INVESTIGATING ORGANISATIONAL FACTORS THAT IMPACT ON ENGAGEMENT OF KNOWLEDGE WORKERS IN THE BANKING SECTOR OF BOTSWANA

BY

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MASTERS IN BUSINESS ADMINISTRATION

At the Nelson Mandela Metropolitan University Business School

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Port Elizabeth

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DECLARATION

I, Matlala Nono Mahlanza, hereby declare that:

- The work in my dissertation is my original work;

- All sources used or referred to have been documented and acknowledged; and

- This dissertation has not been previously submitted for partial fulfilment of the requirements of an equivalent or higher qualification at any other recognised educational institution.

____________________  ____________________
Matlala N. Mahlanza     Date
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- My MBA group for making this programme bearable.
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- I dedicate this dissertation to the loving memory of my late aunt, Dimakatso Josephine Mahlanza who always told me I was special and destined for greater things; this has helped overcome all the trials and tribulations in my life and to my aunt Prof. Esther Seloiwe for the career guidance and counselling.
- Above all, my gratitude to Our Father Almighty God for making this possible.
There is extensive literature on employee engagement; its antecedents; linkages to positive business outcomes; and its positive impact on retention. Top performing organisations have even found that aligning the engagement strategies to the business goals drive performance outcomes. There is no universal definition of employee engagement and drivers, therefore, a general approach without due cognisance of worker demographics may result in the application of inappropriate engagement strategies.

In this study, the focus is on knowledge workers within the banking sector of Botswana. Knowledge workers make up almost two thirds of organisations and are said to be unique and complex in their nature. Work to a knowledge worker is more mental than physical, hence, the need to use interventions aimed at the behaviour to increase their performance. The needs of a knowledge worker and that of the business ought to be integrated. An organisation that is able to identify those factors that would influence their engagement is promised high levels of productivity that would translate into profits and high retention.

The main research problem for this study was to determine the strategies that should be used to engage knowledge workers within the banking sector in Botswana. A literature study was conducted to identify characteristics of knowledge workers, meaning of employee engagement and approaches to measuring employee engagement. Eleven organisational factors that have an influence on employee engagement and some of the engagement strategies were identified from literature.

The eleven factors identified were: growth and development; rewards and recognition; trust in leadership; work/life balance; two way communication; mission, vision and values; quality of manager; relationship with colleagues; fairness of HR policies; job design; and accountability.

An empirical study was also conducted to investigate which of the eleven organisational factors had an influence in the engagement of knowledge workers.
The current engagement level of knowledge workers within the banking sector was measured using the Gallup Q12 measuring tool.

The main findings from this research are that a significant number of knowledge workers are engaged. The findings of this study also coincide with the theoretical overview that there are organisational factors that have an influence on the engagement of employees.

A significant finding was that, although knowledge workers differ in their perception of the organisational factors, they generally indicate that work/life balance initiatives are lacking in their workplace.
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CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF RESEARCH PROJECT

1.1 INTRODUCTION

The complexities of business model changes as a result of the hyper-competitive environment in which organisations operate, requires a change in mindset of employees in order to remain competitive and relevant. There is a need for employees who are vigilant, full of vigour and flexible. Organisations, with facilitation of their Human Resource Departments, are constantly involved in the mental mobility in the attitudes held by the workforce (Balain and Sparrow, n.d).

Rothman (2010) also emphasises that employees need to be emotionally and cognitively committed to their company, their customers and their work and that employee engagement predicts positive organisational outcomes, including productivity, job satisfaction, motivation, commitment, low turnover intention, customer satisfaction, return on assets, profits and shareholder value.

However, as a result of numerous forces in the business arena, there has been a significant change in the demographics of employees in the workplace. One such force is Information technology and knowledge management, which gave rise to the creation of a generation of knowledge workers in the workplace (Burke and Ng, 2008).

Frick (2011) defines knowledge workers as individuals with the ability to gather, analyse, interpret and synthesise information on a particular subject for further understanding of that subject and enable organisations to make better decisions. Consequent to this, the structure of the economy has and is still undergoing a continual change and is no longer dependent on the productivity of manual workers but of knowledge workers.

A typical modern organisation has knowledge workers accounting for two-thirds of its workforce. Mládková (2011) states that knowledge is a major working tool and
resource of a knowledge worker and its intangible nature means most of the processes applied in the work by knowledge workers, is hidden.

Managing knowledge workers in the traditional sense has proved to be a challenge as it is difficult to observe and directly control their work. This implies that the role, relevance and practice of human resources management have to be altered in order to measure and improve the performance of knowledge workers.

1.1.1 Background on knowledge workers

The transformation of the world economy from an industrial to a knowledge economy had a significant impact on the workforce demographics of each organisation. Knowledge is now a major contributor to organisational success so the pursuit and retention of those who possess it is in the interest of each organisation. Drucker (2002), in Jordaan and Sutherland (2004), termed an individual in possession of this knowledge as a knowledge worker.

He further outlined that unlike a worker during the industrial economy, a knowledge worker carries knowledge as a powerful source and has absolute ownership of it, not organisations. A knowledge worker is a deemed creator of wealth and jobs (Jordaan and Sutherland, 2004).

Haag, Cummings and Phillips (2008:3) define knowledge workers as ‘individuals who have the ability to gather, analyse, interpret, and synthesise information within specific subject areas to advance the overall understanding of those areas to facilitate informed decision making processes.’

Wu (2008:1) defines knowledge workers as ‘people who master and use notes and concepts, and work by knowledge and information. As they create wealth, they use brains more than hands. They bring about added values for products by their innovations, analyses, estimations, integrations, and designs.’

The question is then, what distinct characteristics or attributes of knowledge workers are displayed in the workplace that make them stand out in the workplace and validate the need to attract and retain them?

Nembhard and Ramírez (2004) provide the following characteristics that are generally displayed by knowledge workers:
They have greater mobility

Knowledge workers possess implicit knowledge that enables them to perform new tasks with ease. They are, therefore, more than ready to take up employment elsewhere whenever they feel their current employer does not meet their needs. This is why knowledge is said to have a career life longer than that of the organisation they work for.

They pursue self-esteem and realisation of self-worth.

In possession of higher education, the knowledge worker’s salary is more likely to be guaranteed. They, therefore, no longer pursue salary adjustments but the opportunities to display their wisdom in work processes. Failure to provide these opportunities would lead to an exodus of knowledge workers to employers who are willing to provide.

Their work processes are virtual

The process the knowledge workers use to execute their work is not visible to the naked eye. This is the reason that measuring their productivity and quality still poses a challenge to organisations.

They like to manage their days

Knowledge workers make use of their creativity, innovation and problem solving skills when performing their duties. They, therefore, prefer not to be ordered on how to do things.

Their work is inimitable

Given the same skill and resources, no two knowledge workers can do the job the same. This inimitability gives their current employers competitive advantage.

Additional characteristics as summarised by Reboul (2006), in Mladkova (2011), are as follows:

They require continuous learning

The position of the knowledge worker requires of them to continually improve the skills they require. This is because their work is based on knowledge that undergoes
tremendous changes with time, hence the need to be acquainted with the latest developments.

They do not work in a linear way

Knowledge workers create their own work standards, the process and methods to address the problems independently which differ with time.

In conclusion, it can be deduced that knowledge workers’ distinct abilities are critical to the creation of wealth and jobs in organisations. In order to remain successful and sustainable, organisations should strive to attract and retain them.

However, given that currently two-third of employees in organisations are knowledge workers, and the benefits of having an engaged workforce, it leads to the following question.

How can an organisation engage knowledge workers with due cognisance to their unique characteristics?

1.2 PROBLEM STATEMENT

Consequent to the information or knowledge age, the demographics of workers have changed dramatically. There is a new set of employees who are said to be distinct from employees of the Industrial age in that they add value to the organisation because of what they know as opposed to what they do or experience. They are, therefore, referred to as knowledge workers (Denisi and Griffin, 2005).

Knowledge workers have an education which they acquired externally to the organisations they work for and these are mostly the institutions of higher learning. Examples of knowledge workers are the accountants, human resources practitioners, business development and investment experts that are found in organisations.

Mládková (2011) further explains that knowledge workers work differently from other groups of employees (non-knowledge workers) in that they empower decision making by making use of their knowledge to gather and analyse data, add value and communicate the information. The significance of knowledge workers in any business is dependent on their ability and willingness to synthesise and share the knowledge they gather.
Drucker (2002), in Jordaan and Sutherland (2004), cites that the performance of knowledge workers is critical in the creation of wealth, jobs and survival of any organisation. Their loss is, therefore, detrimental to the survival and competitiveness of any organisation.

It is in this regard that most organisations have come to realise that investment in human capital is fundamental to achieving optimal effort from their employees to guarantee success in this highly competitive environment. Employee engagement is stated as one way in which an organisation can measure this kind of investment on human capital.

Employee engagement models are used by human resources consultants to make employees effective and efficient; creating better organisational benefits and ultimately leading to better organisational performance.

The main problem which this research intends to address is:

**What strategies should be used to engage knowledge workers within the banking sector in Botswana?**

Research has shown that when employees are more engaged, their organisation will display superior financial performance. An engaged workforce leads to superior return on asset, profitability and increases their shareholder value. Engagement also lowers the risk profile of organisations because once employees are dedicated to creating value for the organisation and consistently interact with customers, colleagues and stakeholders, they are less likely to leave (Barbera, Macey, Schneider and Young, 2009).

To facilitate answering the main problem mentioned above, the following sub-problems were identified:

**1.2.1 Sub -Problems**

**SUB- PROBLEM ONE**

What strategies engage knowledge workers?
SUB - PROBLEM TWO

How should engagement of knowledge workers be measured?

SUB- PROBLEM THREE

What is the engagement level of knowledge workers in the banking sector in Botswana?

SUB- PROBLEM FOUR

What organisational factors play a role on the engagement of the highly engaged knowledge workers within the banking sector in Botswana?

1.3 DEMARCATION OF THE RESEARCH

Demarcating this research is with the intent to make the research more manageable. This does not in any way imply that areas not covered are of less significance.

1.3.1 Demographics demarcation

The respondents reflected the profile of knowledge workers within the banking sector in Botswana. The respondents were to elucidate factors that impact on employee engagement.

1.3.2 Organisational demarcation

The Study was conducted in organisations within the banking sector that employed more than 100 employees, the rationale being that large organisations by being diverse and complex in nature, they were more likely to find different ways in which to engage their workforce. This did not in any way undermine the efforts made by smaller organisations to engage their employees.

1.3.3 Geographical Demarcation

The empirical analysis of this research will be confined to banking institutions within Gaborone.

1.4 SIGNIFICANCE OF THE STUDY

Employee engagement has become a popular item to measure. This interest is evoked by empirical research that showed that there is a strong link between
employee engagement and performance and retention. Given the imminent talent mobility and shortage in the labour market, engagement of human capital by an organisation is critical for it to be sustainable.

The Society for Human Resources Management (2006) special expertise report cites that there are current top trends crucial for employee engagement that organisational strategies should address. These are listed in Table 1.1 below.

Table 1.1: Top Trends Leading to Focus on Employee Engagement

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<td>2. Employee-employer relationship evolving/changing to partnerships</td>
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<td>3. HR’s greater role in promoting the link between employee performance and its impact on business goals.</td>
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<td>5. Work intensification as employers increase productivity with fewer employees and resources.</td>
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<td>6. Acquiring and keeping key talent emerging as top issues of concern.</td>
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<tr>
<td>7. Decline in traditional communication methods and increase in cyber communication.</td>
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<td>8. Needs, wants and behaviours of the talent pool driving changes in attraction, selection and retention practices.</td>
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**Source:** Society for Human Resource Management (2006)

The purpose of this study is to investigate the organisational factors that impact on engagement of knowledge workers within the banking sector and provide recommendations appropriate for the banking sector in Botswana and related empirical research.

There is lack of empirical research on engagement of knowledge workers within the banking sector in Botswana and this study will be of great value to organisations in Botswana and the Human Resources Management field.
The study will assist those organisations who are keen to implement this concept in their organisations by outlining the best practices on how to do so.

The study also aims to make an addition to the body of knowledge that exists in Botswana in the areas of employee engagement and attrition.

The study is intended to trigger more interest in this concept so that further research into the concept can be done within the Botswana context.

Conducting an analysis of employee engagement data enables one to find differences and commonalities based on sectors.

1.5 RESEARCH DESIGN

The methodology that the researcher will follow is outlined in this section.

1.5.1 Research Methodology

In order to solve the main and sub-problems the following procedure was followed:

Literature Review

The methods used to measure employee engagement and the organisational factors that impact on engagement were identified from literature. The literature review was done to identify strategies that organisations have used to engage employees.

Measuring Instrument

In order to measure the level of engagement a questionnaire was adopted from existing literature. To identify factors that impact on engagement of knowledge workers within the banking sector in Botswana a comprehensive questionnaire was developed based on secondary literature studies.

Sample

The sampling types in quantitative research adopted for this study can either be probabilistic or non-probabilistic. A judgment sample, which is one form of purposive sampling, was deemed appropriate for this study. According to Cooper and Schindler (2008), this technique is suitable where only some members conform to some criterion which in this case, are employees with a degree qualification and above. A
total of 200 respondents were regarded as sufficient to meet statistical test requirements.

**Statistical Analysis**

In order to facilitate the interpretation and analyses of data collected, a statistician was consulted.

1.5.2 The Findings

The findings from the literature review and empirical study were incorporated to evaluate the implementation of employee engagement strategies for knowledge workers within the banking sector in Botswana.

1.6 DEFINITION OF SELECTED CONCEPTS

1.6.1 Employee Engagement

Based on the literature study done the following working definition was adopted:

Employee engagement refers to the extent to which employees are motivated to apply themselves in order to make a significant contribution to the organisation’s success and are also willing to make a discretionary effort to accomplish tasks important to the achievement of organisational goals (Karsan and Kruse, 2011).

1.6.2 Organisational strategy

Plans and policies that the organisation have in place to enhance employee engagement.

1.6.3 Leadership

Those occupying top management positions within the organisation.

1.6.4 Manager

Those occupying position that offers direct supervision of employees on a daily basis.

1.6.5 Knowledge Worker

Frick (2011) defines knowledge workers as individuals with the ability to gather, analyse, interpret and synthesise information on a particular subject for further
understanding of that subject and enable organisations to make better decisions. For this research study, a knowledge worker is an individual with a degree or master’s degree.

1.7 OUTLINE OF THE STUDY

The study consists of the following six chapters.

Chapter 1 Introduction, problem statement and definition of concepts
Chapter 2 The meaning and measurement of employee engagement
Chapter 3 Organisational factors that impact on engagement of knowledge workers and engagement strategies for knowledge workers
Chapter 4 Research methodology and biographical analysis of respondents
Chapter 5 Analysis and interpretation of research results
Chapter 6 Summary, conclusions and recommendations

1.8 CONCLUSION

This chapter served as an introduction to the research study by discussing the problem statement, the sub-problems, the definition of key concepts in the context of this study and the delimitation and significance of the study. The research methodology and the scope of the study were briefly explained.

In chapter two the author attempts to find from a literature review the meaning of employee engagement and the approaches used to measure it effectively.
CHAPTER 2

THE MEANING AND MEASUREMENT OF EMPLOYEE ENGAGEMENT

2.1 INTRODUCTION

This chapter deals with the definition of employee engagement and the different methods or approaches available to measure the level of engagement in organisations. It further shows how the meaning of engagement that an organisation adopts leads to identification of the drivers of such engagement and ultimately the choice of approach to use in measuring that engagement.

2.2 THE DEFINITION OF EMPLOYEE ENGAGEMENT

The definition of employee engagement has become popular in human resources (HR) management and development field, notwithstanding numerous questions of whether engagement is yet another ‘HR bling bling’. Some questions are whether the concept of engagement is another version of employee satisfaction and commitment, or whether companies in pursuit of organisational excellence should actively embrace engagement.

The employee engagement construct, therefore, remains inconsistently defined and conceptualised. However, professional societies, consulting groups, and organisations are at liberty to define what employee engagement is (Shuck and Wollard, 2010).

Karsan and Kruse (2011) define employee engagement as the extent to which employees are motivated to apply themselves in order to make significant contributions to the organisational success and are also willing to make a discretionary effort to accomplish tasks important to the achievement of organisational goals.

Barbera et al. (2009) state that engagement is the aggregate energised feeling one has about work that emerges as a product of the feelings of urgency, focus, intensity and enthusiasm. They further explain that employee engagement can be in three forms; namely, cognitive, emotional and behavioural.
Cognitive engagement focuses on the employees’ beliefs about the company, its leaders and culture, while emotional engagement is more concerned about how the employee feels about the company, the leaders and their colleagues. Behavioural engagement is the value that the employees add as a result of putting more effort into their work.

Engaged employees feel not only engaged but competent and this sense of competence emanates from both their own experience and the work conditions provided for them by the company.


Shuck and Wollard (2010) define employee engagement, from the Human Resources Management practitioners’ perspective, as a product of an individual employee’s cognitive, emotional and behavioural state aimed at producing the desired business outcome. Devised from existing literature on the origins of employee engagement, engagement defines one’s experience of work; therefore, is the inseparable from the individualistic nature of a human being. It is in this regard that engagement is deemed as a personal choice by an individual which cannot be mandated by organisations.

According to Stockley (2007), engagement explains the level of buy-in of an employee on the organisation’s values, mission and what it stands for. The extent of this belief would be shown by how the employee is willing to build strong employer-employee relations and customer relations.

The Towers Perrin Report (2003) defines employee engagement as employees’ willingness and ability to help their company succeed by providing discretionary effort on a sustainable basis. The study further explains that engagement is affected by many factors, which involve both emotional and rational factors relating to work and the overall work experience (Towers Perrin Report, 2003).

Robinson et al. (2004) cited in Markos and Sridevi (2010) define employee engagement as “a positive attitude held by the employee towards the organisation and its value”. They assert that an engaged employee is aware of business context,
and works with colleagues to improve performance within the job for the benefit of the organisation. They also recommend that there be a reciprocal relationship between an employer and employee, which the organisation must strive to nurture.

The Gallup Organisation (2006), which has made a meta-analysis of employee engagement, defines engaged employees as those that perform their work with passion and have a profound connection to their respective companies. Through their book "First, Break All the Rules," they popularised the concept of engagement as a mantra that an organisation ought to embrace to gain positive business outcomes (Gallup Management Journal, 2006).

The International Survey Research (ISR), states that employee engagement is a process that an organisation puts in place to increase commitment and retention of employees in pursuit of greater business excellence. The ISR separates commitment into three parts; cognitive commitment, affective commitment, and behavioural commitment or think, feel and act.

The basic aspects of employee engagement are, therefore, employees and their distinct unique psychological framework and experience and the employers and their ability to create the conditions that promote employee engagement and the interaction between employees at all levels. The onus lies with organisations to create an environment and culture conducive to this partnership, and a win-win equation.

A summary of the above definitions can be adopted as: employee engagement bears the cognitive, behavioural and emotional components which integrate to describe the individual employee’s willingness to exert discretionary effort in assisting the organisation to achieve the desired outcome. The question then becomes how an organisation should measure the level of engagement. This will be answered in the following section outlining the various employee engagement approaches to measuring employee engagement.

2.3 MEASUREMENT OF EMPLOYEE ENGAGEMENT

The contribution of human resources practices, such as employee engagement, to the success of any organisation could never be seen as reality unless it is measured
just as the old adage says: ‘what is not measured will not obtain success’ (Cawe, 2006). It is against this background that it is critical to measure employee engagement to determine if it would have an impact on the success of any organisation. Measurement also reveals what is working in the organisation and what is not.

According to Beams (2007), measurement aids informed decision making when managing an intangible asset such as human capital; otherwise it would be an ‘empty rhetoric’ for any organisation to say people are their greatest asset.

However, Beams (2007) further contends that this measurement is done using a scientifically validated testing and diagnostic approach to get accurate results. This is also a useful tool for soliciting ideas, perceptions and opinions of employees in an organisation.

There has been a remarkable change in the approaches and tools used for measuring employee engagement over the past years. Contemporary survey methods have been built around the conceptualisation of the employee engagement concept based on perception and behaviour. The cause and effects elements of employee engagement are revealed after rigorous analysis.

2.3.1 The Gallup Inc. Approach to measuring employee engagement

An extensive multi-year study involving 17 million employees by Gallup Organisation (2006) revealed that there was a strong link between engagement levels, leadership effectiveness and organisational success. Gallup researchers assessed qualitatively and quantitatively the most salient employee perceptions of management practices across a wide variety of industries. It is from these studies that the Gallup Q12 was developed.

The Gallup Organisation, through research and meta-analysis, identified 12 indicators which link employee satisfaction with positive business outcomes and profitability. These indicators highlight employee involvement issues such as recognition, feedback measurement and attitude (Christoffel, Karel and Werner, 2011).

Table 2.1 below depicts the Gallup Q12 instrument.
Table 2.1: Gallup Q\textsuperscript{12} Engagement Measuring Instrument

| Q1. I know what is expected of me at work. |
| Q2. I have the materials and equipment I need to do my work right. |
| Q3. At work, I have the opportunity to do what I do best every day. |
| Q4. In the last seven days, I have received recognition or praise for doing good work. |
| Q5. My supervisor, or someone at work, seems to care about me as a person. |
| Q6. There is someone at work who encourages my development. |
| Q7. At work, my opinions seem to count. |
| Q8. The mission or purpose of my company makes me feel my job is important. |
| Q9. My associates or fellow employees are committed to doing quality work. |
| Q10. I have a best friend at work. |
| Q11. In the last six months, someone at work has talked to me about my progress. |
| Q12. This last year, I have had opportunities at work to learn and grow. |


The Gallup Q\textsuperscript{12} gives theoretical grounding for better understanding of employee engagement and a way to measure it (Luthans and Peterson, 2002).

Responses to these 12 elements are then used to determine the Engagement Index Groupings (Engaged, Not Engaged and Actively Disengaged). Understanding these levels of employee engagement provide perspective into those employee behaviours that have positive or negative impact on the organisational success (Gallup Management Journal, 2006).

The Gallup survey also has revealed that there is a difference between organisations with high level of engagement compared to those with low levels of engagement as follows:

- 50% higher levels of employee retention
- Levels of customer loyalty 56% higher than average.
• Reported 38% above the average productivity ratings.
• Returned 27% higher profitability than organisations where employees were not highly engaged.

This measuring tool shows that personal resources and job resources drive engagement. Personal resources refer to the positive self-evaluations; resiliency and the employee’s sense of their ability to successfully control and impact their work environment. Job resources on the other hand refer to the physical and organisational aspects that are critical in the achievement of work goals and to stimulate the personal growth, continuous learning and development of workers.

2.3.2 The Utrecht Work Engagement Scale (UWES-9)

The Utrecht Engagement Scale (UWES-9) developed by Bakker, Schaufelli, Leiter and Taris (2008), UWES-9 is another tool that can be used to measure employee engagement. This metric tool measures the behavioural, emotional, and cognitive aspect of an employee using an instrument of nine questions, shown in Table 2.2 below. These three dimensions correspond to worker engagement elements of vigour, dedication and absorption in one’s work.

**Table 2.2: (UWES-9) Measure of Work Engagement**

<table>
<thead>
<tr>
<th>Question</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At my work, I feel that I am bursting with energy (VI1)*</td>
<td></td>
</tr>
<tr>
<td>2. At my job, I feel strong and vigorous (VI2)*</td>
<td></td>
</tr>
<tr>
<td>3. I am enthusiastic about my job (DE2)*</td>
<td></td>
</tr>
<tr>
<td>4. My job inspires me (DE3)*</td>
<td></td>
</tr>
<tr>
<td>5. When I get up in the morning, I feel like going to work (VI3)*</td>
<td></td>
</tr>
<tr>
<td>6. I feel happy when I am working intensely (AB3)*</td>
<td></td>
</tr>
<tr>
<td>7. I am proud of the work that I do (DE4)*</td>
<td></td>
</tr>
<tr>
<td>8. I am immersed in my work (AB4)*</td>
<td></td>
</tr>
<tr>
<td>9. I get carried away when I’m working (AB5)*</td>
<td></td>
</tr>
</tbody>
</table>

VI = Vigour; DE = Dedication; AB = Absorption

**Source:** Bakker et al. (2008)

This measuring tool shows that personal resources and job resources drive engagement. Personal resources refer to positive self-evaluations, resiliency and the employee’s sense of their ability to successfully control and impact their work environment.
environment. Job resources, on the other hand, refer to the physical and organisational aspects that are critical in the achievement of work goals and to stimulate the personal growth, continuous learning and development of workers.

According Bakker et al. (2008), UWES has been validated in several countries and races such as China, Finland, Greece and Africa making it an unbiased instrument to measure work engagement.

### 2.3.3 Kenexa Research Institute Survey

The Kenexa Institute Survey (n.d), in Karsan and Kruse (2011), views engagement as the internal emotional state of an individual and is a sum of pride, satisfaction, advocacy and retention. The instrument they use to measure the engagement level, which they termed Kenexa Employee Engagement Index, comprises four statements, built around the four variables of pride, satisfaction, advocacy and retention. Respondents are then asked to rate each statement on a continuum of 1 to 5. The ratings are then summed up and divided by four to get an engagement score (Karsan and Kruse, 2011).

Although this measuring instrument is designed to measure levels of a team, division or organisation, an individual score can be taken to explore their emotions at work. A rating of 4 and 5 on each statement means an employee is engaged, while a rating of 1 and 2 one would be considered disengaged. The measuring instrument is shown in Table 2.3 below.

**Table 2.3: Kenexa Research Institute Measuring Instrument**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Variable measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, I am extremely satisfied with my organisation as a place to work</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>I would gladly refer a good friend or family to my organisation for employment</td>
<td>Advocacy</td>
</tr>
<tr>
<td>I rarely think about looking for a new job with another organisation</td>
<td>Retention</td>
</tr>
</tbody>
</table>
Based on the 10 million people it has surveyed with this instrument, Kenexa Research Institute has found that, although engagement levels vary according to industries, the fundamental drivers of engagement are largely universal regardless of occupation. Growth, trust and recognition are cited as the top drivers of engagement and are universal although the way they are realised may differ among individuals.

2.4 CONCLUSION

It can, therefore, be deduced that the meaning and drivers of employee engagement vary among different institutions. It is, therefore, critical that an organisation defines the meaning of engagement prior to measuring employee engagement levels.

Defining engagement facilitates the identification of the drivers of such an engagement, which ultimately determines the approach that one can use.

The following chapter will look into various organisational factors that have an influence on engagement of knowledge workers. It will further highlight from literature, strategies that different organisations have implemented to foster engagement.
CHAPTER 3

ORGANISATIONAL FACTORS THAT IMPACT ON ENGAGEMENT OF KNOWLEDGE WORKERS AND ENGAGEMENT STRATEGIES

3.1 ORGANISATIONAL FACTORS THAT IMPACT ON ENGAGEMENT OF KNOWLEDGE WORKERS

Jordaan and Sutherland (2004) assert that knowledge workers create the wealth of businesses in the current knowledge era; hence their retention is vital for business continuity and success. Traditionally, several accounting metric tools, such as Return on Assets, shareholder value and bottom line, have been used to measure organisational performance. However, according to the Gallup Management Journal (2006), success in organisations no longer depends on these tools but on the understanding and measurement of the employee’s connection with both the organisation and customers; hence the use of tools such as employee engagement.

Employee engagement has emerged as another tool that constitutes the core competency of any successful organisation against which organisational performance can be measured. Different researchers have constructed different definitions and meanings of employee engagement but all are centred on an employee’s ability to exert discretionary effort in the workplace consequent to the emotional, cognitive and intellectual connection to the organisation (Barbera et al. 2009).

Several factors have been found to be at the core of enhancing employee engagement in the workplace and these include:

3.1.1 Clear mission, vision and values

Crafting and consistently communicating clear mission and values has a powerful effect on the hearts of knowledge workers. The vision makes the future with the organisation attractive, thus stimulating the desire to be associated with tasks that work towards attaining that vision. Knowledge workers’ high qualities enable them to fully understand the vision; therefore, a two-way communication would make them
fully aware of the organisation’s direction and the importance of their efforts in reaching the desired destination (Shuguang, 2010)

3.1.2 Trust in Leadership

According to Karsan and Kruse (2011) trust is the employees’ belief that leadership’s actions are in their best interest; hence employees, should give in to the guidance they offer. Employee engagement has been found to soar in the environment where there is a high degree of trust and confidence in leadership. Leadership characteristics such as competence, care and commitment are said to be a foundation upon which trust is built.

Competence in this context refers to the skills and abilities that enable the leader to exert influence. Care refers to the genuine display of concern for the employee while commitment is the leader’s consistent conformance to values and principles shared by employees (Karsan and Kruse, 2011).

Trust in leadership is essential to knowledge workers because they are highly skilled individuals to whom the competency of those in leadership determines whether they can be trusted or not.

According to Barbera et al. (2009) it is trust that frees employees to exert their full potential in their work. They also mention that trust is critical when uncertainty arises in organisations when they have to employ practices such as merging, acquiring or downsizing to remain in the current hypercompetitive environment. An employee who has trust in management feels safe to use initiative, tackle challenging tasks and take risks for what they deem needs to be done, even if it is not in their job description.

3.1.3 Two way Communication

Lockwood (2007) states that effective communication keeps workers energised, focused and productive. Employees fully engage in an environment where they are provided with sufficient information of what is happening in the company and are also given a platform to air their views and be listened to. Communication on the part of leadership entails sending ‘the right message’ about the company, mission, values,
services and product to the workforce. Employees need not only to be informed but engaged in company initiatives.

McBain (2007) also asserts that clarity of expectation through effective communication via relevant avenues is essential for employees to fully engage.

This coincides with Chang, Wei and Huang (2007), when they explain that knowledge workers need sufficient information and opportunity to display skill in order to pursue creative ideas.

3.1.4 Career Development Opportunities

Karsan and Kruse (2011) state that the extent to which employees are satisfied with access to the learning and development opportunities available, feedback on career progression in the workplace would determine their ability to fully engage. Career development initiatives can be formal through training or informal through mentoring and coaching. With the right skills and experience employees will have the capacity to engage. This coincides with the need for continual learning by knowledge workers.

3.1.5 The quality of the manager

The expression that ‘people leave managers not organisations’ show how the relationship between employees and their immediate supervisors is critical to their intent to stay with an organisation. Management behaviour acts as a moderator in the relationship between engagement and organisational outcomes and, therefore, plays a pivotal role in influencing employee behaviour (Frazier and Ludwig, 2012).

The role of manager as key to employee engagement has been found from the research by the Gallup organisation. BlessingWhite (2008) emphasises the engagement of managers as a precondition for their subordinates to be engaged.

The Towers Perrin Report (2003, cited in Poisat, 2006) also suggests that for employees to be engaged, managers ought to be customer focused, effective communicators and hold employee well-being in high regard. They identified the top ten management behaviours that influence employee engagement. These are listed in Table 3.1 below.

Table 3.1: Top Ten Management Behaviours that Influence Engagement
1. Supporting team work
2. Acting with honesty and integrity
3. Encouraging, empowering people to take initiative
4. Having valuable experience/expertise
5. Encouraging new ideas and new ways of doing things
6. Providing clear goals and direction
7. Inspiring enthusiasm for work
8. Ensuring access to a variety of learning opportunities
9. Helping employees understand how they impact financial performance
10. Building teams with diverse skills and backgrounds


3.1.6 Job Design

According to CIPD (2006), the nature of the job determines the level of engagement in that it is the one that keeps employees absorbed. The job itself gives employees the feeling that they are valued in the workplace, thus yielding a positive feeling of engagement. A job that is able to yield such an outcome is said to be meaningful.

Barbera et al. (2009) state that elements of a job that play a role in employee engagement include:

- Autonomy - employees should be given goals set for them but are to be given the authority to determine how they will meet these goals;
- Challenging - difficult and yet achievable goals should be set and agreed upon with employees to give them room to utilise their full potential;
- Feedback - progress report should be given on the continual basis;
- Variety - employees should be given different tasks such that they become multi-skilled and also kill job monotony; and
- Aligned to their values - work has to be interesting and well aligned to employees values.
3.1.7 Relationship with co-workers and their performance

DeMello e Souza and Pauken (2008) state that the relationship with co-workers influences the engagement level of an employee. Good relations with competent employees, who are equally engaged, have a positive effect on engagement levels. This relation is also instrumental in achieving work goals where team work is emphasised. Good relations will help employees cope with high job demands.

3.1.8 Work-life balance

Lockwood (2007) asserts that giving employees support to balance their personal and work life increase their level of engagement. Examples include giving paid holidays to staff for them to re-energise, reducing the hours of work to enable employees to participate in activities outside the work environment, such as child care. Leadership as role models should maintain this balance as well.

3.1.9 Recognition and Rewards

Melcrum (2006) cites that a workplace environment, where achievements are acknowledged and appreciated, has a dramatic impact on employee engagement. This form of recognition can range from a simple thank you to awarding of bonuses and mementos. This makes an employee feel valued by the organisation.

Karsan and Kruse (2011) cite the following behaviours that are said to promote the perception of being recognised among employees:

- Recognition of real contribution;
- Empowering decision making – involving people in the decision making process that affect their work;
- Explaining why people are important- Make employees aware of their role and contribution to the overall success of the organisation;
- Explaining rather than telling so that employees understand why certain decision were taken;
- Linking of job performance to pay so that employees feel that their effort is paying off;
• Building a culture where everyone celebrates the success of other teams and individuals; and

• Instilling transparency and fairness so that employees understand why others are receiving the recognition, lest it be mistaken for favouritism.

3.1.10 Objectivity or fairness of HR Policies

Consistent and fair application of policies regarding performance, promotion and discipline and practices accentuates the perception of fairness by the employees. Barbera et al. (2009), however, highlight that there are several types of fairness but in the context of the organisations there are two types that ought to be deemed to be practiced by employers to facilitate engagement. One is on the policies themselves and the second is on their application by those in authority. When decision making processes are predictable and uniform, they are deemed as being procedurally fair.

Balain, Fairhurst and Sparrow (n.d) share the same sentiments when they insist that fairness should be integrated in the procedures and policies that are designed for employees such as employee appraisal systems and promotion policies.

3.1.11 Accountability

Employees become more engaged when they are held accountable for the work they do. Managers, should, in consultation with employees set clear expectations which are understood by all. Sanctions on meeting and failure to meet the expectations should be consistently delivered (Melcrum, 2006).

From the above, it can be seen that engagement is fostered in an environment where there is a clear vision, mission, trust in leadership, two-way communication, fairness, recognition and support from management and employees are given autonomy and accountability in their respective jobs. It can be clearly seen that leadership and management play a critical role in the engagement of employees.

The question is, then, what strategies or mechanisms can be employed in the workplace to ensure that these factors are fostered in the organisation. This will be answered in the next section, which gives strategies that have been devised to engage employees.
3.2 ENGAGEMENT STRATEGIES FOR KNOWLEDGE WORKERS

Organisations can use different strategies to foster engagement in the workplace. These strategies would add to the leadership or manager's tool kit for managing knowledge workers so that the intended results are achieved. Markos and Sridevi (2010) cite these strategies as 'tablets that would help organisations cure themselves of employee disengagement diseases.'

3.2.1. Strategy to build leadership for engagement

Today's business world is characterised by intense competition, downsizing and market shrinkages which ultimately give rise to mistrust and cynicisms in employees. On the other hand failure to engage in practices that enable them to survive may be the only available option for business continuity. This then calls for a leadership that would be able to balance off these demands.

Research by Wallace and Trinka (2009) on leadership competencies of top performing managers in relation to their respective work teams showed that good Leadership increased employee retention by 39 percent; employee satisfaction by 37.2 percent; increased organisation performance by 29.4 percent; and saw arise in discretionary effort by employees by 13.8 percent.

According to Thompson (2012), the Kouzes and Posner model of transformational leadership is ideal to help organisations create leadership that would inspire followers to thrive and thus engage. The model has five principles termed 'practices of exemplary leadership.' shown in Table 3.2 below.

<table>
<thead>
<tr>
<th>Leadership Action</th>
<th>Meaning</th>
</tr>
</thead>
</table>

Table 3.2: Kouzes and Posners' Five Practices of Exemplary Leadership
Chapter 3: Organisational Factors and Engagement strategies.

<table>
<thead>
<tr>
<th>Modelling the way</th>
<th>Initially involves leaders developing self-awareness and examining and recognising their personal and professional values. Once these ideals are clarified they can express their vision by synchronising their behaviours with these values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspiring a shared vision</td>
<td>Entails envisioning improvements and possibilities then enlisting the team to share and participate in the aspiration.</td>
</tr>
<tr>
<td>Challenging the process</td>
<td>Requires leaders to search for opportunities, take the initiative, and experiment with new ideas and alternative systems.</td>
</tr>
<tr>
<td>Enabling others to act</td>
<td>Includes fostering collaboration, interaction and trust. The resulting enabling environments promotes choice, accountability and power sharing.</td>
</tr>
<tr>
<td>Encouraging the heart</td>
<td>Means that others’ contributions are recognised, appreciated and celebrated to develop community spirit and common goals.</td>
</tr>
</tbody>
</table>


Leadership daily actions that show that these practices are implemented are as follows:

**Modelling the Way**

In order to show that they are modelling the way, managers or leaders arrange coaching sessions and group teaching wherein they share their work experiences. It also includes encouraging peer-to-peer training where employees have to research and impart that knowledge to their peers.

Barbera et al (2009) and Raja (2012), also confirm that qualities of transformational leadership have a positive correlation with employee engagement outcomes. They emphasise that this leadership style improves the performance and develops followers to their fullest potential. A transformational leader motivates followers for engagement in that s/he:
- Raises a follower’s level of value to the organisation and gives them a sense of connection to goals;

- Encourages followers to transcend their own self-interest for the good of the team; and

- Helps followers address higher level needs.

These actions would inspire the employee to find ways in which they can assist the organisation to successfully achieve its long term objectives.

3.2.2. McDonald’s Insight Map Engagement strategy

Balain et al. (2010) give an account of the strategy that McDonald’s uses to foster engagement in their organisation. McDonald’s believes that a rewarding job encompasses the four elements; recognition, respect, growth and citizenship. Each of these four elements is assessed across the three domains of the individual, team and company. McDonald’s believes that creating a sense of fulfilment in each domain will foster engagement of individuals within the organisation. The insight Map is shown in the figure 3.1 below.

**Figure3.1: McDonald’s Insight Map**

![McDonald's Insight Map](image)

**Source:** Balain et al. (2011:219)
3.2.3. Royal Bank of Canada (RBC) strategy for engagement through communication

The Royal Bank of Canada (RBC), while undergoing a restructuring process in 2004, devised a communication strategy that was found to be effective in the engagement of employees and named the RBC new model of communication, shown in figure 3.2 below.

This strategy purports communication as the most important factor to foster engagement. Communication is also deemed to facilitate the alignment of the performance of an employee to the company’s vision and business objectives.

**Figure 3.2: RBC’s New Model of Employee Engagement**

Traditionally, communication was a way of top-down approach of using tactics and processes to inform and create awareness with less concern for driving the desired behaviour which has been proven to be critical in the creation of business value.

The benefits derived from application of this strategy are that employees will be aligned to mission, values and vision and would give enough to successfully execute their duties. It also facilitates the creation of a highly interactive environment with employees displaying the desired behaviours. All these elements have a positive influence on the business outcomes.
3.2.4. The Vodafone People Strategy (VPS) to engage employees for achieving Immediate Performance Target

The Vodafone People Strategy was devised to foster engagement of employees with Vodafone’s strategic long term goals and to also build their commitment for achievement of performance goals. Implementing the strategy resulted in the engagement level at Vodafone rising from 69 percent in October 2007 to 73 percent in November 2008.

Balain, Chestworth and Sparrow (n.d) believe that this strategy purports the employee as the internal customers and hence expresses the need to find what ought to be done for them to be fully engaged. This strategy was inspired by the marketing concept of creating customer touch points which involves identifying areas that the business must manage for customer satisfaction and loyalty.

The VPS involves a psychological contract wherein employees state their aspirations from Vodafone and Vodafone states the commitment it was willing to make to fulfil those aspirations. The underpinning principle is that if Vodafone lives up to its commitment of fulfilling employee aspirations, employees would reciprocate by delivering the performance expected of them.

Six employee touch points shown in Table 3.3 below were identified as the HR practices that drive the employee engagement practices.

**Table 3.3: Touch points at Vodafone**

<table>
<thead>
<tr>
<th>Employee Touch Point</th>
<th>Realisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Change</td>
<td>The employee expects from Vodafone that their roles and goals are clear; they had a clear sense who their customer are; and that they understood the organisational change as they occurred</td>
</tr>
<tr>
<td>Resourcing</td>
<td>The job at Vodafone is attractive and there is enough internal progression to ensure challenging career; support when changing roles even when leaving organisation</td>
</tr>
<tr>
<td>Commitment and Involvement</td>
<td>Employees aspire to be to talk positively and confidently about the business and feel that their voice is heard and acted upon and also is easier to find out what employees need to know to perform at their best</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Learning and Development</td>
<td>Employees expect to receive a regular feedback on their performance and aspire that the company provide them the required training to continually improve and realise their potential</td>
</tr>
<tr>
<td>Reward and Recognition</td>
<td>Employees expect the company to value their contribution and believe that the company recognise their efforts through equitable rewards</td>
</tr>
<tr>
<td>Safety, Health and well being</td>
<td>Employees believe that Vodafone cares about their wellbeing and provide for possible support to a healthy lifestyle</td>
</tr>
</tbody>
</table>

**Source:** Balain et al. (2011)

This strategy emphasises the following as pre-conditions for engagement:

**Trust in leadership**

Trust frees employees to engage and is a major responsibility of every leader. Clarke and MacLeod (2009) emphasise the need to close the gap between espoused values and behavioural norms to foster high levels of trust. A leader should be seen to behave in a manner that is consistent with the values of the organisations.

**A clear communication line**

Clear lines of communication enable both the employee and organisation to interact and offer each other feedback.
Building of line manager capability

Emphasis on the manager being key to engagement warrants the need to support managers. Managers ought to understand the way of driving the behaviour of employee to achieve desirable outcomes.

Crafting the right HR structure

This involves building of effective structures, systems and processes that would enable the HR function to support the business strategies effectively. The structure will have to be aligned to the business model, organisation size and the degree of complexity.

3.3 CONCLUSION

This chapter provided a literature review on engagement strategies adopted and implemented by various organisations that have been shown to have a positive effect on employee engagement.

Chapter four will focus on the research methodology followed in this study, outlining the research design, data collection techniques and the questionnaire construction details. This will be concluded with the interpretation of the biographical data of the responses collected.
CHAPTER 4

RESEARCH METHODOLOGY AND ANALYSIS OF THE BIOGRAPHICAL DATA OF RESPONDENTS

4.1 INTRODUCTION

The literature review from chapter two and three focused on the engagement of knowledge workers by first identifying the distinct characteristics of knowledge workers. The approaches to measuring employee engagement and the organisational factors that influence it were then revealed.

Based on the existing body of knowledge and literature review on employee engagement, eleven organisational factors were found to have an influence on employee engagement.

This chapter provides the research approach used to resolve the main and sub-problems outlined in chapter one. This includes the research design, questionnaire development and the data collection method used.

4.2 RESEARCH DESIGN

The various aspects of research design will be discussed extensively.

4.2.1 Definition of Research

Cooper and Schindler (2008) define research as a systematic process of information or data collection and analysis to attain a better understanding of a phenomenon of interest.

Research projects exhibit the following distinct features:

- They follow a specific plan;
- They begin with a question or identified problem;
- The key question they seek to answer is usually divided into sub-problems to make them more manageable; and
They require data collection and interpretation to find solution to the problem one intends to resolve.

Collis and Hussey (2009) define research design as a framework that gives details of procedures that ought to be followed to obtain information required to solve research problems. Cooper and Schindler (2008) also define research design as a process the researcher follows, the data the researcher collects and the data analysis used.

The research design in this study is thus segmented into main problem and the sub-problems.

4.2.2 Problem statement

As outlined in chapter one, the main problem is identified as being, “what strategies should be used to engage knowledge workers in the Banking sector in Botswana?”

In order to resolve the main problem, the following four sub-problems were identified and they are:

- **Sub-problem one**
  
  What strategies engage knowledge workers?

- **Sub-problem two**
  
  How should engagement of knowledge workers be measured?

- **Sub-problem three**
  
  What is the engagement level of knowledge workers in the banking sector in Botswana?

- **Sub-problem four**
  
  What organisational factors play a role in the engagement of highly engaged knowledge workers in the Banking sector in Botswana?
4.2.3 Problem Statement and the sub-problem resolution

The following process was implemented in order to resolve the main problem and sub-problems in this study.

Firstly, chapters two and three comprised a comprehensive literature review on knowledge worker characteristics, the meaning and measurement of employee engagement and engagement strategies. This provided a resolution to sub-problem one and two.

Secondly, the analysed results showed in chapter five resolves sub-problem one, three and four. These results were obtained from the empirical study wherein data collection was done by randomly administering questionnaires at selected banking branches within Gaborone.

The aim of the questionnaire was to establish the engagement level of knowledge workers in the banking sector in Botswana and determine the extent to which organisational factors have an influence in their engagement.

After an extensive literature review on organisational factors that influence employee engagement, strategies to enhance employee engagement and methods of measuring employee engagement levels an empirical assessment was conducted. The intent of the study is to test the validity of the key organisational factors and engagement levels of knowledge workers in the banking sector in Botswana.

4.3 CHOOSING THE APPROPRIATE RESEARCH METHODOLOGY

Research Methodology encompasses the entire research process of primary data collection; the tools and the sampling methods used to collect. This primary data may be qualitative or quantitative.

Collins and Hussey (2009) define the phenomenological paradigm as one which sees reality as subjective as seen by participants. In this paradigm, the researcher interacts with the subject being researched and, therefore, bias is expected. The research process is inductive and the findings of research made under this paradigm are accurate and reliable through verification.
On the contrary, the positivistic paradigm is one that is underpinned by the belief that reality is independent of us. It emphasises that reality is not susceptible to bias from those investigating it.

Cooper and Schindler (2011) further explain that under this paradigm, theories are used as a basis for predicting phenomena, predicting occurrences and providing an explanation. Explanations may include causal relationships. The results from research done using this approach are accurate and reliable through validity and reliability. The relevant research methodologies for the positivist paradigm are cross-sectional studies, experimental studies, longitudinal studies and surveys.

Anderson et al. (2006) further illustrate the differences between the qualitative and quantitative approaches in Table 4.1 below:

**Table 4.1: Differences between Qualitative and Quantitative Methods**

<table>
<thead>
<tr>
<th>Factors/characteristics</th>
<th>Qualitative Methods</th>
<th>Quantitative Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research goals/objectives</td>
<td>Discovery and identification of new ideas, thoughts, feelings</td>
<td>Validation of facts, estimates, relationships, predictions</td>
</tr>
<tr>
<td>Type of research</td>
<td>Normally exploratory designs</td>
<td>Descriptive and causal designs</td>
</tr>
<tr>
<td>Type of questions</td>
<td>Open-ended, semi-structured, unstructured, deep probing</td>
<td>Mostly structures</td>
</tr>
<tr>
<td>Time of execution</td>
<td>Relatively short time frames</td>
<td>Usually significantly longer time frames</td>
</tr>
<tr>
<td>Representativeness</td>
<td>Small samples, limited to sampled respondents</td>
<td>Large samples, normally good representation of target population</td>
</tr>
<tr>
<td>Type analyses</td>
<td>Debriefing, subjective, content, interpretive, semiotic analyses</td>
<td>Statistical, descriptive, causal predictions and relationships</td>
</tr>
<tr>
<td>Research skills</td>
<td>Interpersonal communications, observations, interpretive skills</td>
<td>Scientific, statistical procedure and translation skills; and some subjective interpretive skills</td>
</tr>
<tr>
<td>Generalisability of results</td>
<td>Very limited; only preliminary insights and understanding</td>
<td>Usually very good; inferences about facts, estimates of relationships</td>
</tr>
</tbody>
</table>

*Source: Anderson et al. (2006:172)*
The quantitative method was selected for this study due to the descriptive nature of this study. A survey questionnaire was distributed to the knowledge workers within the banking sector.

4.4 MEASURING INSTRUMENT

A questionnaire which was converted to a web survey was administered to a sample of knowledge workers within the banking sector in Botswana who have a Bachelor’s degree qualification, equivalent or above. The intent was to measure their level of engagement and identify organisational factors that would play a role in influencing their engagement.

The questions used were derived from ten organisational factors that were identified as having an influence on employee engagement. The factors are namely, growth and development, rewards and recognition, trust in leadership, two way communication, mission, vision and values, quality of manager, relationship with co-workers and their performance, fairness of HR Policies, Job design, work/life balance and accountability.

4.5 LAYOUT AND CONTENTS OF THE QUESTIONNAIRE

The questionnaire for this study was designed to address a specific research objective. A pilot study was conducted on five people to ensure that questions were easy to understand and could be completed within the suggested time frame of ten minutes.

The survey was divided in a logical sequence into three sections; namely biographical data, engagement level and factors that influence employee engagement.

Section A covered six sub-section of biographical questions to ensure that the respondent complied with the sample of respondents required for this study.

Section B sought to measure engagement level of respondent using the Gallup Incorporation instrument. The instrument comprises twelve statements and some of the statements read as follows:
• I can achieve my career goals at this Bank

• My employer provides me with opportunity for growth and development

• I am given a real opportunity to improve my skill in my Bank

These statements are attached to a five point scale with their corresponding rating shown below:

• Strongly Agree = 5
• Agree = 4
• Uncertain = 3
• Disagree; = 2
• Strongly Disagree = 1

Section C introduced the organisational factors that influence employee engagement. This comprised 33 items derived from eleven organisational factors identified from the literature reviewed. The factors are mentioned in section 4.4 above. The statements were also attached to a five point Likert scale, with the corresponding ratings as in section B above, and some of the statements read as:

• I am rewarded fairly based on my knowledge and skills

• I can achieve my career goals at this Bank

• I trust the leadership of this Bank.

The key personnel across the banks were identified to assist with distributing the questionnaire to relevant respondents. The key personnel included Public Relations Managers and Human resources Managers with whom the contents of the survey were telephonically discussed before the e-mail survey link was sent.

4.6 STRUCTURE OF THE QUESTIONNAIRE

Collis and Hussey (2003) outline the following key issues to consider when designing questions:

• The layout should be easy to follow;
• Instructions should be clear and precise;
• Questions should be directed to the specific subject;
• Demands on respondents should be reasonable;
• Clear and simple language should be used;
• Questions should be ordered correctly;
• Maintain consistency; and
• Conduct a pilot test.

In this study the questionnaire layout was easy to follow and the instructions on how to answer each section clearly given. The answers were designed in such a way that they were mutually exclusively to provide only one answer per question. All questions were designed to be mandatory so that respondents answered all the questions.

4.7 TECHNIQUES FOR DATA COLLECTION

Data can be either primary or secondary (Collis and Hussey, 2010). Primary data is collected at the source by asking questions or making observations. Secondary data, on the contrary, is collected from pre-existing documentations such as journal articles, books and other research materials.

In this study primary data was collected through an online survey method and the secondary data collected from books, journal and magazine articles.

The data collection process is critical to the outcome of a study; therefore, should be carefully planned and followed. Collis and Hussey (2010) recommend the data collection process illustrated below.
4.8 SAMPLING METHOD AND SAMPLING SIZE

The chosen sampling technique is as explained below.

4.8.1. Population

Blumberg, Cooper and Schindler (2008) define population as the overall grouping of elements with common features that a researcher wishes to make inferential statements about.

The population for this study comprises employees within the banking sector in Botswana who hold a qualification of a degree level and above.

4.8.2. Sample size

Cooper and Schindler (2011) explain sampling as a process of choosing a portion of the population with the intent of making deductions regarding the entire population. A good sample is one that is based on accuracy and precision to ensure that it represents the features of the population it is deemed to represent.
They further assert that justification for sampling is diverse and some of these may be that it is cost effective; speeds up the data collection; promotes increased accuracy; and the availability of the population elements.

The population for this study consisted of knowledge workers within the banking sector. In the context of this study, knowledge workers are employees with higher education qualifications of a degree or higher. A sampling frame could not be established, so in order to access knowledge workers, twenty employees from each bank through the assistance of key personnel, such as human resources managers were chosen. The HR managers were enlisted to draw twenty employees, meeting the criterion, from each of the ten banks to represent knowledge workers.

4.8.3. Sampling technique

Collis and Hussey (2009) outline that there are a variety of sampling techniques and the selection of each is dependent on the funds available; the objectives of the research project and its directive. Classification of a sampling technique is based on the representation basis and element selection.

The sampling types in quantitative research adopted for this study can either be probabilistic or non-probabilistic. A judgment sample, which is one form of purposive sampling, was deemed appropriate for this study. According to Cooper and Schindler (2008), this technique is suitable where only some members conform to some criterion, which in the case are employees with a degree qualification and above. A total of 200 was regarded as sufficient to meet statistical test requirements.

4.9 RESPONSE TO SURVEY

From a sample size of 200, only 71 responses were received. The survey was initially run from July 17, 2012 to August 10, 2012 but the closing date had to be extended to August 28, 2012 as the response was slow.

4.10 ADMINISTERING THE QUESTIONNAIRE

In view of time and administrative costs, the questionnaire was turned into a web survey. The link to the questionnaire was given to key personnel in each bank which varied from Human resources directors, managers and Public Relations Officers.
These key personnel were to randomly select respondents who met the sample criterion. The target group was bank employees in Botswana with educational qualifications of a Bachelor degree or above.

4.11 VALIDITY AND RELIABILITY AND PRACTICALITY

An evaluation of a measurement tool can be based on its validity; reliability and practicality (Blumberg, Cooper and Schindler, 2008).

4.11.1. Validity

Validity is the ability of the test instrument to measure what it ought to measure.

In order to measure validity of the questionnaire, it was sent to five employees from different banks to see if they understood the questions and whether they could answer the questions within the stipulate time. Adjustments in terms of spelling and adding of more departments were made.

4.11.2. Reliability

Reliability is concerned with the ability of the test instrument to produce the same results if used repeatedly.

The reliability of the questions used to investigate the organisational factors that influence employee engagement was statistically done by correlating the test items to obtain the Cronbach alpha coefficient for each factor. The results are shown in Table 4.2 below.

Table 4.2: Cronbach alpha Results Factors

<table>
<thead>
<tr>
<th>Section and Items</th>
<th>Variable</th>
<th>Response count</th>
<th>Cronbach’s alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>B6,B12 &amp; C1-3</td>
<td>Growth and Development</td>
<td>71</td>
<td>0.85</td>
</tr>
<tr>
<td>B4&amp; C4-6</td>
<td>Rewards and Recognition</td>
<td>71</td>
<td>0.68</td>
</tr>
<tr>
<td>C7-9</td>
<td>Trust in Leadership</td>
<td>71</td>
<td>0.86</td>
</tr>
<tr>
<td>C10-12</td>
<td>Work/life balance</td>
<td>71</td>
<td>0.78</td>
</tr>
</tbody>
</table>
Table 4.2 above indicate that the Cronbach alpha coefficients for all factors are above 0.5. This, therefore, means that the statements in both sections A and B of the questionnaire measured what they ought to measure consistently; that is, all factors were internally reliable.

**4.11.3. Practicality**

Practicality is whether the instrument meets the operational requirements; that is whether within budget, convenient to administer and whether the results can be interpreted.

**4.12 ANALYSES OF RESPONSES**

The sample of 200 was deemed reasonable for this study but only 71 respondents completed the web survey resulting in a low response rate of 35.5 percent. This was despite numerous follow up calls and reminders.

Section A of the survey required the respondents to provide their biographical information. The results are depicted in Table 4.3 and figures 4.3 to 4.6.

**Table 4.3: Responses by the Bank they work for**

<table>
<thead>
<tr>
<th>Name of Bank</th>
<th>Number of responses</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank of Botswana</td>
<td>9</td>
<td>12.7%</td>
</tr>
<tr>
<td>First National Bank of Botswana</td>
<td>6</td>
<td>8.5%</td>
</tr>
<tr>
<td>Bank</td>
<td>No of obs</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Barclays Bank</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Bank of Baroda</td>
<td>9</td>
<td>12.7%</td>
</tr>
<tr>
<td>BancABC</td>
<td>6</td>
<td>8.5%</td>
</tr>
<tr>
<td>Bank Gaborone</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Standard Chartered Bank</td>
<td>13</td>
<td>18.3%</td>
</tr>
<tr>
<td>Stanbic Bank</td>
<td>7</td>
<td>9.9%</td>
</tr>
<tr>
<td>National Development Bank</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Botswana Building Society</td>
<td>6</td>
<td>8.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>71</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Figure 4.2: Responses by Bank they work for**

Table 4.3 and figure 4.2 show that survey was received well across the banks. Standard Chartered Bank had the highest response with 13 employees, making 18.3% of the responses (13 out of 71 respondents), followed by both Bank of Baroda and Bank of Botswana, each with a response of 12.7% (9 out of 71 respondents).
Table 4.4: Response by Employee's Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of respondents</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources</td>
<td>19</td>
<td>26.8%</td>
</tr>
<tr>
<td>Treasury</td>
<td>6</td>
<td>8.5%</td>
</tr>
<tr>
<td>Banking</td>
<td>23</td>
<td>32.4%</td>
</tr>
<tr>
<td>Sales and Marketing</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>8</td>
<td>11.3%</td>
</tr>
<tr>
<td>Finance</td>
<td>10</td>
<td>14.1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>71</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Figure 4.3 Responses by Employee’s Department

Table 4.4 and Figure 4.3 show that employees who responded to the survey were mostly from the Banking (32%), followed by Human Resources at 27 percent.

Table 4.5: Responses according to Position Held
Table 4.5 and Figure 4.4 show that the majority of respondents were at Managerial level (48%), followed by those in supervisory positions at 44 percent.

Table 4.6: Responses according to length of employment with current employer
<table>
<thead>
<tr>
<th>Length of Employment</th>
<th>No of obs</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>40</td>
<td>56.3%</td>
</tr>
<tr>
<td>6-10</td>
<td>24</td>
<td>33.8%</td>
</tr>
<tr>
<td>More than 10</td>
<td>7</td>
<td>9.9%</td>
</tr>
<tr>
<td><strong>Total respondents</strong></td>
<td><strong>71</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Figure 4.5: Responses according to length of employment with current employer**

Table 4.6 and Figure 4.5 show the length of time the respondents have been with their current employer. It is clear that the majority of respondents, being 40 out 71 respondents (56.3%), have been with their respective employer for a period less than five years.

**Table 4.7: Responses according to the age groups**
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number of Respondents</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>20</td>
<td>28.2%</td>
</tr>
<tr>
<td>31-40</td>
<td>41</td>
<td>57.7%</td>
</tr>
<tr>
<td>41-50</td>
<td>9</td>
<td>12.7%</td>
</tr>
<tr>
<td>51 and above</td>
<td>1</td>
<td>1.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>71</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure 4.6:** Responses according to the age groups

Table 4.7 and Figure 4.6 indicate that the majority of respondents, 41 out of 71 respondents (57.7%), fall within the age group of between 31 and 40 years.

**Table 4.8:** Responses for highest qualification
Figure 4.7: Responses according to highest qualification

Table 4.8 and Figure 4.7 indicate the percentage of respondents according to the highest qualification. A majority of respondents, 51 out of 71 respondents (71.8%), hold a Bachelor’s degree as the highest qualification while 28.2 percent hold a Master’s degree qualification.

4.13. CONCLUSION

The chapter outlined the research methodology with emphasis on the research design, sampling method, survey method, questionnaire construction and
administration to the desired sample. Quantitative analysis and interpretations of the biographical data collected from the Section A of the questionnaire was presented in the form of tables and charts.

The following chapter will focus on the empirical analyses of the questionnaires completed and interpretation of results. The aim is to ascertain the extent to which respondents’ responses coincide with the literature review done in respect of the organisational factors that impact on employee engagement.
CHAPTER 5

EMPIRICAL ANALYSES AND INTERPRETATION OF RESULTS

5.1 INTRODUCTION

The previous chapter focused on the research methodology for this study. Biographical data collected from the study was analysed, interpreted and depicted in the form of tables and charts.

This chapter presents the empirical analyses of the data collected in this study by first analysing the results obtained in section B of the questionnaire, which measures the degree to which employees were engaged or disengaged, using the Gallup Incorporated engagement measurement tool.

Further analysis was done on the responses in Section C which focused on identifying the organisational factors that influence employee engagement.

The rationale for this empirical study was to investigate the organisational factors identified in the literature that impact on the engagement of knowledge workers within the banking sector in Botswana.

The data collected was analysed using STATISTICA software and the results are depicted in the form of tables. The results are used in conjunction with the literature review to provide a guideline for the implementation of employee engagement in the banking sector in Botswana.

5.2 ANALYSIS OF INTERPRETATION OF RESULTS: DEGREE OF EMPLOYEE ENGAGEMENT

In this section respondents were required to give their perceptions towards their jobs by rating the statements given on a 5 point Likert scale. These statements related to the extent to which they were engaged or disengaged. The results are shown in Table 5.1 below.
## Table 5.1: Level of Employee Engagement

<table>
<thead>
<tr>
<th>B</th>
<th>Statement</th>
<th>NO</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I know what is expected of me at work.</td>
<td>NO</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>25</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>0.0%</td>
<td>1.4%</td>
<td>2.8%</td>
<td>35.2%</td>
<td>60.6%</td>
</tr>
<tr>
<td>2</td>
<td>I have the materials and equipment I need to do my work right.</td>
<td>NO</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>0.0%</td>
<td>1.4%</td>
<td>8.5%</td>
<td>45.1%</td>
<td>45.1%</td>
</tr>
<tr>
<td>3</td>
<td>At work, I have the opportunity to do what I do best every day.</td>
<td>NO</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>1.4%</td>
<td>14.1%</td>
<td>7.0%</td>
<td>39.4%</td>
<td>38.0%</td>
</tr>
<tr>
<td>4</td>
<td>In the last seven days, I have received recognition or praise for doing good work.</td>
<td>NO</td>
<td>7</td>
<td>30</td>
<td>6</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>9.9%</td>
<td>42.3%</td>
<td>8.5%</td>
<td>23.9%</td>
<td>15.5%</td>
</tr>
<tr>
<td>5</td>
<td>My supervisor, or someone at work, seems to care about me as a person.</td>
<td>NO</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>34</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>0.0%</td>
<td>12.7%</td>
<td>12.7%</td>
<td>47.9%</td>
<td>26.8%</td>
</tr>
<tr>
<td>6</td>
<td>There is someone at work who encourages my development.</td>
<td>NO</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>1.4%</td>
<td>12.7%</td>
<td>4.2%</td>
<td>54.9%</td>
<td>26.8%</td>
</tr>
<tr>
<td>7</td>
<td>At work, my opinions seem to count.</td>
<td>NO</td>
<td>1</td>
<td>13</td>
<td>6</td>
<td>31</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>1.4%</td>
<td>18.3%</td>
<td>8.5%</td>
<td>43.7%</td>
<td>28.2%</td>
</tr>
<tr>
<td>8</td>
<td>The mission or purpose of my organisation makes me feel my job is important.</td>
<td>NO</td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>1.4%</td>
<td>14.1%</td>
<td>11.3%</td>
<td>43.7%</td>
<td>29.6%</td>
</tr>
<tr>
<td>9</td>
<td>My associates or fellow employees are committed to doing quality work.</td>
<td>NO</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>0.0%</td>
<td>11.3%</td>
<td>5.6%</td>
<td>56.3%</td>
<td>26.8%</td>
</tr>
<tr>
<td>10</td>
<td>I have a best friend at work.</td>
<td>NO</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>2.8%</td>
<td>7.0%</td>
<td>5.6%</td>
<td>46.5%</td>
<td>38.0%</td>
</tr>
<tr>
<td>11</td>
<td>In the last six months someone at work has talked to me about my progress.</td>
<td>NO</td>
<td>2</td>
<td>9</td>
<td>6</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>2.8%</td>
<td>12.7%</td>
<td>8.5%</td>
<td>47.9%</td>
<td>28.2%</td>
</tr>
<tr>
<td>12</td>
<td>This last year, I have had opportunities at work to learn and grow.</td>
<td>NO</td>
<td>3</td>
<td>17</td>
<td>3</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>4.2%</td>
<td>23.9%</td>
<td>4.2%</td>
<td>45.1%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

Statement B1 in Table 5.1 above indicates that 95.8 percent (60.6 percent plus 35.2 percent) of the respondents know what it is expected of them at work. It is also apparent that none of the respondents show that they do not know what is expected.
of them. It, therefore, shows that most of the respondents agreed that they were aware of what is expected of them at work.

Statement B2 shows that 90.2 percent (45.1 percent plus 45.1 percent) of the respondents indicated that they have the right material and equipment to do their work right. Only 8.5 percent were uncertain while 1.4 percent of the respondents indicated that they do not have the right equipment and material to do their work. The majority of the respondents, therefore, have the right material and equipment to effectively do their work.

Statement B3 shows that 77.4 percent (39.4 percent plus 38.0 percent) of the respondents affirmed that they are given the opportunity to do what they do best in their jobs everyday while 15.5 percent of the respondents indicated that they are not given opportunity to do what they do best in their jobs every day.

Analysis of statement B4 shows that 52.2 percent (42.3 percent plus 9.9 percent) of the respondents indicated that they have not received any recognition or praise in the last seven days. On the contrary, 39.4 percent (15.5 percent plus 23.9 percent) of respondents indicated that they have received some form of recognition and praise in the last seven days. This, therefore, shows that a majority of employees had not received any recognition or praise recently.

Analysis of statement B5 shows that 74.7 percent (26.8 percent plus 47.9 percent) of respondents agree that someone at work cares about them. This, therefore, means a majority of employees do believe that someone at work cared about their welfare.

Statement B6 results indicate that 81.7 percent (54.9 percent plus 26.8 percent) of the respondents agree that someone at work cares about their development. The majority of employees indicated that someone in their respective workplaces cared about their development.

Analysis for Statement B7 indicates that 71.9 percent (28.2 percent plus 43.7 percent) of the respondents agree that their opinion at work seem to count. The majority of employees indicated that their input and insight was appreciated at work.

Analysis for statement B8 indicates that 73.3 percent (29.6 percent plus 43.7 percent) of the respondents agree that mission or purpose of their respective
organisation make them feel their jobs are important. The majority of employees felt inspired by and aligned to the mission or purpose of their respective organisation.

Analysis for Statement B9 indicates that 83.1 percent (56.3 percent plus 26.8 percent) of the respondents do agree that their fellow employees are committed to doing quality work. The majority of employees believed that their colleagues are committed to producing quality work.

Analysis for Statement B10 indicates that 84.5 percent (38 percent plus 46.5 percent) of the respondents agree that they do have a best friend at work. The majority of employees, therefore, indicated that they have friends at work.

Analysis for Statement B11 indicates that 76.1 percent (47.9 percent plus 28.2 percent) of the respondents indicate that someone at work had talked to them about their progress. The majority of the employee indicated that they have had their performance review and progression talks with someone in their workplace.

Analysis for Statement B12 indicates that 84.5 percent (38 percent plus 46.5 percent) of the respondents they have had the opportunity to grow and learn at work. Most of the employees indicated that they are exposed to opportunities where they can grow and learn in their workplace.

In order to aid this calculation, engagement is calculated as an aggregate mean of the means of all 12 items in section B of the questionnaire. This is depicted as the mean in table 5.1b below.

**Table 5.1b Employee Engagement Process**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Valid Number</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what is expected of me at work.</td>
<td>71</td>
<td>4.55</td>
<td>0.63</td>
</tr>
<tr>
<td>I have the materials and equipment I need to do my work right.</td>
<td>71</td>
<td>4.34</td>
<td>0.70</td>
</tr>
<tr>
<td>I have a best friend at work.</td>
<td>71</td>
<td>3.99</td>
<td>1.08</td>
</tr>
<tr>
<td>At work, I have the opportunity to do what I do best every day.</td>
<td>71</td>
<td>2.93</td>
<td>1.30</td>
</tr>
<tr>
<td>My associates or fellow employees are committed to doing quality work.</td>
<td>71</td>
<td>3.89</td>
<td>0.95</td>
</tr>
</tbody>
</table>
There is someone at work who encourages my development.  

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is someone at work who encourages my development.</td>
<td>71</td>
<td>3.93</td>
<td>0.98</td>
</tr>
<tr>
<td>My supervisor, or someone at work, seems to care about me as a person.</td>
<td>71</td>
<td>3.79</td>
<td>1.09</td>
</tr>
<tr>
<td>The mission or purpose of my organisation makes me feel my job is important.</td>
<td>71</td>
<td>3.86</td>
<td>1.05</td>
</tr>
<tr>
<td>In the last six months someone at work has talked to me about my progress.</td>
<td>71</td>
<td>3.99</td>
<td>0.89</td>
</tr>
<tr>
<td>At work, my opinions seem to count.</td>
<td>71</td>
<td>4.10</td>
<td>0.99</td>
</tr>
<tr>
<td>This last year, I have had opportunities at work to learn and grow.</td>
<td>71</td>
<td>3.86</td>
<td>1.06</td>
</tr>
<tr>
<td>In the last seven days, I have received recognition or praise for doing good work.</td>
<td>71</td>
<td>3.58</td>
<td>1.20</td>
</tr>
</tbody>
</table>

**Average**  

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average</strong></td>
<td>3.99</td>
<td>0.65</td>
<td></td>
</tr>
</tbody>
</table>

Table 5.1b above indicates that there is a general agreement among respondents that employee engagement at their respective banks has been satisfactorily achieved because of the job and personal resources availed to them. Using the mean as the primary statistic, the aggregate mean score is 3.99 and aggregate standard deviation of 0.65 on a five point Likert scale indicates that engagement is on the higher side.

In a descending order, starting the highest to the lowest, the statements are as follows:

- ‘I know what is expected of me’ at work (mean of 4.55 and standard deviation of 0.63);
- ‘I have materials and equipment I need to do my work right’ (mean of 4.34 and standard deviation of 0.70);
- ‘I have a best friend at work’ (mean of 3.99 and standard deviation of 1.08);
- ‘At work, I have opportunity to do what I do best everyday’ (mean of 2.93 and standard deviation of 1.30);
- ‘My associates or fellow employees are committed to doing quality work’ (mean score of 3.89 and standard deviation of 0.95);
• ‘There is someone at work who encourages my development (mean of 3.93 and standard deviation of 0.98);

• ‘My supervisor, or someone at work, seems to care about me as a person’ (mean of 3.79 and standard deviation of 1.09);

• ‘The mission or purpose of my organisation makes me feel my job is important’ (mean of 3.86 and standard deviation of 1.05);

• ‘In the last six months someone at work has talked to me about my progress’ (mean of 3.99 and standard deviation of 0.89);

• ‘At work, my opinions seem to count’ (mean of 4.10 and standard deviation of 0.99);

• ‘This time last year, I have had opportunities at work to learn and grow (mean of 3.86 and standard deviation of 1.06); and

• ‘In the last seven days and I have received recognition or praise for doing good work’ (mean of 3.58 and standard deviation of 1.20).

The outcome shows that the lowest point of employee engagement is giving recognition to employees, shown by the score above the acceptable level of 3. This, therefore, means banks need to implement or review initiatives that would give employees opportunities to showcase their skills and capabilities.

In section 3.2.9, Karsan and Kruse (2011), point out that organisations should encourage behaviours that give employees the sense of recognition, such as giving recognition for real contribution, involving employees in decision making processes that affect their work, appraise employees of their role in the overall success of the organisation and building a culture where everyone celebrates the success of other teams and individuals.

5.2.1 Engagement Index Groupings

To facilitate the Engagement Index Groupings of employees the aggregate engagement score can be used to create three ‘levels’ of engagement, namely Low, Medium and High within a range of one to five shown in table 5.1c below:
A frequency count of the overall scores of all the respondents within these ranges showed that of the 71 responses, 47 fall within the high range whereas 24 fall within the medium range. No responses fell within the low engagement range score, therefore, there were only two categories. This is shown by table 5.1d below.

Table 5.1d: Frequency table versus Engagement level

<table>
<thead>
<tr>
<th>Engagement level</th>
<th>Frequency Count</th>
<th>Engagement level percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>47</td>
<td>66.2</td>
</tr>
<tr>
<td>Medium/ moderate</td>
<td>24</td>
<td>33.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>71</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5.1d shows that in terms of percentages, 66.2 percent of the employees surveyed were highly engaged and 33.8 percent were moderately engaged.

5.3 ANALYSIS AND INTERPRETATION OF RESULTS FOR SECTION C: ORGANISATIONAL FACTORS INFLUENCING EMPLOYEE ENGAGEMENT

This section contained 33 items placed on a five point Likert scale where 5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree, 1 = Strongly Disagree. The respondents were asked to rate the items according to the scale.
In order to do an analysis, the 33 items are grouped into eleven factors, each factor comprising three items which measured the same factor. The factors are growth and development, rewards and recognition, trust in leadership, work/life balance, two way communication, mission, vision and values; quality of manager, relationship with colleagues, fairness of HR policies, job design and accountability.

Table 5.2 below shows descriptive statistics; namely mean, mode, median and standard deviation. The symbol ‘N’ shows the sample number and mean are used as the primary statistic on which the analysis and interpretation of each factor was done. The statistical analysis were done using STATISTICA.

Table 5.2: Descriptive Statistics for Organisational Factors influencing Engagement

<table>
<thead>
<tr>
<th>Item no</th>
<th>Variable (F)</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>StdDev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Growth and Development (F1)</td>
<td>71</td>
<td>3.83</td>
<td>4.00</td>
<td>4.00</td>
<td>0.94</td>
</tr>
<tr>
<td>4-6</td>
<td>Rewards and recognition (F2)</td>
<td>71</td>
<td>3.41</td>
<td>3.33</td>
<td>4.00</td>
<td>0.97</td>
</tr>
<tr>
<td>7-9</td>
<td>Trust in leadership (F3)</td>
<td>71</td>
<td>3.71</td>
<td>4.00</td>
<td>4.00</td>
<td>0.98</td>
</tr>
<tr>
<td>10-12</td>
<td>Work/life Balance (F4)</td>
<td>71</td>
<td>2.90</td>
<td>3.00</td>
<td>1.00</td>
<td>1.28</td>
</tr>
<tr>
<td>13-15</td>
<td>Two way communication (F5)</td>
<td>71</td>
<td>3.55</td>
<td>4.00</td>
<td>4.00</td>
<td>0.91</td>
</tr>
<tr>
<td>16-18</td>
<td>Mission, vision and values (F6)</td>
<td>71</td>
<td>3.48</td>
<td>4.00</td>
<td>4.00</td>
<td>1.10</td>
</tr>
<tr>
<td>19-21</td>
<td>Quality of manager (F7)</td>
<td>71</td>
<td>3.66</td>
<td>4.00</td>
<td>4.00</td>
<td>0.95</td>
</tr>
<tr>
<td>22-24</td>
<td>Relationship with colleagues &amp; their performance (F8)</td>
<td>71</td>
<td>3.94</td>
<td>4.00</td>
<td>4.00</td>
<td>0.69</td>
</tr>
<tr>
<td>25-27</td>
<td>Fairness of HR policies (F9)</td>
<td>71</td>
<td>3.68</td>
<td>4.00</td>
<td>4.00</td>
<td>0.87</td>
</tr>
<tr>
<td>28-30</td>
<td>Job design (F10)</td>
<td>71</td>
<td>3.67</td>
<td>4.00</td>
<td>4.00</td>
<td>0.90</td>
</tr>
<tr>
<td>31-33</td>
<td>Accountability (F11)</td>
<td>71</td>
<td>3.84</td>
<td>4.00</td>
<td>4.00</td>
<td>0.80</td>
</tr>
</tbody>
</table>
5.3.1 Growth and Development

Table 5.2 shows that respondents tended to agree with statements regarding growth and development (mean=3.83). Most of the respondents agreed with the statements (mode =4) and also the midpoint of the data is ‘agree’ (median=4). The responses vary on average by 0.94 (standard deviation) to the mean.

These results indicate that most of the banks’ employees believe that they can achieve their career goals in their respective jobs. They also acknowledge that their respective employers afford them opportunities for growth and development. They also tended to agree that they are given meaningful tasks that enable them to improve their skills.

Figure 5.1: Histogram of Growth and Development results

Figure 5.1 above represents a graphical illustration of a frequency table. It does not follow a normal distribution with most of the data skewed towards the right with highest responses in the ‘agree’ class followed by the ‘strongly agree’ class.

5.3.2 Rewards and Recognition

Table 5.2 above show that respondents are indifferent on statements pertaining to rewards and recognition (mean=3.41). It is, however, noted that while most of the
respondents agree with the statements (mode =4), the midpoint of the data is either agree or disagree (median=3.33). The responses vary on average by 0.97 (standard deviation) to the mean.

Using the mean as the primary statistic, it means employees neither agree nor disagree on whether their employer recognises productive people. They do also neither agree nor disagree on whether they are fairly rewarded for their knowledge and skills or discretionary effort that is deemed valuable.

Figure 5.2 below represents a graphical illustration of a frequency table.

Figure 5.2: Histogram for Rewards and Recognition results

5.3.3 Trust in Leadership

Table 5.2 above indicates that on average respondents agree on statements regarding trust in leadership (mean= 3.71). Most frequent responses are also ‘agree’ (mode=4). The midpoint of the data falls within the ‘agree’ category. The responses vary on average by 0.98 (standard deviation) to the mean.

Based on these statistics, it can be interpreted that most of the employees have trust in the leadership of their respective banks. They believe the leadership is competent to tackle challenges their respective banks encounter. Most of the employees also expressed confidence in the senior leadership of their respective banks.
Figure 5.3 below illustrates the results for this factor. The data is skewed towards the right showing that most of the respondents fall within the ‘agree’ category followed by the ‘strongly agree’ category.

**Figure 5.3: Histogram for Trust in Leadership results**

![Histogram for Trust in Leadership results](image)

5.3.4 Work/Life Balance

Table 5.2 shows that respondents neither agree nor disagree on statements regarding work/life balance (mean = 2.90). Most respondents selected ‘strongly disagree’ as their answer (mode = 1). The midpoint of the data is ‘uncertain’ (median = 3). The responses vary on average by 1.28 (standard deviation) to the mean.

Using the mean as the primary statistic, it can be interpreted the banks’ employees are indifferent on whether their respective employers encourage work/life balance. They are indifferent on whether their working hours negatively affect their personal lives. They neither agree nor disagree that they are able to engage in non-work activities and on whether their supervisors support their need to attain work-life balance.

Figure 5.4 below illustrates the results for work/life balance. The graph shows that the most frequent response was in the ‘uncertain’ category.

**Figure 5.4: Histogram showing Work/Life balance results**

![Histogram showing Work/Life balance results](image)
5.3.5 Two way communication

Table 5.2 above shows that on average responses agree regarding two way communication statements are (mean= 3.55). The most frequent responses are ‘agree’ (mode= 4) and the midpoint of the data is ‘agree’ (median=4). The responses vary on average by 0.91 (standard deviation) to the mean.

In using the mean as the primary statistic for analysis, the results show that banks’ employees agree that there are two way communication mechanisms in their respective workplaces. They tend to agree that there are regular talks on performance and that their opinions are taken into consideration. They also agree that honesty and openness is integral to their two way communication mechanisms.

The results for two way communications are also illustrated in graphical form shown in figure 5.5 below. The frequency distribution of the data is skewed to the right, showing most of the responses are in the ‘agree’ category.

Figure 5.5: Histogram for the Two way communication results
5.3.6 Mission, Vision and Values

The results for statements relating to the mission, vision and values in Table 5.2 above show that on average the responses are neither ‘agree’ nor ‘disagree’ (mean = 3.48). Both the most frequent responses (mode = 4) and data midpoint (median = 4) are ‘agree’. The responses vary on average by 1.10 (standard deviation) to the mean.

These results, using the mean as primary statistic, show that banks’ employees are tend to agree on their perceptions towards the mission, vision and values of their respective banks. Most respondents agree that senior management gives a clear picture of the direction of their banks. They also tend to agree that they are motivated by the vision of their respective banks and on senior management’s demonstration of the valuable role that employees play in the success of their banks.

Figure 5.6 below illustrates that the frequency distribution is skewed to the right showing that most responses lie in the ‘agree’ category.

**Figure 5.6: Histogram on Mission, Vision and Values results**
5.3.7 Quality of Manager

Table 5.2 above shows that on average the respondents ‘agree’ on statements relating to the quality of manager (mean= 3.66). The frequent response is ‘agree’ (mode= 4) which is also the midpoint of the data (median= 4). The response vary on average by 0.95 (standard deviation) to the mean.

The mean indicates that bank employees agree on their perceptions regarding the quality of the manager. They also agree that their managers treat them fairly, offer support and listen to what they have to say.

Figure 5.7 below shows that the frequency distribution is not normal and that data is skewed to the right. It is also clear on the graph that most of the respondents are in the ‘agree’ and ‘strongly agree’ categories.

Figure 5.7: Histogram on Quality of Manager Results
5.3.8 Relationship with colleagues and their performance

Table 5.2 shows that, on average, respondents tend to agree on statements relating to relationship with colleagues and their performance (mean=3.94). The ‘agree’ response is the most frequent (mode=4) and is also the midpoint of the data (median =4). The response vary on average by 0.69 (standard deviation) to the mean.

Using the mean as the primary statistic, it can be seen that banks’ employees on average agree that they have a good relationship with their colleagues. They also agree that their colleagues are efficient and are supportive.

Figure 5.8 below depicts a graphical representation of relationship with colleagues. The data is skewed to the right with most responses falling in the ‘agree’ category.

Figure 5.8: Histogram for Relationship with colleagues’ results
5.3.9 Fairness of HR Policies

The results for fairness of HR policies as reflected in Table 5.2 above, shows that the majority of respondents do, on average, agree with statements regarding fairness of HR policies (mean=3.68). The most frequent response is ‘agree’ (mode=4). The responses vary on average by 0.87 (standard deviation) to the mean.

Using the mean as the primary statistic, it can be seen that bank employees on average agree that fairness is integral to the policies and decision making processes in their respective workplaces.

Figure 5.9 is the graphical representation of the frequency distribution. The data is skewed to the right with most responses falling in the ‘agree’ category.

Figure 5.9: Histogram of Fairness of HR policies
5.3.10 Job Design

The results on Table 5.2 above show that on statements regarding the job design the respondents do, on average agree (mean=3.67). The most frequent response is ‘agree’ (mode=4). The response vary on average by 0.90 (standard deviation) to the mean.

Using the mean as the primary static, it can be seen that bank employees on average agree that their managers give them autonomy and they are well equipped to do their jobs efficiently. They also agree that there is an alignment between their personal objectives and those of their respective bank.

Figure 5.10 is the graphical representation of the frequency distribution. The data is skewed to the right with most responses falling on the ‘agree’ class.

**Figure 5.10: Histogram of Job Design Results**
5.3.11 Accountability

The results on Table 5.2 above show that on statements regarding the job design the respondents on average tend to agree (mean=3.84). The most frequent response is ‘agree’ (mode=4). The responses vary on average by 0.80 (standard deviation) to the mean.

Using the mean as the primary static, it can be seen that bank employees on average agree that they are clear with what it is expected of them at work and have input on the performance objective. They also generally agree that the actions taken to address failure or success at achieving their performance objectives are consistently applied.

Figure 5.11 is the graphical representation of the frequency distribution. The data is skewed to the right with most responses falling on the ‘agree’ class.
5.4 THE RELATIONSHIP BETWEEN THE ORGANISATIONAL FACTORS THAT INFLUENCE EMPLOYEE ENGAGEMENT

The correlations among the factors were calculated to see whether putting more emphasis on one factor will have an effect on the other factors. The significance level was set at five percent (p<0.05). The results are shown in Table 5.3 below. Correlation coefficients that are statistically significant are shown in bold.

Table 5.3: Results on the correlation among factors

<table>
<thead>
<tr>
<th></th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>F5</th>
<th>F6</th>
<th>F7</th>
<th>F8</th>
<th>F9</th>
<th>F10</th>
<th>F11</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td>0.70</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F3</td>
<td>0.71</td>
<td>0.63</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>F4</td>
<td>-0.11</td>
<td>0.05</td>
<td>0.03</td>
<td>1.00</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F5</td>
<td>0.73</td>
<td>0.69</td>
<td>0.64</td>
<td>0.03</td>
<td>1.00</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>F6</td>
<td>0.60</td>
<td>0.66</td>
<td>0.64</td>
<td>0.09</td>
<td>0.76</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F7</td>
<td>0.60</td>
<td>0.60</td>
<td>0.62</td>
<td>0.15</td>
<td>0.65</td>
<td>0.68</td>
<td>1.00</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F8</td>
<td>0.41</td>
<td>0.35</td>
<td>0.36</td>
<td>0.23</td>
<td>0.47</td>
<td>0.43</td>
<td>0.58</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F9</td>
<td>0.65</td>
<td>0.66</td>
<td>0.71</td>
<td>0.09</td>
<td>0.69</td>
<td>0.65</td>
<td>0.84</td>
<td>0.52</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F10</td>
<td>0.62</td>
<td>0.66</td>
<td>0.72</td>
<td>0.15</td>
<td>0.72</td>
<td>0.65</td>
<td>0.74</td>
<td>0.47</td>
<td>0.81</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>F11</td>
<td>0.60</td>
<td>0.59</td>
<td>0.73</td>
<td>0.13</td>
<td>0.56</td>
<td>0.64</td>
<td>0.74</td>
<td>0.44</td>
<td>0.75</td>
<td>0.76</td>
<td>1.00</td>
</tr>
</tbody>
</table>
Table 5.3 above shows that most correlations are significant. It can also be seen that F4, which is work/life balance, does not correlate significantly with any of the other factors.

5.5 COMPARING THE HIGHLY ENGAGED AND MODERATELY ENGAGED OR DISENGAGED EMPLOYEES WITH REGARD TO THEIR VALUE FOR ORGANISATIONAL FACTORS THAT INFLUENCE EMPLOYEE ENGAGEMENT

The calculation of the level or degree of employee engagement in section 5.2 shows that 47 out of 71 employees surveyed are highly engaged while the remaining 24 are moderately engaged. No employees exhibited low levels of engagement or disengagement. This, therefore, means that there were only two groups’ levels of engagement and the researcher found it imperative to do an empirical comparison between employees with high level of engagement and those moderately engaged with regard to the organisational factors that influence their engagement.

It is in this regard that the t-test was considered the best method to analyse the aggregate means of either of the data groups to determine the relationship between the engagement level and the organisational factors. The significance level was set at five percent (p<0.05). The results are shown in table 5.4 below.

Table 5.4: Organisational factors that influence employee engagement: comparing means

<table>
<thead>
<tr>
<th>Variable</th>
<th>Df</th>
<th>Highly engaged employees</th>
<th>Moderately engaged employees</th>
<th>( t )-test</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>StdDev</td>
<td>Mean</td>
<td>StdDev</td>
</tr>
<tr>
<td>F1</td>
<td>69</td>
<td>4.23</td>
<td>0.60</td>
<td>3.04</td>
<td>1.00</td>
</tr>
<tr>
<td>F2</td>
<td>69</td>
<td>3.70</td>
<td>0.87</td>
<td>2.85</td>
<td>0.94</td>
</tr>
<tr>
<td>F3</td>
<td>69</td>
<td>4.11</td>
<td>0.72</td>
<td>2.92</td>
<td>0.96</td>
</tr>
<tr>
<td>F4</td>
<td>69</td>
<td>2.85</td>
<td>1.38</td>
<td>2.99</td>
<td>1.11</td>
</tr>
<tr>
<td>F5</td>
<td>69</td>
<td>3.90</td>
<td>0.68</td>
<td>2.86</td>
<td>0.94</td>
</tr>
<tr>
<td>F6</td>
<td>69</td>
<td>3.81</td>
<td>0.97</td>
<td>2.83</td>
<td>1.06</td>
</tr>
<tr>
<td>F7</td>
<td>69</td>
<td>3.89</td>
<td>0.87</td>
<td>3.19</td>
<td>0.95</td>
</tr>
<tr>
<td>F8</td>
<td>69</td>
<td>4.13</td>
<td>0.55</td>
<td>3.58</td>
<td>0.79</td>
</tr>
</tbody>
</table>
(F1= Growth & Development, F2= Rewards & recognition, F3= Trust in Leadership, F4= Work/Life balance, F5= Two way communication, F6= Mission, vision & values, F7= Quality of Manager, F8= Relationship with colleagues, F9= Fairness of HR policies, F10= Job Design, F11= Accountability)

In terms of F1 the table above indicates that in comparing the two groups, employees with high level of engagement were more positive (mean=4.23) in their support for growth and development initiatives than employees with a moderate level of engagement (mean=3.04). This difference is statistically significant (t-value= -6.22, p=0.0000). According to Karsan and Kruse (2011), the employees who are satisfied with their access to the learning and development opportunities available, feedback on career progression in the workplace would fully engage. This coincides with Chang's (2007) theory that a knowledge worker needs sufficient information and opportunity to display skill in order to pursue creative ideas, thus engage.

F2 indicate that employees with a high level of engagement support rewards and recognition initiatives they receive in comparison with those with a moderate/medium level of engagement (t-value= -3.83; p=0.0003).

F3 show that highly engaged employee are in support of trust in leadership variables compared to those who are moderately engaged (t-value= -5.91; p=0.0000). This supports the theory of Karsan and Kruse (2011) that trust as the essence of leadership has the propensity to increase employee engagement as employees are of the belief that leadership actions are in their best interest; hence give in to the guidance they offer.

In terms of F4, the employees in both groups on average are neither positive nor negative on whether they experience a work/life balance (means of 2.85 and 2.99 respectively). The two groups also do not differ significantly (t-value= 0.42, p=0.6782).
F5 show that two way communication programmes and initiatives by the employer appeal to the highly engaged employees as compared to those moderately engaged (t-value = -5.36, p=0.0000). This strong support for two way communication variables displayed by highly engaged employees coincides with Lockwood’s (2007) assertion that effective communication keeps workers energised, focused and productive. This also confirms McBain’s (2007) theory that where there is clarity of expectations through effective communication employees will fully engage.

F6 indicates that highly engaged employees are more positive towards the mission, vision and values of their employer, compared to those moderately engaged (t-value = -3.89, p=0.0002).

F7 show that the highly engaged employees are more content with the quality of their respective managers than to those moderately engaged (t-value = -3.40, p=0.0011).

F8 results show that highly engaged employees have profound relationship with colleagues and that they are satisfied with their performance in comparison to those moderately engaged (t-value = -5.64, p=0.0000).

F9 results indicate that highly engaged employees are of the belief that HR policies in their respective organisations are fair as compared to those whose engagement level is moderate (t-value = -4.01, p=0.0002).

F10 results indicate that highly engaged employees are more content with the way their jobs are designed than those that are moderately engaged colleagues (t-value = -4.01, p=0.0002). These results support the findings of Barbera et al (2009) that autonomy, goal alignment and giving employees the right resources to perform their job have a positive effect on their engagement.

F11 also show that highly engaged employees are more satisfied with the accountability they are given in their jobs than those moderately engaged in this study (t-value = -4.12, p=0.0001).

It is, therefore, clear that that there is a significant difference between employees with high levels of engagement and those with lower levels of engagement. This excludes work/life balance which indicates that the two groups are indifferent in their perception towards this particular factor.
5.6 CONCLUSION

Chapter five focused on the empirical analysis of section B and C of the research questionnaire. The analyses aimed at resolving the research problems outlined in chapter one. The result of the data analyses show that organisations within the banking industry have made an effort to adopt strategies or initiatives that have an influence on the engagement of employees. There are, however, areas that would require improvement to ensure that all employees are highly engaged.

Chapter six will provide a summary of the study, recommendations and conclusions that could be drawn from this study. Limitations and problems encountered while conducting this study will also be highlighted as well as the available opportunities for future research.
CHAPTER 6

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

This chapter gives a summary of the investigations done in this study by integrating literature review in chapter two and three with the empirical analyses in chapter five, to resolve the main problem and sub-problems.

On the basis of the outcome of these investigations, recommendations and conclusions would be made. The chapter will further highlight the limitations and problems encountered during the study as well as the opportunities for further research in employee engagement of knowledge workers within the banking industry in Botswana.

6.2 PROBLEMS AND LIMITATIONS

A lot of problems regarding data collection were encountered. The response rate was low and slow despite numerous follow-ups with only 71 out of the 200 responses anticipated received. The relationship between organisational factors and employee engagement could not be empirically tested because of the low response. This could have further interrogated the literature by illustrating how these factors impact on employee engagement.

6.3 SUMMARY OF THE STUDY

An integration of the literature review and empirical results is done to reiterate how the main problem and sub-problems are resolved. The detailed resolutions are as follows:

Main Problem
What strategies should be used to engage knowledge workers within the Banking sector in Botswana?

The literature review reveals that employee engagement is closely linked to high organisational performance outcomes, hence the keen interest by organisations to
implement strategies that foster the engagement of employees. Research findings from the Towers Perrin Report (2003) and Gallup Management Journal (2006) on employee engagement highlight factors that influence employee engagement. Markos and Sridevi (2010) and Balain, Chestworth and Sparrow (n.d) outline the strategies various organisations have crafted and implemented that have had a positive impact in fostering employee engagement.

Karsan and Kruse (2010) explain that engaged employees exert discretionary effort to succeed as individuals as well as to help the organisation achieve overall success. Balain and Sparrow (n.d) however, caution that for an employee to engage they should, among other things, have the belief that they have adequate capability, resources and leadership to achieve the desired outcome. This shows that engagement is an internal emotional state that is fostered by several factors in the organisation.

Melcrum (2006) indicates that organisational factors that influence employee engagement are a clear vision, mission, trust in the leadership, two way communication, fairness, recognition and support from management and giving employees autonomy and accountability in their respective jobs. In addition, the Gallup Management Journal (2006) highlights that leadership and management play a critical role in the engagement of employees. Strategies that are aimed at promoting these factors are, therefore, essential in the workplace.

**SUB-PROBLEMS**

**Sub - Problem One**

What strategies engage knowledge workers?

In Section 1.1.1 it was learned from Frick (2011) that a knowledge worker is an individual who possess the ability to gather, analyse, interpret and synthesise information pertaining to a particular subject for better understanding and also to aid informed decision making processes.

A knowledge worker is characterised by greater mobility, need for recognition, opportunities to display skill and wisdom, autonomy, continuous learning and consultation in the creation of work processes and standards that govern them.
These characteristics make a knowledge worker a unique employee and difficult to manage.

The literature review further reveals that knowledge workers have an education acquired from organisations outside their workplaces, mostly from institutions of higher learning. Knowledge workers include accountants, human resources practitioners, business development and investment experts found in organisations (Denisi and Griffin, 2005).

According to Mládková (2011), knowledge workers create wealth in organisations and a typical modern organisation has knowledge workers accounting to two-thirds of its workforce. This, therefore, means that the sustainability and competitiveness of a modern organisation is dependent on the effort of its knowledge workers hence the need to create an environment where they can thrive and exert discretionary effort.

An in-depth literature review regarding strategies reveal that various researches have crafted their own strategies to foster engagement, which means that there is no one prescription of strategies. For example, Markos and Sridevi (2010) recommend the ten strategies termed ‘tablets’ that organisations should implement to cure employee disengagement. These robust strategies are aimed at making talent acquisition and retention effective; building leadership capacity for engagement; encouraging two way communications; providing opportunities for growth and development; and encouraging reward and recognition of employee effort.

In Section 3.3, Thompson (2012) suggests adoption of Kouzes and Posner’s five practices as one strategy to build leadership ideal for engagement. This strategy emphasises that to foster engagement, leaders ought to craft and communicate an inspiring vision, build trust and give employees the reward and recognition they deserve for their effort. Melcrum (2006) also highlights that two way communication is effective in enhancing engagement of employees and regards the RBC communication model as one tool that, if adopted, will improve the engagement of employees.

Balain et al. (n.d) recommend the use of McDonald’s Insight Map strategy to foster employee engagement. The emphasis of this strategy is that a rewarding job is a pre-condition for engagement; therefore, organisations should strive to create such jobs.
A rewarding job, according to the McDonald’s Insight Map, must encompass four elements; namely recognition, respect, growth and should encourage citizenship. These elements must be prevalent at individual, team and company domains in order to create a sense of fulfilment in an individual.

The findings in section 5.5 reveal that of the knowledge workers surveyed, those that were highly engaged were more content with the growth and development initiatives in their respective organisation compared to those moderately engaged. This also goes for the other strategies within their organisations that build trust in leadership, encourage two way communication, enable autonomy and make employees accountable for their jobs. Inspiring mission, vision and values also played a role in the engagement of highly engaged employees in comparison to their colleagues who were found to be moderately engaged.

**Sub-Problem Two**

**How should engagement of knowledge workers be measured?**

In section 2.3, Cawe (2006) outlines the measuring of employee engagement as one mechanism that would ascertain that human resources practices contribute to the success of organisations. The measurement can also be used as a feedback tool organisations could use to know what works for and against its success, highlighting areas that ought to be maintained and improved. This is essential for continuous improvement to help organisations operating in a hypercompetitive environment.

Measurement also facilitates informed decision making processes governing the management of intangible asset such as human capital and to accentuate that people are indeed the greatest assets to organisations (Beams, 2007).

The literature review, however, revealed that employee engagement is a complex construct and that consensus on its common definition has not been reached to date. This explains the varying definitions advanced by practitioners and researchers and the prevalence of a variety of approaches or tools that measure employee engagement. A definition of employee engagement is determined by the drivers of such an engagement, which ultimately determines the approach that one can use to measure its level.
Section 2.3.2 reveals that from literature reviewed, Poisat (2006) indicates that there are several approaches used to measure or assess employee engagement such as the Towers Perrin Approach, the Gallup Q12, the McBade and Mackenzie and the International Survey Research approach. Section 2.3 also cites the Utrecht Engagement Scale (UWES-9) developed by Bakker et al. (2008) and the Kenexa Research Institute measuring instrument in Karsan and Kruse (2011) as other tools used to measure the level of engagement.

Sub- Problem Three

What is the engagement level of knowledge workers in the banking sector in Botswana?

The literature review in chapters two and three emphasise that engagement is an outcome of practices in the workplace such as implementing HR practices that; promote growth and development of employees, build leadership commitment and quality of manager, encourage work/life balance; build trust and perception of fairness; and those that build rewarding jobs (Markos and Sridevi, 2010). The level of engagement will be based on the perception of employees regarding these practices.

In this study, the Gallup Q12 tool was adopted to measure the degree of engagement of knowledge workers within the banking industry in Botswana. According to Christoffel et al. (2011), this tool was built as a result of extensive research and meta-analysis and it comprises twelve statements which are indicators that link employee satisfaction with positive business outcomes and profitability.

Section 2.3 indicates that the Gallup Q12 measuring tool illustrates that personal resources and job resources drive engagement. Personal resources refer to the employee’s resiliency and perception on their ability to successfully control and impact their work environment. Job resources are those physical and organisational aspects critical to the achievement of work goals and those that stimulate personal growth and development.

Ratings on these twelve statements can also be empirically calculated to determine the Engagement Index Groupings of employees who are highly engaged, disengaged or actively disengaged.
The findings in Section 5.2 reveal that the overall score on employee engagement was on the higher side (mean of 3.9 and standard deviation of 0.65). There are also recordings of high scores for the respondents’ rating on whether they know what is expected of them, showing that most of the respondents were generally in agreement that they were aware of the role they had to play in their respective banks.

Section 5.2.1 further analysis determine the engagement index grouping of employees who are highly engaged, moderately engaged and disengaged, showed that on a frequency count of the 71 responses, 47 fell within the high range, whereas the remaining 24 fell within the medium range. No responses scores fell within the low engagement range score; therefore, there were only two categories. In percentage terms, 66.2 percent of the respondents were highly engaged while 33.8 percent were moderately engaged.

Gallup Management Journal (2006) in section 2.3 highlights that understanding these levels of employee engagement provides perspective into those employee behaviours which have a positive or negative impact on the organisational success.

**Sub - Problem four**

What organisational factors play a role on the engagement of the highly engaged knowledge workers within the Banking sector in Botswana?

In chapter three extensive literature investigations revealed that show that despite varied definition and meaning of employee engagement researchers have advanced, they all culminate on a common area of interest. This is the employee’s ability to exert discretionary effort in the workplace consequent to the emotional, cognitive and intellectual connection to the organisation (Barbera et al. 2009).

Section 3.1.1 to 3.1.11 outlines the various organisational factors, sought from an extensive literature review, that have an influence on the engagement of employees. These are growth and development, rewards and recognition, trust in leadership, work/life balance, two way communication, mission, vision and values, quality of manager, relationship with colleagues, fairness of HR policies, job design and accountability.
Employee perceptions on these factors will determine the level at which they are engaged; that is, their ability to exert discretionary effort when executing their duties (Karsan and Kruse, 2011).

In Section 5.3, using the mean as a primary statistic, it was revealed that 47 out of 71 respondents surveyed were highly engaged whereas the remaining 24 were moderately engaged. There were only two groups of employees.

Further analysis was done by comparing the aggregate mean of each group in relation to each of the eleven factors in the questionnaire. The findings in Section 5.5 showed that in comparison to the moderately engaged employees, engagement of highly engaged employees could be attributed to all organisational factors, except the work/life balance factor. These are shown by the p-value of the t-test of less than 0.05 percent in Table 5.6.

The insignificant difference between the groups regarding the work/life balance means that both groups do not differ in their perception regarding their respective employer’s support for work/life balance.

In summary the findings of the research seem to concur with the theoretical overview regarding employee engagement.

6.4 RECOMMENDATIONS

In completion of a research study such as this one, it is necessary to make recommendations on how the research could be applied. Banking institutions need to implement engagement strategies that would have factors that influence the employee engagement prevalent in the workplace. This would help move employees from being moderately engaged towards being highly engaged, thus reducing a disparity in the degree of engagement among employees as revealed in the study. The recommendations are, therefore, as follows:

6.4.1 Work/Life balance

The empirical analysis reveals that there is a general need for work/life balance among bank employees and, therefore, banking institution should employ initiatives that enforce that. Section 1.4 also emphasises work/life as of one the top trends that
is crucial for employee engagement. These initiatives include ‘bring a child to work’ programmes, introduction of flexi-hours or virtual offices to give employees opportunity to manage their work and personal life.

6.4.2 Trust in Leadership

The significant difference of the means of the highly engaged employees and on trust in leadership means there is a high degree of mistrust which is detrimental to the engagement of employees. The banking institutions should employ initiatives that restore trust of employees on their leaders. Leadership should be given the necessary support through development programmes, mentoring and coaching to ensure their competence. Promotion into a position of leadership should be carefully done to ensure that only those who have demonstrated care for employees and commitment towards the shared values occupy them.

6.4.3 Relationship with colleagues

Relationships of employees with managers and colleagues play a significant role in the engagement of knowledge workers and, therefore, banking institutions should undertake initiatives aimed at reinforcing them. These initiatives could include; scheduling of periodic lunches to enable workers to interact in a more relaxed environment; use of intranet and social networking sites to aid communication among colleagues; encouraging employees to join professional bodies, and by paying subscription fees for them to connect with colleagues in their respective fields.

6.4.4 Growth and Development

In order to avail employees with growth and development opportunities banking institutions should offer short term assignments or projects where employees can assume different responsibilities; provide adequate training and or schemes to encourage self-development; encourage employee involvement in crafting their career plans; allow employees to mentor each other.

6.4.5 Rewards and recognition

Banking institutions should ensure that employees are made aware of their immense contribution to the success of their organisation. Weekly brief meetings should be
held for employees to voice their concerns, share successes and challenges and give feedback. Reward and recognition differ among employees and therefore it is ideal to find out from employee what they deem appropriate. McDonald’s Insight Map Engagement strategy in section 3.2.2 could be used as a guideline to ensure that meaningful jobs are provided.

### 6.4.6 Vision, mission and values

The banking institutions should strive for employee buy-in by first building a clear and concise mission and vision statement. Rigorous induction programmes on these elements for new employees is one way of getting the buy-in. Quarterly meetings to review business direction and employee goal should be done to identify areas where the company was exceeding goals and areas of improvement. Banks should celebrate achievements where possible.

### 6.4.7 Two way communication

Leadership should encourage power sharing through participative decision making to give employees a sense of ownership. Respect for employee input should be encouraged. These initiatives will improve the engagement of employees. The RBC communication model discussed at section 3.2.3 has been found to be effective for engagement and, therefore, it may be used as a guideline.

### 6.4.8 Fairness of HR policies

Banking institutions should ensure that there is transparency and consistency in the way policies are applied in the workplace. Provision of employee handbooks that outline the rules and regulations and the appropriate sanctions for contraventions should be done to ensure that standard implementation policies within organisation. The policies for those seeking recourse should also be available and respect for rights of both employers and employees should be encouraged.

### 6.4.9 Quality of a manager

The relationship between managers and their direct reports is critical to the culture of engagement. Managers in the banking institution should, therefore, be attentive to employees’ career path, skills required for development and progression. They should give employees training and tasks that would broaden their experience.
Managers should also acknowledge good work; involve employees in decisions regarding their work; and share information with employees.

In order to ascertain that managers execute these effectively, employers should reward managers who have demonstrated these behaviours and maintain a clear dialogue between leadership, managers and employees. Employers should also ensure that coaching forms part of every manager's training programme and human resources staff could be deployed to line managers to assist them in identifying learning opportunities within their units.

6.5 Opportunities for Future Research

While conducting this research, it was found that there were certain areas that could be related to the research problems. This study, therefore, forms the basis for further research on employee engagement in Botswana. The areas are as follows:

The organisational culture necessary for employee engagement in Botswana.

Leadership and management are deemed crucial for engagement; therefore, a study into the appropriate leadership and management style necessary for engagement can be conducted.

The relationship between employee engagement and business outcomes can be explored and tested.

An exploratory study to investigate other organisational factors that could have an influence in the engagement for employees in Botswana.

Linking employee engagement to customer service in the banking sector.

6.6 Conclusion

The aim of this study was to identify strategies that could be used to promote engagement of knowledge workers in the Banking sector in Botswana by investigating organisational factors that influence engagement of highly engaged employees. The extent to which knowledge workers within the banking sector rated each factor was evaluated.
The findings of this study coincide with the theoretical overview that engaged employees have value for organisational factors that influence employee engagement despite the lack of literature on engagement in Botswana.

The study also reveals that while all factors were investigated, work/life balance, growth and development, trust in leadership, job design, two way communication and fairness of HR policies emerged crucial for the engagement of knowledge workers.

The theoretical overview also reveals that there are varied definitions of employee engagement. There is also the revelation that the choice of definition will determine the drivers of such an engagement and subsequently the approach or method of measuring the degree of such an engagement. This, therefore, confirms that there is no one strategy to employee engagement.

There is also evidence, even though not empirically tested, that there exists a link between employee engagement and the business outcomes such as productivity.

In view of the discussions above one cannot but accept that knowledge workers are by their nature creators of wealth in organisations and that their engagement would yield the business enormously positive results.
REFERENCES


Thompson, J.2012. Transformational leadership can improve workforce competencies, Nursing Management-UK, [online] Available at: nursingmanagement.co.uk [Accessed 04 June 2012].


ANNEXURE 1: QUESTIONNAIRE

QUESTIONNAIRE

SECTION A: BIOGRAPHICAL INFORMATION

Please provide the following information regarding your employment details by placing “X” in the appropriate block

1. Which Bank do you work for?

| 1.1 | Bank of Botswana |
| 1.2 | First National Bank of Botswana |
| 1.3 | Barclays Bank |
| 1.4 | Bank of Baroda |
| 1.5 | BancABC |
| 1.6 | Bank Gaborone |
| 1.7 | Standard Chartered Bank |
| 1.8 | Stanbic Bank |
| 1.9 | National Development Bank |
| 1.10 | Botswana Building Society |

2. In which Department do you work?

| 2.1 | Human Resources |
| 2.2 | Treasury |
| 2.3 | Banking |
| 2.4 | Sales and Marketing |
| 2.5 | Information Technology |
| 2.6 | Finance |

3. What position do you hold?

| 3.1 | Managerial |
| 3.2 | Supervisory |
| 3.3 | Graduate Trainee |
| 3.4 | Other |

4. Please indicate the length of employment with the employer?

| 4.1 | Between 0 – 5 years |
| 4.2 | Between 6 – 10 years |
| 4.3 | More than 10 years |

Thank you for your cooperation

Annexure
5. Please indicate to which of the following age groups you belong to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Between 20 – 30 years</td>
</tr>
<tr>
<td>5.2</td>
<td>Between 31 – 40 years</td>
</tr>
<tr>
<td>5.3</td>
<td>Between 41 – 50 years</td>
</tr>
<tr>
<td>5.4</td>
<td>51 years and above</td>
</tr>
</tbody>
</table>

6. What is your highest qualification

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Diploma</td>
</tr>
<tr>
<td>6.2</td>
<td>Bachelor’s Degree</td>
</tr>
<tr>
<td>6.3</td>
<td>Master’s Degree</td>
</tr>
<tr>
<td>6.4</td>
<td>Other (Specify)</td>
</tr>
</tbody>
</table>

*Thank you for your cooperation*
INSTRUCTIONS FOR COMPLETING SECTION B

1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain
4 = Agree; 5 = Strongly Agree

Research indicates that there are certain elements that predict the level of workplace engagement. I would like to find out your perception towards your job.

__It is important that there are no right and wrong answers to this survey. Kindly rate the statements below which best indicate your view.__

<table>
<thead>
<tr>
<th>B1</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I know what is expected of me at work.</td>
</tr>
<tr>
<td>2</td>
<td>I have the materials and equipment I need to do my work right.</td>
</tr>
<tr>
<td>3</td>
<td>At work, I have the opportunity to do what I do best every day.</td>
</tr>
<tr>
<td>4</td>
<td>In the last seven days, I have received recognition or praise for doing good work</td>
</tr>
<tr>
<td>5</td>
<td>My supervisor, or someone at work, seems to care about me as a person.</td>
</tr>
<tr>
<td>6</td>
<td>There is someone at work who encourages my development.</td>
</tr>
<tr>
<td>7</td>
<td>At work, my opinions seem to count.</td>
</tr>
<tr>
<td>8</td>
<td>The mission or purpose of my organization makes me feel my job is important.</td>
</tr>
<tr>
<td>9</td>
<td>My associates or fellow employees are committed to doing quality work.</td>
</tr>
<tr>
<td>10</td>
<td>I have a best friend at work.</td>
</tr>
<tr>
<td>11</td>
<td>In the last six months someone at work has talked to me about my progress.</td>
</tr>
<tr>
<td>12</td>
<td>This last year, I have had opportunities at work to learn and grow</td>
</tr>
</tbody>
</table>
SECTION C: ORGANISATIONAL FACTORS THAT INFLUENCE EMPLOYEE ENGAGEMENT

INSTRUCTIONS FOR COMPLETING SECTION C

1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain
4 = Agree; 5 = Strongly Agree

1. Research has shown that there are certain organisational factors that influence the ability to exert discretionary effort towards our jobs. Please indicate the extent to which you agree/disagree with the following statements

2. *It is important that there are no right and wrong answers to this survey. Kindly rate the statements below which best indicate your view.*

<table>
<thead>
<tr>
<th>C1</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can achieve my career goals at this Bank</td>
</tr>
<tr>
<td>2</td>
<td>My employer provides me with opportunity for growth and development</td>
</tr>
<tr>
<td>3</td>
<td>I am given a real opportunity to improve my skill in my Bank</td>
</tr>
<tr>
<td>4</td>
<td>In the past six months I have been recognized for outstanding performance</td>
</tr>
<tr>
<td>5</td>
<td>My employer recognizes productive people</td>
</tr>
<tr>
<td>6</td>
<td>I am rewarded fairly based on my knowledge and skills.</td>
</tr>
<tr>
<td>7</td>
<td>I have confidence in my senior leader</td>
</tr>
<tr>
<td>8</td>
<td>Leadership at this Bank has ability to deal with the challenges we face.</td>
</tr>
<tr>
<td>9</td>
<td>I trust the leadership of this Bank.</td>
</tr>
<tr>
<td>10</td>
<td>My working hours sometimes negatively affect my personal life</td>
</tr>
<tr>
<td>11</td>
<td>My supervisor supports my need to balance my work and personal life.</td>
</tr>
<tr>
<td>12</td>
<td>I am able to stay involved in non-work interests and activities</td>
</tr>
</tbody>
</table>
### Organisational Factors That Influence Employee Engagement

**continued…..**

<table>
<thead>
<tr>
<th>C1</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>My team leader/manager regularly talks to me about my performance regarding goal accomplishment</td>
</tr>
<tr>
<td>14</td>
<td>Sufficient effort is made to understand the thoughts and opinions of people who work in the Bank</td>
</tr>
<tr>
<td>15</td>
<td>In the Bank, there is open, honest, two-way communication</td>
</tr>
<tr>
<td>16</td>
<td>Senior Management gives employees a clear picture of the direction the Bank is headed</td>
</tr>
<tr>
<td>17</td>
<td>The leadership of the Bank has communicated a vision that motivates me</td>
</tr>
<tr>
<td>18</td>
<td>Senior Management demonstrates that employees are important to the success of the Bank</td>
</tr>
<tr>
<td>19</td>
<td>My manager treats me and my work colleagues fairly</td>
</tr>
<tr>
<td>20</td>
<td>My manager gives me help and support</td>
</tr>
<tr>
<td>21</td>
<td>My manager listens to what I have to say</td>
</tr>
<tr>
<td>22</td>
<td>I have good working relationships with my co-workers.</td>
</tr>
<tr>
<td>23</td>
<td>My co-workers do their jobs quickly and efficiently</td>
</tr>
<tr>
<td>24</td>
<td>My co-workers give me help and support</td>
</tr>
</tbody>
</table>

*Thank you for your cooperation*
**ORGANISATIONAL FACTORS THAT INFLUENCE EMPLOYEE ENGAGEMENT continued…**

<table>
<thead>
<tr>
<th>C1</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Overall I feel the policies of the Bank are just and fair</td>
</tr>
<tr>
<td>26</td>
<td>My manager treats me fairly when s/he interacts with me</td>
</tr>
<tr>
<td>27</td>
<td>Decisions here about people are made using fair procedures</td>
</tr>
<tr>
<td>28</td>
<td>My personal objectives are aligned to the business objectives</td>
</tr>
<tr>
<td>29</td>
<td>My Manager allows me to make decision pertaining to my job</td>
</tr>
<tr>
<td>30</td>
<td>I have access to the right equipment and resources to do my job well</td>
</tr>
<tr>
<td>31</td>
<td>I have input in determining my performance objectives</td>
</tr>
<tr>
<td>32</td>
<td>I understand my goals and objectives and what is required of me in my job</td>
</tr>
<tr>
<td>33</td>
<td>Sanction for Failure/Success at meeting expectation is fairly and consistently applied among all employees</td>
</tr>
</tbody>
</table>

**THE END!!**

*Thank you for cooperation*
Dear Respondent

I am a post-graduate student studying towards my MBA (Masters in Business Administration) at the Nelson Mandela Metropolitan University Business School. The topic of my research project involves investigating organisational factors that impact on engagement of knowledge workers within the banking Sector in Botswana. The questionnaire is directed to employees in the banking sector with degree or upward qualification or equivalent.

This research study would benefit both the target group and employers within the sector by highlighting areas that employers can improve to create an environment where employees can perform optimally and contribute towards the competitiveness and profitability of the employer.

You are part of our selected sample of respondents whose views we seek on the above-mentioned matter. We would therefore appreciate it if you could answer a few questions in this regard, which should not take more than twenty minutes of your time.

Please note that the information gathered will not be used against any organisation in any way and that all your responses will be strictly confidential. Please return the completed questionnaire by the July 17, 2012. I thank you in advance for your highly appreciated contribution towards this study.

All queries should be directed to the undersigned at the contact details provided.

Yours sincerely

Nono Mahlanza
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Email address: nonomahlanza@yahoo.com