the conclusion that it is important to have departmental strategies to measure and improve employee engagement, as the various departments are quite different in nature.

The last independent variable to evaluate is the Hay grade of the respondent compared to the engagement level variables to determine whether there are significant differences based on the p-value and compared to the 10% level ($p=0.10$). For the variables to be significantly different, the p-value will be less than 0.10 and vice versa.

Table 4.13 Analysis of engagement variables and the Hay grade of respondents

Engagement variables	Hay grade	
	F statistic	P-value
Gallup Q¹²	1.520	0.198
Cognitive	1.318	0.265
Emotional	1.880	0.116
Physical	3.075	0.017
WES	3.222	0.014
Vigour	7.604	0.000
Dedication	2.129	0.104
Absorption	8.157	0.000
UWES	6.848	0.001

Source: Compiled by researcher from survey data

Upon analysis of Table 4.13, the researcher identified several instances where there are p-values that are less than 0.10; for these identified instances there are significant differences in some of the engagement levels among the Hay grade groups. The engagement level variables that have significant differences are the physical engagement factor of the WES as well as the composite engagement level of the WES and, lastly, the vigour and absorption factor measures of the UWES and the composite engagement level of the UWES.

The p-values in respect of Hay grade, as per Table 4.13, that indicate that there are no statistically significant differences between respondents at the 10% level are the cognitive engagement and emotional engagement factor measures of the WES and the dedication engagement factor of the UWES.

Based on the results of ANOVA in respect of the statistical difference between the engagement variables and the Hay grade of the respondents, the researcher had to determine which of the Hay grade groups in the sample differ. The post-hoc test performed to determine which groups in the sample differ was the Tukey's HSD test.

Table 4.14 Analysis of differences between engagement variables and the Hay grades of the respondents

Engagement Variables	Hay grade		P-value
Physical	Hay 16 and above	Hay 8 and below	0.064
WES	Hay 16 and above	Hay 9 to Hay 11	0.041
		Hay 8 and below	0.023
Vigour	Hay 16 and above	Hay 14 and Hay 15	0.050
Absorption	Hay 16 and above	Hay 14 and Hay 15	0.051
UWES	Hay 16 and above	Hay 14 and Hay 15	0.074

Source: Compiled by researcher from survey data

Table 4.14 indicates which of the engagement variables have statistically significant differences between the various Hay grade groups. This finding indicates the importance of engaging all levels of employees in the organisation. Notable is the fact that the engagement levels of employees with Hay grade 16 or above are the highest; these employees are responsible for overall leadership at plant level. A concerning fact is that employees who are on Hay grade 14 and Hay grade 15, who are on the middle-management level of the plant, have the lowest level of engagement. Based on this finding, the researcher concluded that the role and responsibility of the managers in terms of employee engagement might be impacted negatively by the fact that the managers of these employees themselves are not engaged.

In the last part of Section 4.4 the researcher will report the finding regarding the correlation between the level of engagement of the respondent and the nature of residence and intention to stay.

The researcher aimed to determine whether or not there is a relationship between each of the engagement level variables and the nature of residence, whether or not the employees' families are residing with them and, finally, whether or not there is a relationship between each of the engagement level variables and the intention to stay.

To conclude whether the relationship exists between the engagement level variables and the nature of residence, whether or not the employees' families are residing with them and their intention to stay, the researcher compared the p-value to the 10% level ($p=0.10$). If the p-value was less than 0.10, the researcher concluded that a relationship exists between the variables. If there is a positive relationship between the two variables, the correlation coefficient will be positive and it will range between 0 and 1. The closer the value is to 1, the stronger the relationship between the two values. On the other hand, if there is a negative relationship, the correlation coefficient will be negative and it will range between -1 and 0. The closer the value is to -1, the stronger the relationship between the two values (Cooper & Schindler, 2011).

Table 4.15 Analysis of relationship between engagement variables and the nature of residence, employees' families are residing with them and their intention to stay

Engagement Variables		Nature of residence	Family residing	Intention to stay	Intention to stay after offer
Gallup Q¹²	Pearson Correlation	0.052	-0.077	-0.499	-0.341
	P-value	0.471	0.279	0.000	0.000
Cognitive	Pearson Correlation	0.052	-0.002	-0.183	0.063
	P-value	0.472	0.973	0.008	0.373
Emotional	Pearson Correlation	-0.015	-0.092	-0.158	0.004
	P-value	0.836	0.198	0.024	0.957
Physical	Pearson Correlation	0.040	-0.003	-0.162	0.043
	P-value	0.578	0.970	0.020	0.540
WES	Pearson Correlation	0.035	-0.040	-0.223	0.049
	P-value	0.631	0.573	0.001	0.488
Vigour	Pearson Correlation	0.036	-0.029	-0.297	-0.219
	P-value	0.621	0.681	0.000	0.002
Dedication	Pearson Correlation	0.026	-0.082	-0.394	-0.284
	P-value	0.723	0.250	0.000	0.000
Absorption	Pearson Correlation	0.014	-0.097	-0.274	-0.136
	P-value	0.850	0.173	0.000	0.052
UWES	Pearson Correlation	0.027	-0.075	-0.350	-0.232
	P-value	0.705	0.295	0.000	0.001

Source: Compiled by researcher from survey data

Upon analysis of Table 4.15, the researcher concluded that there is a significant negative relationship between each of the engagement levels and the employee's intention to stay, and furthermore the researcher has observed that there is a significant negative relationship between the employee's intention to stay after he/she has received a job offer, as well as each of the following engagement level variables: Gallup Q¹², the vigour, dedication and absorption factor measures of the UWES as well as the composite engagement level of the UWES. This finding agrees with the research findings of BlessingWhite (2013), which concluded that

there is a strong correlation between engagement and retention. An employee's desire/intention to remain with his/her employer is a strong predictor of turnover and is furthermore an indication of the employee's commitment to his/her employer's success.

In Section 4.4 the quantitative analysis of Section B to Section D of the completed questionnaire was presented and discussed by means of inferential statistics. A detailed analysis of the various independent variables and engagement variables was provided by means of explanatory tables.

A two-related-samples t-test and an analysis of variance (ANOVA) (Cooper & Schindler, 2011) were performed to determine whether or not there were significant differences in the engagement levels among the biographical groups: gender, age, department, education level, Hay grade, nature of residence and whether the respondent's family was staying with him/her, and the intention to stay of the respondents. To determine which groups in the sample were different, the post-hoc test that was used by the researcher was Tukey's HSD test.

In Section 4.5 a summary of the findings of Chapter 4 is presented.

4.5 SUMMARY OF FINDINGS

In this section a summary of the descriptive and inferential analysis findings will be presented based on the research conducted by the researcher in this study.

The engagement level of Lafarge SA is presented in Table 4.16 below. The engagement level was determined through the use of three measurement instruments: the Gallup Q¹² measured engagement based on the antecedents of engagement, the WES and UWES both used the three-factor engagement based on positive attitudes, emotional engagement and behavioural engagement.

Table 4.16 Engagement level of Lafarge SA

	Gallup Q ¹²	WES	UWES
Positive attitudes	-	64.95%	61.84%
Emotional	-	71.63%	68.08%
Behavioural	-	67.90%	65.12%
Composite Engagement Level	65.78%	68.14%	64.84%

Source: Compiled by researcher from survey data

The engagement level of Lafarge SA compares well to the South African engagement level of 68% as reported in 2012 (AONHewitt, 2012).

Based on the analysis of the antecedents of employee engagement as presented by the Gallup Q¹², Lafarge SA needs to include the drivers as presented in Table 4.17 in its employee engagement strategy to improve employee engagement. The six drivers that scored the lowest of the twelve are included below and are sorted in an ascending order, thus the lowest scored driver is included first:

Table 4.17 Six drivers for employee engagement strategy

Gallup Q ¹² – Statements	Drivers for employee engagement
In the last seven days, I have received recognition or praise for doing good work	Provide frequent informal on-the-job feedback and recognition
I have a best friend at work	Create an environment with social connections and support
This last year, I have had opportunities at work to learn and grow	Create an environment where employees can learn and grow
In the last six months, someone at work has talked to me about my progress	Provide personal tailored feedback on progress, achievements and goals

Gallup Q ¹² – Statements	Drivers for employee engagement
-------------------------------------	---------------------------------

At work, my opinions seem to count	Create an environment with participative decision making and open robust communication strategy
There is someone at work who encourages my development	Train and develop employees to ensure long-term value for organisation

Source: Compiled by researcher from survey data

The study revealed that the engagement level among males and females is the same. With regard to the nature of residence, meaning whether the respondents own or rent their places of residence and whether their families are staying with them or not, the researcher concluded that these independent variables do not impact the respondent’s level of engagement.

The inferential analysis shows that the engagement level amongst age groups, educational level, departments and Hay grades is significantly different and the employee engagement strategy should therefore consider different strategies to engage these various employee groupings.

This study is also in agreement with other studies that concluded that there is a negative relationship between intention to stay and employee engagement.

4.6 CONCLUDING REMARKS

The purpose of this chapter was to analyse and to interpret the data obtained from the study pertaining to the antecedents of employee engagement and the dependent variables of employee engagement as determined in the theoretical framework of the study. This chapter mainly consists of three sections. Section 4.2 contains the responses to Section A of the questionnaire, which elicited the biographical information from the respondents that was used as the independent variables of the study. In Section 4.3 the descriptive statistics of Sections B to D of the questionnaire are presented. Based on the descriptive analysis, the engagement level of Lafarge SA was determined and six drivers for the improvement of employee engagement were identified (see Table 4.17).

According to the Gallup Q¹², the engagement level for Lafarge SA is 65.78%. Section 4.4 contains the results based on the inferential statistics that were used to interpret the data of the questionnaire. In Section 4.4 the researcher concluded that there is no difference in engagement levels between gender, nature of residence and whether the respondents' families are residing with them or not. There is, however, a difference in engagement levels between age groups, educational level, departments and Hay grades. The study is in agreement with other studies that there is a negative relationship between intention to stay and employee engagement.

Chapter 4 concludes with a summary of findings in Section 4.5. The research findings are presented in tabular and graphic form. Inferential statistics employed included Pearson's correlation co-efficient, t-tests (p-values), analysis of variance (ANOVA) and post-hoc tests.

The findings in Chapter 4 answered the primary objective of the study, to determine the level of engagement at Lafarge SA.

Chapter 5 offers a summary of the significant findings and highlights the conclusions and recommendations from this study based on the research results discussed in Chapter 4.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

“Life is change. Growth is optional. Choose wisely.” – Karen Kaiser Clark

5.1 INTRODUCTION

The purpose of Chapter 5 is to reflect on the study and to summarise the findings of the study. This chapter will further address the responses to primary and secondary objectives of the study as set out in Chapter 1. This chapter will, however, also describe the problems that were encountered as well as the limitations of the study. The chapter will conclude on the recommendations for the organisational strategies for employee engagement at Lafarge SA as well as recommendations for further research.

5.2 SUMMARY OF THE STUDY

The primary objective as well as the secondary objectives of the study will be repeated in this section together with the actions that were taken to achieve the objectives. The main findings related to each objective are briefly reiterated.

The primary objective identified in this study was to determine and evaluate employee engagement at the Lafarge SA Lichtenburg production facility.

The researcher embarked on this study to assist the management of Lafarge SA to determine the current levels of employee engagement at the production facility. The plant experienced an increase in employee turnover and suffered negative operational performance. With a new competitor entering the market, Lafarge SA was exploring ways to improve competitiveness and prevent the loss of skills to the new competitor.

In Chapter 4 the researcher presented, based on a descriptive analysis, the current engagement level at Lafarge SA based on three measurement instruments. According to the Gallup Q¹², the engagement level for Lafarge SA is

65.78%. The composite engagement level according to the WES is 68.14% and the measurement according to the UWES is 64.84% (see Table 4.16).

The first secondary objective was to determine the current levels of engagement in South Africa. From the literature study that was conducted by the researcher, it would appear that the current level of employee engagement in South Africa is around 68% (AONHewitt, 2012).

It was thus concluded that the current level of employee engagement at Lafarge SA is in line with the current levels of employee engagement in South Africa.

The second secondary objective was to identify the most applicable employee engagement model for Lafarge SA. To address this objective, a literature study was undertaken by the researcher. In Chapter 2 of the study the researcher presented three employee engagement models. The first model presented was Poisat's integrated organisational employee engagement model (Poisat, 2006). The second model that was discussed was the model of Wiley et al. (2010). The third model cited was the model of Holbeche and Matthews (2012). Based on the definition of employee engagement (see Section 2.2) of the study and the literature review that the researcher conducted, an integrated model for employee engagement that would be appropriate for Lafarge SA was compiled (see Section 2.4). The proposed model consists of four components. The first component deals with organisational culture of the company. The second component discusses the role of organisational leadership. The third component illustrates the role and responsibilities of the manager and the fourth and final component explains the role of the employees in their engagement. These four components facilitate a three-factored engagement which assists with positive attitudes, emotionally and behaviourally engaged employees.

The third secondary objective was to determine Lafarge SA's specific drivers of employee engagement. Based on the descriptive analysis of Chapter 4, the researcher has identified six drivers for the improvement of employee engagement.

The first driver is the desire for feedback and recognition on a constant basis by employees. Recognition adds to the employee's sense of accomplishment and this

feeling of adding value to the company assists in improving the engagement levels (Wiley, et al. 2010).

The second driver emphasises the developing of employees; by providing opportunities that are aligned to the employee's talents it will also be beneficial to the company and the employee (Holbeche & Matthews, 2012).

The third driver encourages decision making that requires and considers an employee's input. This assists companies with greater ownership of the outcomes by employees which, as a consequence, leads to improved employee engagement. Managers should demonstrate openness to new ideas, show acceptance of different personal needs, values and beliefs (Holbeche & Matthews, 2012).

The fourth driver is about the creation of a true social connection and mutual support at work. The best approach for managers is to create situations in which employees can befriend each other and to support employee friendships.

The fifth driver creates the opportunity for managers to discuss with their employees their progress, achievements and goals on a more frequent basis than the typical formal evaluation process. Open, frequent, honest feedback on job performance contributes significantly to the employees' perception of their worth and meaning they derive from their jobs. The manager or the employee should be able to initiate a feedback/discussion whenever the need arises (Poisat, 2006).

The sixth driver addresses one of the biggest challenges of today: to choose training that will benefit the employee as well as the company. Managers should facilitate the process to enable employees to update themselves by increasing their knowledge and skill through effective training interventions (Markos & Sridevi, 2010).

5.3 RECOMMENDATIONS

The researcher recommends the following actions in the application of the research:

The first recommendation is that management should implement more frequent clearly indicated performance feedback. This performance feedback is not the same as the annual performance appraisal, but is an ongoing process with regular follow up and reinforcements that are explicit on what is being recognised. Recognition should be given for both the individual and group performance. Recognition is perceived most positively when it is done in person, timely and sincerely. Recognition adds to the employee's sense of accomplishment and feeling of adding value to the company, leading to an improvement in engagement.

The second recommendation requires management to create an environment with a strong team culture, with a good team spirit and a strong bond within their team. This requires active listening, watching out for non-verbal communication, taking the time to show genuine interest in staff from the managers to improve the manager-employee relationship.

The third recommendation requires an environment where employees can learn, grow, develop, self-manage and participate in decisions. Empowerment instils a sense of job ownership, commitment and worth among individuals and teams. Managers should know their own levels of empowerment and know the capabilities of their employees. The role of the manager should also include coaching and development of his/her employees.

The fourth recommendation instils an environment with participative decision making and an open robust communication strategy. Furthermore, employees who are part of the decision-making process tend to take greater ownership of the outcomes of decisions. An open work environment where employees can voice ideas and suggest better ways of doing things in the organisation is key in improving engagement levels. It is, however, also important that management inform the employees about the business performance and their role in achieving

success. The communication strategy should utilise various communication avenues to reach the vastly different generations.

The researcher further recommends that a follow-up survey be done within the next twelve months to compare whether proposed and implemented strategy assisted in improving employee engagement at Lafarge SA.

Management should further consider different strategies to engage the various employee groupings: age, educational level, departments and Hay grades.

Based on the research, the researcher recommends the implementation of the Integrated Engagement Model as depicted in Figure 5.1 as an organisational strategy to improve employee engagement:



Source: Compiled by researcher

Figure 5.1 Integrated Employee Engagement Model

Each of the four components of the proposed model, as presented in Figure 5.1, namely the role of organisational culture and leadership, the role of the manager and the role of the employee, need further investigation.

A question should also be included to determine whether the respondent is actively seeking other employment. This will assist in improving the intention to stay predictor for employee turnover.

This research study established that the role of the manager was crucial in engaging employees. A study of the best suited managerial style to engage employees may also be beneficial to the field of employee engagement.

5.4 LIMITATIONS OF THE STUDY

A limitation of the research was that it did not investigate the role of organisational leadership and organisational culture of Lafarge SA in employee engagement.

5.5 CONCLUDING REMARKS

The objective of the study was to determine the level of employee engagement at Lafarge SA. The researcher believes that the research endeavour achieved the primary objective as set out in Chapter 1.

The importance of managers who care about their employees, who take an active interest in their employees' career aspirations, who keep them informed, treat them fairly, encourage them to perform well and provide their employees with the necessary training and development opportunities, was demonstrated by this study.

Organisational leadership should allow a two-way open communication environment, assist further in creating a harmonious working environment where employees respect and help each other and is committed to employee well-being.

Employees should release their discretionary effort, be prepared for change, be positive, encouraging, helpful and accountable and, lastly, they should seize the opportunity to make things better for themselves and their organisation.

Lafarge SA therefore needs to implement measurable organisational strategies to enhance employee engagement that will improve competitiveness and the retention of talent. Lafarge SA needs to define what it takes for their employees to want come to work, so that the employees can contribute to assisting the company to succeed, encourage their friends to join the same place and positively represent the company outside the organisation's walls (Schumann, 2010). Lafarge SA must ensure that new talents sourced are allowed to contribute their unique knowledge and diverse insights which could assist in contributing towards organisational decision making and problem solving (Viljoen, 2009).

Keith Johnstone once said "Those who say 'yes' are rewarded by adventures they have. Those who say 'no' are rewarded by the safety they attain."

For Lafarge SA, the challenge is to ensure that one of their most expensive, yet most valuable resources, the people of their organisation, become ready to say "yes" to become more engaged.

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LAFARGE SOUTH AFRICA

EMPLOYEE ENGAGEMENT SURVEY

LICHTENBURG PRODUCTION FACILITY

Instructions:

- a) Please complete with a pen.
- b) Only select one statement/value.
- c) The purpose of the study is to gather information about how employees react to various aspects of their work and work situations.
- d) All responses will be kept confidential.
- e) Participation in the study is voluntary.
- f) Should you choose not to participate you may leave the room now and return the questionnaire to the facilitator.

SECTION A

Participant information:

1. Please indicate your age:

18 – 27 years	
28 – 32 years	
33 – 38 years	
39 – 44 years	
45 – 50 years	
51 – 56 years	
> 56 years	

2. Please indicate your highest education level:

Lower than Grade 12	
Grade 12	
3 years post-school qualification	
4 years post-school qualification	
More than 4 years post-school qualification	

3. Please indicate your gender:

Male	
Female	

4. Please select your department:

Maintenance	
Production	
General/Administration	

5. Are you employed:

Full-time	
Part-time	

6. Please indicate your Hay grade:

Hay 16 and above	
Hay 14 and Hay 15	
Hay 12 and Hay 13	
Hay 9 to Hay 11	
Hay 8 and below	

7. Where you currently reside in Lichtenburg do you

Rent	
Own	

8. Is your family residing with you

Yes	
No	

9. Are you intending to stay with Lafarge during the next 12 to 24 months

Yes, definitely	
Probably	
Not sure	
No	

10. Should you receive a good job offer today, are you intending to stay with Lafarge

Yes, definitely	
Probably	
Not sure	
No	

SECTION B

GALLUP Q¹²

The Gallup Q ¹²		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know/ does not apply
		1	2	3	4	5	0
1.	I know what is expected of me at work.						
2.	I have the materials and equipment I need to do my work right.						
3.	At work, I have the opportunity to do what I do best every day.						
4.	In the last seven days, I have received recognition or praise for doing good work.						
5.	My supervisor, or someone at work, seems to care about me as a person.						
6.	There is someone at work who encourages my development.						
7.	At work, my opinions seem to count.						
8.	The mission or purpose of my company makes me feel my job is important.						
9.	My associates or fellow employees are committed to doing quality work.						
10.	I have a best friend at work.						
11.	In the last six months, someone at work has talked to me about my progress.						
12.	This last year, I have had opportunities at work to learn and grow.						

SECTION C

WORK ENGAGEMENT SCALE

Work Engagement Scale	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know/ does not apply
	1	2	3	4	5	0
Performing my job is so absorbing that I forget about everything else						
<i>I often think about other things when performing my job (r)</i>						
I am rarely distracted when performing my job						
Time passes quickly when I perform my job						
I really put heart into my job						
I get excited when I perform well on my job						
<i>I often feel emotionally detached from my job (r)</i>						
My own feelings are affected by how well I perform my job						
I exert a lot of energy performing my job						
I stay until the job is done						
<i>I avoid working overtime whenever possible (r)</i>						
I take work home to do						
<i>I avoid working too hard (r)</i>						

SECTION D

WORK & WELL-BEING SURVEY (UWES) ©

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the "0" (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

Work & Well-being Survey (UWES)	0 Never	1 Almost never A few times a year or less	2 Rarely Once a month or less	3 Sometimes A few times a month	4 Often Once a week	5 Very often A few times a week	6 Always Every day
1. At my work, I feel bursting with energy							
2. I find the work that I do full of meaning and purpose							
3. Time flies when I'm working							
4. At my job, I feel strong and vigorous							
5. I am enthusiastic about my job							
6. When I am working, I forget everything else around me							
7. My job inspires me							
8. When I get up in the morning, I feel like going to work							
9. I feel happy when I am working intensely							
10. I am proud of the work that I do							
11. I am immersed in my work							
12. I can continue working for very long periods at a time							
13. To me, my job is challenging							

ANNEXURE A

Work & Well-being Survey (UWES)	0 Never	1 Almost never A few times a year or less	2 Rarely Once a month or less	3 Sometimes A few times a month	4 Often Once a week	5 Very often A few times a week	6 Always Every day
14. I get carried away when I'm working							
15. At my job, I am very resilient, mentally							
16. It is difficult to detach myself from my job							
17. At my work I always persevere, even when things do not go well							

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RESPONSES TO THE QUESTIONNAIRES

1. Responses according to age

AGE	RESPONSE FREQUENCY	PERCENTAGE	POPULATION DISTRIBUTION
18 - 27 years	21	10.2%	6.7%
28 - 32 years	36	17.6%	19.1%
33 - 38 years	56	27.3%	23.2%
39 - 44 years	47	22.9%	21.7%
45 - 50 years	18	8.8%	10.0%
51 - 56 years	18	8.8%	12.0%
> 56 years	9	4.4%	7.3%

Source: Compiled by researcher from survey data

2. Responses according to highest education level

HIGHEST EDUCATIONAL LEVEL	RESPONSE FREQUENCY	PERCENTAGE
Lower than Grade 12	34	16.7%
Grade 12	86	42.4%
3 years post-school qualification	43	21.2%
4 years post-school qualification	27	13.3%
More than 4 years post-school qualification	13	6.4%

Missing	2
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Source: Compiled by researcher from survey data

3. Responses according to gender

GENDER	RESPONSE FREQUENCY	PERCENTAGE	POPULATION DISTRIBUTION
Male	170	82.9%	85.0%
Female	35	17.1%	15.0%

Source: Compiled by researcher from survey data

4. Responses according to department

DEPARTMENT	RESPONSE FREQUENCY	PERCENTAGE	POPULATION DISTRIBUTION
Maintenance	76	37.1%	30.7%
Production	95	46.3%	57.3%
General/Administration	34	16.6%	12.0%

Source: Compiled by researcher from survey data

5. Responses according to job grade

JOB GRADE	RESPONSE FREQUENCY	PERCENTAGE	POPULATION DISTRIBUTION
Hay 16 and above	6	3.0%	3.0%
Hay 14 and Hay 15	9	4.5%	5.0%
Hay 12 and Hay 13	41	20.7%	13.8%
Hay 9 to Hay 11	57	28.8%	27.3%
Hay 8 and below	85	42.9%	50.9%

Missing	7
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Source: Compiled by researcher from survey data

6. Responses according to nature of residence

NATURE OF RESIDENCE	RESPONSE FREQUENCY	PERCENTAGE
Rent	114	58.8%
Own	80	41.2%

Missing	11
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Source: Compiled by researcher from survey data

7. Responses according to whether the respondent's family is residing with them

FAMILY RESIDING WITH RESPONDENT	RESPONSE FREQUENCY	PERCENTAGE
Yes	137	69.2%
No	61	30.8%

Missing	7
---------	---

Source: Compiled by researcher from survey data

8. Responses according to the intention to stay of the respondent

INTENTION TO STAY	RESPONSE FREQUENCY	PERCENTAGE
Yes, definitely	89	43.4%
Probably	49	23.9%
Not sure	47	22.9%
No	20	9.8%

Source: Compiled by researcher from survey data

9. Responses according to the intention to stay of the respondents after the good job offer

INTENTION TO STAY AFTER JOB OFFER	RESPONSE FREQUENCY	PERCENTAGE
Yes, definitely	58	28.3%
Probably	49	23.9%
Not sure	56	27.3%
No	42	20.5%

Source: Compiled by researcher from survey data

10. Responses of the respondents to - "I know what is expected of me at work"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	4	2.0%
Strongly disagree	9	4.4%
Disagree	3	1.5%
Neither agree nor disagree	10	4.9%
Agree	95	46.3%
Strongly agree	84	41.0%

Source: Compiled by researcher from survey data

11. Responses of the respondents to - "I have the materials and equipment I need to do my work"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	3	1.5%
Strongly disagree	8	3.9%
Disagree	16	7.8%
Neither agree nor disagree	23	11.2%
Agree	104	50.7%
Strongly agree	51	24.9%

Source: Compiled by researcher from survey data

12. Responses of the respondents to - "At work, I have the opportunity to do what I do best every day"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	6	2.9%
Strongly disagree	11	5.4%
Disagree	15	7.3%
Neither agree nor disagree	22	10.7%
Agree	106	51.7%
Strongly agree	45	22.0%

Source: Compiled by researcher from survey data

13. Responses of the respondents to - "In the last seven days, I have received recognition or praise for doing good work"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	7	3.4%
Strongly disagree	49	23.9%
Disagree	61	29.8%
Neither agree nor disagree	28	13.7%
Agree	44	21.5%
Strongly agree	16	7.8%

Source: Compiled by researcher from survey data

14. Responses of the respondents to - "My supervisor, or someone at work, seems to care about me as a person"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	5	2.4%
Strongly disagree	22	10.7%
Disagree	21	10.2%
Neither agree nor disagree	27	13.2%
Agree	97	47.3%
Strongly agree	33	16.1%

Source: Compiled by researcher from survey data

15. Responses of the respondents to - "There is someone at work who encourages my development"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	5	2.4%
Strongly disagree	28	13.7%
Disagree	33	16.1%
Neither agree nor disagree	33	16.1%
Agree	78	38.0%
Strongly agree	28	13.7%

Source: Compiled by researcher from survey data

16. Responses of the respondents to - "At work, my opinions seem to count"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	2	1.0%
Strongly disagree	27	13.2%
Disagree	34	16.6%
Neither agree nor disagree	44	21.5%
Agree	79	38.5%
Strongly agree	19	9.3%

Source: Compiled by researcher from survey data

17. Responses of the respondents to - "The mission or purpose of my company makes me feel my job is important"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	10	4.9%
Strongly disagree	17	8.3%
Disagree	28	13.7%
Neither agree nor disagree	33	16.1%
Agree	87	42.4%
Strongly agree	30	14.6%

Source: Compiled by researcher from survey data

18. Responses of the respondents to - "My associates or fellow employees are committed to doing quality work"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	8	3.9%
Strongly disagree	10	4.9%
Disagree	19	9.3%
Neither agree nor disagree	36	17.6%
Agree	102	49.8%
Strongly agree	30	14.6%

Source: Compiled by researcher from survey data

19. Responses of the respondents to - "I have a best friend at work"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	9	4.4%
Strongly disagree	29	14.1%
Disagree	51	24.9%
Neither agree nor disagree	39	19.0%
Agree	45	22.0%
Strongly agree	32	15.6%

Source: Compiled by researcher from survey data

20. Responses of the respondents to - "In the last six months, someone at work has talked to me about my progress"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	2	1.0%
Strongly disagree	24	11.7%
Disagree	60	29.3%
Neither agree nor disagree	18	8.8%
Agree	78	38.0%
Strongly agree	23	11.2%

Source: Compiled by researcher from survey data

21. Responses of the respondents to - "This last year, I have had opportunities at work to learn and grow"

	RESPONSE FREQUENCY	PERCENTAGE
Don't know/Does not apply	6	2.9%
Strongly disagree	27	13.2%
Disagree	47	22.9%
Neither agree nor disagree	26	12.7%
Agree	73	35.6%
Strongly agree	26	12.7%

Source: Compiled by researcher from survey data

