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May 2012

Emotional or transactional engagement – does it matter?

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Emotional or transactional engagement – does it matter?

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Acknowledgements

This report has been produced for the Chartered Institute of Personnel and Development by the Kingston Engagement Consortium. The consortium is a research partnership and networking group with a focus on understanding engagement and sharing best practice for creating a high-engagement culture in the workplace.

The report has been written by **Dr Stephen Gourlay, Dr Kerstin Alfes, Dr Elaine Bull, Ms Angela Baron, Dr Georgy Petrov** and **Professor Yannis Georgellis.**

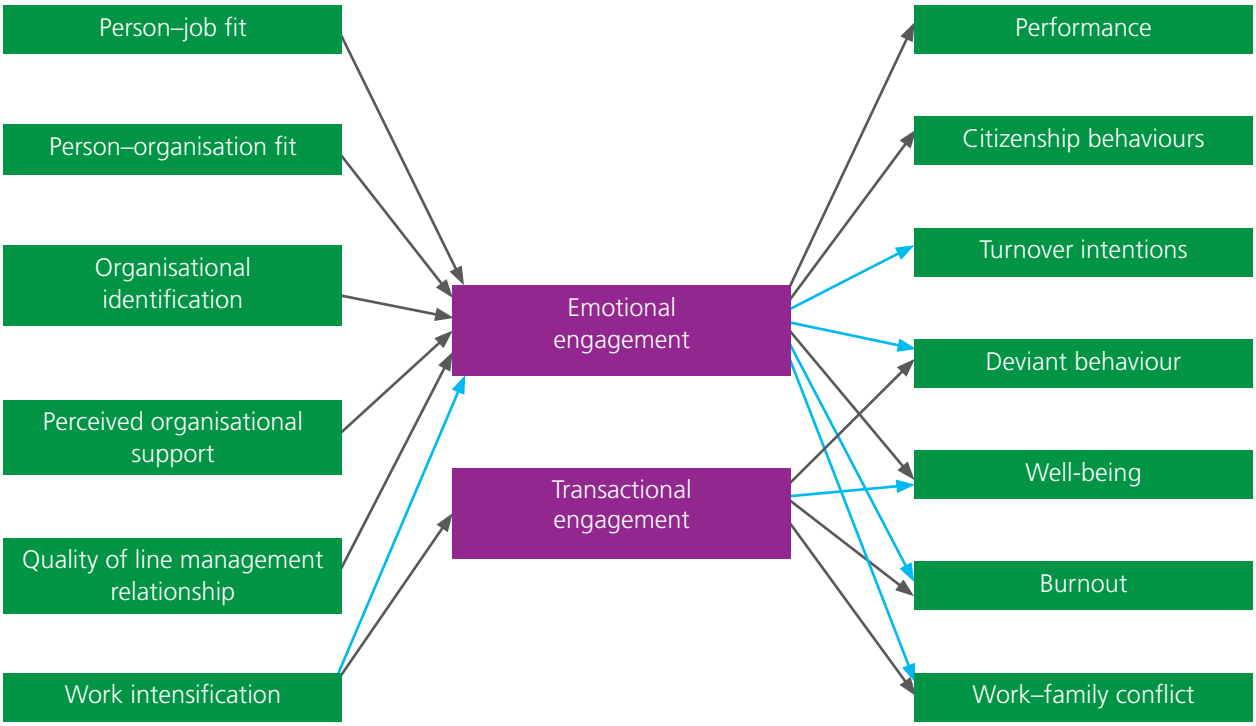
Executive summary

This report is based on data collected by the Kingston Business School Engagement Consortium examining the question whether individuals can be engaged at different levels. The CIPD Shaping the Future work (CIPD 2011a) found evidence that people might be *emotionally engaged*, displaying an emotional attachment to one or more aspects of their work, or *transactionally engaged*, happy to exhibit the behaviour of engagement, do what is required or expected as long as promised rewards such as promotion or training are forthcoming, but not committed to the job or the organisation and willing to leave if a better offer appears elsewhere.

The evidence discussed in this report demonstrates that engagement is a complex issue which requires a greater depth of understanding than can be provided by engagement surveys alone. There are indeed different levels of engagement and the distinction between emotional and transactional engagement is an important one. The data shows a clear distinction between people doing the job because it's the one they have and people who express an emotional bond to their work, colleagues or the company they work for. Given that people can also be engaged with different aspects of their work and that this may vary over time, it becomes apparent that engagement is a multi-layered concept that requires real depth of understanding to be influenced successfully:

- Emotional engagement is driven by a desire on the part of employees to do more for (and to receive more – a greater psychological contract – from) the organisation than is normally expected.
- Transactional engagement is shaped by employees' concern to earn a living, to meet minimal expectations of the employer and their co-workers, and so on.
- Emotionally engaged employees are more likely than transactionally engaged individuals to have high levels of well-being and are less likely to experience burnout or work–family conflict. They are more likely to have high task performance and high levels of citizenship behaviour and less likely to indulge in deviant behaviour, defined as behaviour which might damage the organisation.
- Transactionally engaged employees score lower on all performance dimensions, are less likely to respond to a supportive environment and more likely to react negatively to the line manager relationship. They also display lower levels of organisational identification. They are more likely to leave the organisation and display deviant behaviours.
- There is evidence that work intensification may drive up transactional engagement at the expense of emotional engagement, causing emotionally engaged employees to flip into a transactional mode.
- Emotional and transactional engagement also have very different effects on individual performance, with emotionally engaged individuals tending to perform better. Although transactionally engaged individuals do not perform negatively, they perform rather less well than emotionally engaged individuals.
- Proven drivers of engagement, such as person–organisation fit, organisational identification, person–job fit, perceived organisational support and quality of the line manager relationship, are also significant drivers of emotional engagement. However, they are all negatively associated with transactional engagement.

Figure 1: The drivers and outcomes of different types of engagement



These relationships describe a point-in-time measure – correlations. The results imply emotionally engaged employees perform better than transactionally engaged individuals and that emotional engagement correlates with practices designed to promote positive feelings about work. Clearly understanding at what level employees are engaged with different aspects of their job is important to the management of engagement and to developing strategies to get the best performance through people. This report provides evidence of why this is so and discusses the implications for HR practitioners.

Implications for practice

1 Engagement is a complex condition. The evidence in this report makes it clear that it is no longer sufficient to talk simply of 'engagement', but we have to ask about: (a) what type of engagement; (b) what is the locus of engagement; (and perhaps) (c) how is it varying over time?

2 Current measures of engagement focus only on engagement as a general characteristic – that is, they measure the average engagement of an employee at a particular time. Someone highly emotionally engaged with a number of loci will score 'highly engaged', but someone highly emotionally engaged with only some loci may score 'low engagement' even though they might be highly engaged with key loci. So engagement measures need to be examined carefully to see (a) just what type and (b) what locus is being measured. It's not enough for organisations to focus on increasing their engagement scores without considering these questions, otherwise they risk misunderstanding the actual extent and nature of engagement. Understanding of engagement will come from a variety of sources, not least of which will be insight from line managers and HR practitioners with the ability to interpret the information available.

3 The report identifies a range of areas that managers/organisations can work on to improve levels of emotional engagement. Interestingly, there are other organisational drivers which are stronger than the quality of the line manager relationship (which is commonly cited in the engagement literature as the strongest driver of engagement), for example person–organisation fit and the level of organisational support. This should encourage organisations to think about, promote and communicate values, mission and vision to make sure that people can understand how they fit and identify more strongly with the organisation or self-select themselves out to an organisation they can more easily identify with. This suggests that HR professionals, line and senior managers should work together to foster a supportive climate in which emotional engagement can unfold, which is broader than the immediate line manager relationship (Alfes et al 2012a, 2012b).

4 Managers have to be aware to manage work intensification appropriately as it will prevent employees from being emotionally engaged and drives their levels of transactional engagement instead. People are reporting increasing pressures of work, with less time to carry out performance tasks in both private and public sector organisations. The evidence presented here indicates that people seem to switch from giving a lot to a transactional mode, where they are only engaged to the extent they need to be, if they perceive too many pressures at work.

5 The strong relationship between transactional engagement and burnout, work–family conflict and intention to leave should also prompt action from managers. While people may be able to cope with additional pressure at work in the short term, this work demonstrates the potential damage to sustainable success if such a situation is not challenged over time. Emotionally engaged employees will be able to cope with a degree of stress without significant damage to their well-being in the short term. However, over time it will reduce the level of emotional engagement in favour of transactional engagement. This link suggests that well-being initiatives alone will not have a great deal of impact on performance unless they are sufficiently linked to an understanding of the nature and depth of engagement.

Introduction

Research on employee engagement has been going on for over a decade now and still the number of publications keeps increasing. In 2008–09, more than 2,500 articles on employee engagement were published. In 2010–11, the number topped 4,000, but already in 2012 nearly 3,000 articles or books have appeared, according to Google Scholar figures. In 2009 the Macleod Report, *Engaging for Success* (Macleod and Clarke 2009), to which members of the Kingston Employee Engagement Consortium contributed, was published for the Government. This was followed up in 2011 with a new initiative to build employee engagement, the Employee Engagement Task Force.

Interest in employee engagement on the part of practitioners, the Government and employers is thus continuing to grow rapidly. The CIPD's Shaping the Future project (CIPD 2011a, 2011b) has played no small role in this, both in taking engagement issues to the HR profession and in raising novel and interesting questions about the possible complexity of the whole engagement process.

One question raised by Shaping the Future is whether employees might be engaged (or not) with different loci within their work. The second report for the CIPD from the Kingston Engagement Consortium (CIPD 2011c) explored this theme and concluded that, indeed, employees are variously engaged with different aspects of their work. The results demonstrated that employees could be engaged with clients or their profession, for example, but disengaged (or less engaged) with their employer.

Another question the Shaping the Future authors raised is whether or not there are different levels or types of engagement – in particular, whether employees could demonstrate what they called 'transactional engagement' and 'emotional engagement'. This report, the last in the present series from the Kingston Consortium researchers, explores this phenomenon in greater detail using data from the Kingston Consortium study.

First, we outline the distinction between transactional and emotional engagement, and then, since 'transactional engagement' is a new concept identified in the Shaping the Future work, look at parallels in other literature to see if indeed the distinction seems justifiable – which it does. We then report on levels of transactional and emotional engagement from a survey of consortium members and illustrate these concepts with excerpts from interviews with employees and managers. We then consider how these different types of engagement are associated with performance and individual well-being and with the different drivers of engagement.

In conclusion, we argue that the distinction between transactional and emotional engagement is an important one that, alongside the possibility that engagement may be with different loci, begins to underscore the complexity of engagement and thus of seeking to influence and manage it.

1 Emotional and transactional engagement

The CIPD's report on Shaping the Future (CIPD 2011a, 2011b) described two forms of engagement: transactional (or rational) and emotional (or relational). In this report we also use the terms transactional and emotional. The phrase 'transactional engagement' has been used before, but not in the context of employees and work. 'Emotional engagement', however, has been used in this context. In this section we explore the meanings of these terms, comparing how the CIPD reports use them and how they have been used elsewhere. This provides us with some meaningful benchmarks and also alerts us to the fact that different people use the same terms in different ways.

Emotional engagement

The phrase 'emotional engagement' has been found in the engagement literature since the early 1990s, beginning with the work of William Kahn, who first identified engagement on the part of employees. Kahn (1990) said 'personal engagement' has three dimensions – cognitive, affective (or emotional) and physical. He saw emotional engagement very much in terms of people empathising with others at work, or feeling satisfaction/dissatisfaction with their performance. So, for example, he described how a diving instructor *'employed himself … emotionally, in empathising with the fear and excitement of the young divers.'* Engagement can be influenced by negative emotional experiences at work. These could include frustration and exhaustion with the inability to complete a task to a level of personal satisfaction or being exhausted with having to respond to diverse demands of many different people. Kahn also proposed that the three dimensions of engagement are arranged in a hierarchy, with emotional engagement as the 'deepest' level, which underscores that for him 'emotional engagement' is only one dimension of overall engagement.

Kahn did not actually use the term 'emotional engagement', nor did May and his colleagues (May et al 2004) when they operationalised Kahn's theory. They measured the emotional dimension of engagement by asking people if they felt they *'put their heart into the job'* and whether they felt their feelings were affected by how they performed on the job. The phrase 'emotional engagement' may have been introduced by Fleming et al (2005), who wrote about the 'emotional engagement' of customers and employees with the organisation, linking this with satisfaction and to desirable financial and operational outcomes. Fleming et al (2005) departed from earlier writers by separating the emotional dimension of engagement from the physical and cognitive dimensions and treating it as important in its own right, not simply one of the three dimensions of engagement.

There are similarities between the use of 'emotional engagement' by Fleming and his colleagues, and in Shaping the Future (CIPD 2011a). According to the CIPD's report, emotional engagement occurs when people really identify with their work and want to do a good job, when employees have an emotional investment in the job or employer or identify fully with the employer's aims or values. Emotional engagement is more deep-seated than transactional engagement and happens when people identify positive feelings with their work, are motivated by the desire to do a good job and work with valued colleagues (CIPD 2011b). This work therefore identified emotional engagement as a distinct form of engagement, rather than as one dimension of overall engagement, unlike some other literature on the topic.

Transactional engagement

The phrase 'transactional engagement' has been used before in educational research, community studies and medicine. However, in these contexts it simply means a two-way rather than a one-way relationship. In education, a major concern is with student engagement and transactional engagement is described as *'learners and teachers engage with each other'* (Russell and Slater 2011). Writing about community engagement, Bowen et al (2010) talk about *'two-way dialogue and collaboration'*. In these and other non-work contexts, 'transactional engagement' seems to be about recognising the active participation of all the parties to a relationship (students *and* teachers; community members *and* political leaders or local government officials). Employees and employers are already in a two-way relationship as employees must actively participate (otherwise they would not remain employees). Here the issue is more about *how actively* employees participate – is it only 'transactionally' (that is, minimally) or 'emotionally' (that is, maximally)? The meaning of 'transactional engagement' in the context of employee engagement is therefore not the same as in other areas of research and policy-making. Furthermore, transactionally engaged employees are not disengaged, but neither are they fully (emotionally) engaged.

Locus of engagement

The Shaping the Future study also found evidence that the situation is further complicated by variations in engagement over time and between loci. People could be engaged with clients or customers, but not with the organisation. Or they could be engaged with their career or profession, but not with their employer, as was discussed in more depth in the CIPD's research insight (May 2011) by the Kingston Employee Engagement researchers (Gourlay et al 2011). Combining the emotional/transactional distinction with variations in the locus of engagement means we could also find that employees are transactionally engaged with one locus (the employer, for example) and emotionally engaged with the client. And to complicate matters still further, both of these might vary over time! High 'emotional engagement' might correlate with achievement of financial and operational goals set by management, as Fleming and his colleagues suggested (Fleming et al 2005), but the complexities suggested by the CIPD's research indicate that this is not a simple matter.

Parallels to emotional and transactional engagement

The Shaping the Future evidence makes us confident that this distinction between emotional and transactional engagement is an important one. Parallels with this distinction also occur in the literature on organisational commitment, the psychological contract, leadership and corporate citizenship. A summary of these can be found in Appendix 1.

Conclusions

The concept of 'transactional engagement' is a new and untested one. However, there are striking parallels to transactional and emotional engagement in other areas of organisation and management research, which encourages us to think that these distinctions are real and important ones. Where the psychology of the employment relationship is concerned, we find a number of ideas all emphasising a minimal relationship between employer and employee. Here, each side performs little more than the bare minimum needed to fulfil the terms of the employment contract. Employees work adequately (thus not attracting negative performance evaluations) and fulfil their side of the economic bargain, expecting little more from the employer. Managers relate to their subordinates primarily to enforce the basic terms of the employment contract. The economic/legal/ethical forms of organisational citizenship can be thought of as forms of 'transactional corporate citizenship' as they focus on the transactional aspect of relations between firms and their stakeholders, including employees.

On the other hand, and distinct from transactional relationships, we find evidence in the literature of an affective relationship characterised by positive attitudes and commitment to the organisation and involving emotional bonds between the two sides (or at least, extended from one side to the other, as from employee towards the organisation). Transformational leadership involves the leader/manager establishing a more emotional relationship with their subordinates and, together with discretionary organisational citizenship, conveys the idea of going beyond what is expected or what is formally required, and in particular to promote stronger affective or emotional bonds between the parties in the relationship.

We can, therefore, envisage that different types of engagement might reflect different motivations: transactional engagement is shaped by employees' concern to earn a living, to meet minimal expectations of the employer and their co-workers, and so on. Emotional engagement is driven by a desire on the part of employees to do more for (and to receive more – a greater psychological contract – from) the organisation than is normally expected.

There are thus good grounds for expecting that the concepts of transactional and emotional engagement, as described above, both make sense, will be validated empirically and have important implications for employee engagement practice and research. We now look at some empirical data drawn from the Kingston Employee Engagement Consortium research (for details see Appendix 2).

2 New evidence for emotional/transactional engagement

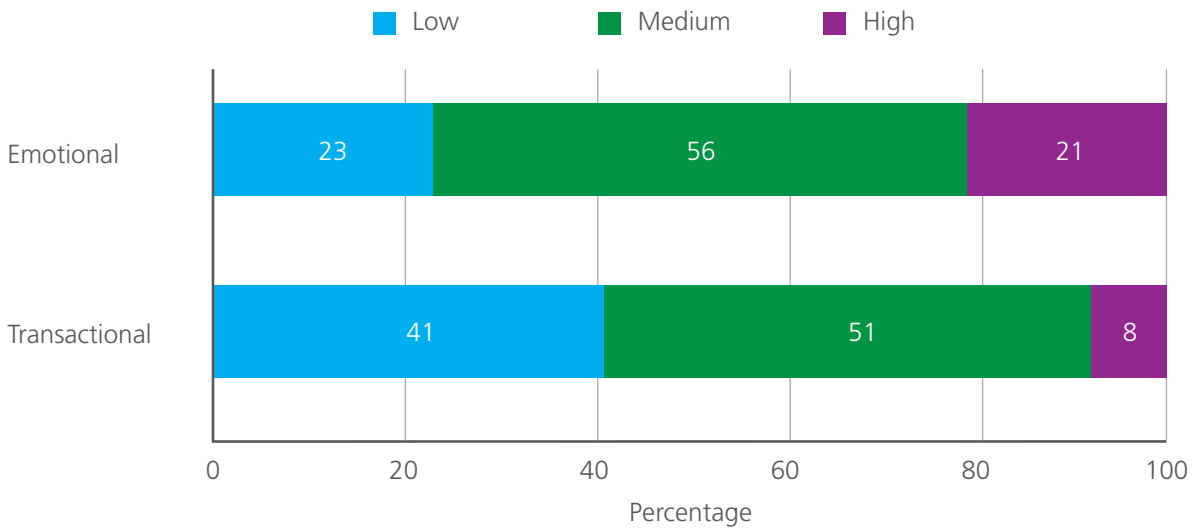
This data is drawn from survey and interview data collected from 2010–12 from member companies of the Kingston Employee Engagement Consortium.

Emotional versus transactional engagement

We begin by exploring the extent to which survey participants are emotionally and transactionally engaged. We would expect a person who is emotionally engaged to enjoy their work and to have fun while carrying out their job. In our survey, 21% of people showed high levels of emotional engagement compared with 23% who reported low levels of emotional engagement (Figure 2). The majority of survey respondents, 56%, said that they have medium levels of emotional engagement.

We were also interested in finding out the extent to which survey participants are transactionally engaged, that is, feel the necessity to be engaged in order to keep their job, be promoted, and so on. Only very few respondents (8%) feel high levels of transactional engagement; the majority said they have low (41%) or medium (51%) levels of transactional engagement.

Figure 2: Levels of emotional versus transactional engagement



Through our interview data, we were able to explore this dichotomy of emotional and transactional engagement further. For many of those we interviewed, their emotional attachment to their job or organisation is reflected in how they talked about their work:

> *It's such a rewarding job, it really is…the children shake hands with you, high five you, everybody's pleasant…it's lovely. The job gives you inspiration to get up of a morning…You liven up [when you go to work]…it's a beautiful job, I love it.* **School Crossing Patrol Officer**

> *I just love the job. I liked it when I first came here. I saw there were opportunities to be had, I liked the people I worked with, I liked the job I did – I suddenly found I'd got an interest. I love anything mechanical, so stripping machines to bits or trying to fix them is my ideal job…I love it.* **Engineer**

I am very happy where I am. It's a job I like. I like working here. I like the people I work with. I like the company I work for. I think I am reasonably well paid for what I do. I've got such a level of happiness at work…I've got no need to think about much else really. **Project Manager**

In the majority of cases, people's positive feelings about their work stem from the job or task itself and, in particular, from the challenge, variety and autonomy that their role bestows on them and the gratifying ability to see the fruits of their labour. Yet, as a previous Kingston Employee Engagement report established (CIPD 2011c), people can be engaged with different aspects of their work that go beyond the nature of the job role itself, including their colleagues, line managers, business unit, the organisation and their client or customers. Within our interview data, we found some people to be emotionally engaged with their team and business unit:

I love the team I work with…we're a good team…we've got a lot of experience between us, and what one doesn't know the other one does. So we match each other if you like… It's great, that's why I enjoy working where I am, it suits me just fine. **Production Operator**

It's the people you work with create the environment and the company's just where you go to create the environment. I like working [with] the day team…I've got used to the way we work, and I'm enjoying working with the people. **Engineer**

I'm motivated to want to see this site progress and get better. I think if you look at where the site has come from over the last five years to where we are now, there is a huge difference and I think we are only half way there…I'm passionate about making sure that this site has got the security that it needs. **Plant Manager**

For several others, it is the customer or service user that motivates or inspires their performances at work, especially for those working in the public health sector:

My heartbeat really is finding the next step along…it's engaging with my customers, trying to understand, operationally, where they are trying to get to so that I can create something and…be able to give the customers something that they think, blooming heck, I don't need to go anywhere else. **Manufacturing Director**

It's the children, they're good therapy. They make you feel young…I'm singing on the crossing when there's no one crossing. Why? Because you're happy…it's uplifting. It gives you an incentive to get up in the morning and get among people…I've always worked with the public, that's what I love about it. **School Crossing Patrol Officer**

I love making them comfortable and happy; putting a smile on their face, seeing their eyes light up…it's an achievement for me. It's about providing that happy service… **Care Worker**

By the same token, however, a minority of people we spoke to exhibited less of a connection with their job or work environment. For some individuals, 'getting the pay cheque' is what grabs them most about their work above anything else, suggesting that their engagement is largely transactional in nature:

A lot of the employees here are wage slaves. They come here for the 25th of every month and that's it, regardless of whatever you do to try and engage them. They're just interested in the 25th of the month and getting paid. **Engineer**

I wouldn't do what I'm doing now if the money wasn't in place, because that gets you up at 6am on a Tuesday morning and you're feeling like crap and just want to stay in bed. The money gets you up. **Project Manager**

> *[Money] is what we are here for at the end of the day. You're not here because you like working, you're here to keep a roof over your head and [for] the money, let's face it.* **Engineer**

In one of our case studies, interviewees indicated that age could be a contributing factor in regards to the type of engagement within their manual workforce. Younger workers seem to exude a more 'work to live' outlook or mentality, compared with that of their older counterparts:

> *Over the different generations you've got a different work ethic. The older generation will always graft anyway. The younger ones tend to be 'oh we don't really want to be here'. So they normally do [the job] because they have to, do the bare minimum, what they have to, to get through their day.* **Supervisor**

Along with the findings from the CIPD's Shaping the Future project and our *Locus of Engagement* report (CIPD 2011c), our interview evidence above adds some credence to the idea that the relationship of an individual employee to their work or organisation is perhaps not as clear-cut as previously thought. It is not just a matter of being either engaged or disengaged. What people are engaged with and the nature and driving force behind their engagement also need to be taken into consideration.

To add to this complexity, the CIPD recently noted through its Shaping the Future research that people may be emotionally engaged with certain loci of their job and transactionally engaged with others. We found similar examples in our research. One employee we interviewed, despite showing great passion and enthusiasm for their profession, had grown increasingly disillusioned with their manager and organisation – so much so that they wouldn't hesitate to leave the organisation if offered another job elsewhere, nor would they recommend the organisation to a friend or relative. The quote below demonstrates how perceptions of organisational injustice regarding reward and career development can seriously damage employee motivation and loyalty:

> *I would change companies today if someone was to give me an opportunity. I would drop this place like a hot potato. I'm being used to progress others. I do their jobs and they get a well done. That's what I see now. If your face doesn't fit, you're never going to fit in…I have [recommended the company]. I wouldn't do it anymore. It's just I don't see how they can progress. I don't feel it's right to tell them about a company that you're not impressed with yourself.* **Production Operator**

Similarly, while some employees may be emotionally engaged with their job and with performing the tasks at hand, the extent and depth of their engagement may not necessarily transcend their immediate role:

> *My main focus is not with shifts or people or the company, it's just my job. I just make sure I'm doing my job properly and the best I can. I concentrate on that more than anything else…* **Production Operator**

3 Emotional and transactional engagement effects on performance and well-being

Research on employee engagement has generally emphasised the positive consequences of engagement for individual behaviour and employee well-being. In the following section, we examine the strength and direction of the relationships between both types of engagement, four facets of performance and three facets of employee well-being. We begin by looking at the evidence concerning performance and well-being in the study as a whole, then turn to explore correlations with different kinds of engagement. Since emotional engagement is quite similar to what others have called simply engagement, we would expect to find evidence of positive relations between emotional engagement and performance and well-being measures, and negative (or no) associations between these measures and transactional engagement.

When talking about individual performance, many people automatically think of the successful accomplishment of the duties and responsibilities associated with a given job. This aspect of performance, namely, *task performance*, contributes to an organisation's technical core (Borman and Motowidlo 1993) and is therefore crucial for the success of any organisation. However, there are two other important dimensions of performance, namely the enactment of citizenship behaviours and the absence of withdrawal.

Citizenship behaviours contribute to an organisation's success by fostering a social environment that is conducive to the accomplishment of work. Citizenship behaviours are often referred to as extra-role behaviours that go beyond the basic requirements of the job and contribute to organisational functioning (Lee and Allen 2002). They include behaviours such as assisting colleagues with their duties, supporting colleagues when they have problems and providing ideas to improve processes within the organisation.

Withdrawal behaviours, on the other hand, have a negative impact on the functioning of the organisation. Research differentiates between two types of withdrawal behaviours: turnover intentions, which are an indication of an employee's willingness to leave the organisation (Tett and Meyer 1993), and deviant behaviours, which include stealing, damaging the company's property, arriving late at work, taking unauthorised breaks or neglecting to follow line managers' instructions (Robinson and Bennett 1995). Withdrawal behaviours are an important dimension of performance because of the potential high costs arising for organisations. Here we have treated both together as 'deviant behaviours'.

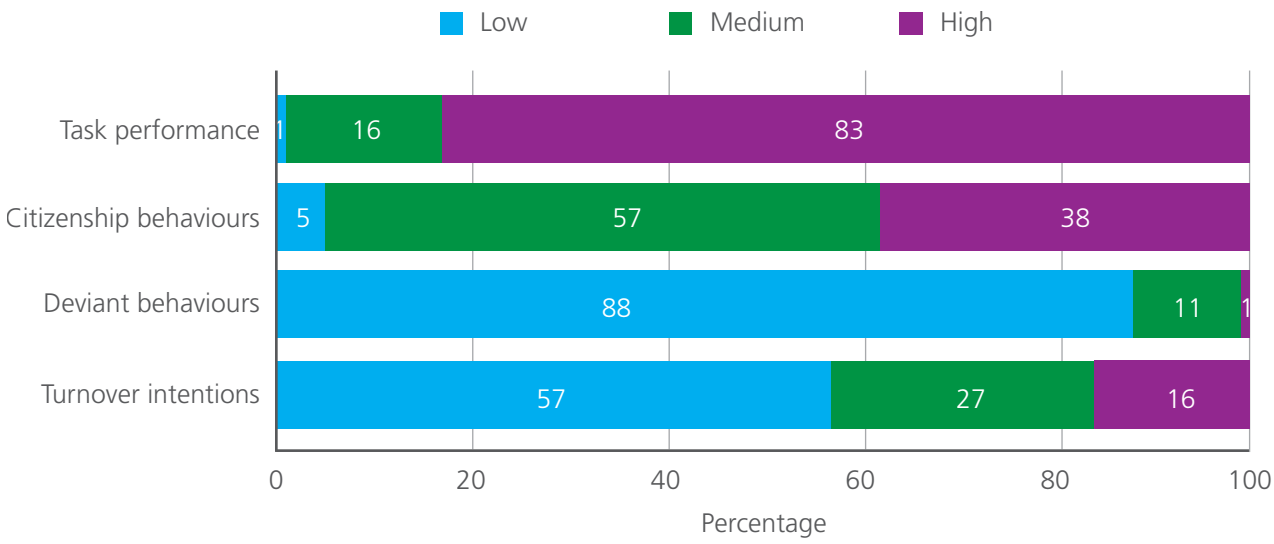
Performance and engagement

In the light of the three components of performance noted above, we asked people to rate their own task performance – the frequency with which they enact both citizenship and withdrawal behaviours. Ideally, people's managers, colleagues or clients would have provided a rating of these performance dimensions. However, this is not feasible in a study of this nature. Although the current data are not objective measures of performance, self-report data provides an indication of how employees understand their own performance in relation to other colleagues. We also asked them about their intention to leave (or remain with) their organisation in the next 12 months.

In the survey, we first asked people the extent to which they fulfil the responsibilities required by their jobs. Eighty-three per cent of people felt that they perform their core activities at an excellent level and another 16% indicated that their task performance is good (Figure 3). Only 1% of respondents reported that their task performance is low.

Next we asked how often people are willing to 'go the extra mile' or enact citizenship behaviours. Thirty-eight per cent of people enact citizenship behaviours at least on a weekly basis. Fifty-seven per cent of participants enact citizenship behaviours about once or twice a month. Only 5% of participants rarely work beyond contract to assist their colleagues or to support the organisation.

Figure 3: Levels of task performance, citizenship, deviant behaviours and turnover intentions



In our interviews, we found many examples of people going beyond what is contractually required of them to help the interests of others. These included people coming to work on days off to show school children around the factory, staying late to finish a report or project, and employees giving up their own time to help colleagues with their training schedules and college studies. In one of our case studies, the emotional engagement of many interviewees was evidenced through their active involvement in the company's corporate social responsibility (CSR) programme, which comprises charity auctions, sponsored walks, school tours and presentations and the carbon footprint. Employee participation in CSR activities was seen to have many positive outcomes for the organisation in terms of improving workforce loyalty and engagement levels, for increasing employee job satisfaction and development, as well as benefiting the environment and society at large:

> *It really does feel good to give back to the outside world…It makes you feel more motivated yourself… It gives you a better work ethic…[and] you're also improving your confidence and developing your skills.* **Production Operator**

> *We've had people coming in for visits and we've let people on the shop floor run those visits…that has given them a real pride in what they do.* **Manufacturing Director**

> *We've had a number of examples where people from a development perspective, [through] presenting to a group of school kids have actually grown and become better leaders and more confident employees…development wise, it gives opportunities.* **Managing Director**

We also asked people to rate the frequency with which they show deviant behaviours at work. Encouragingly, only 1% of people stated that they enact deviant behaviours on a weekly basis. Eleven per cent of people said that they display these behaviours once or twice a month. The majority of respondents, 88%, very rarely carry out acts that are harmful to the organisation. Deviant behaviours, although few and far between, include people going AWOL from work without explanation and staff taking suspect sick days:

It's not lateness; it's what they can get away with. If they can they will go for a wander – they're not performing the way they should be performing. **Production Manager**

They just weren't at the crossing. [The supervisor] went there to show a new starter how it's done and no one was there. They didn't ring to tell anyone they weren't going to be there … they just didn't bother showing up. **Team Supervisor**

Finally, we asked survey participants whether they intend to leave their organisation for an alternative employer. Fifty-seven per cent of people indicated that they intend to stay with their current employer, compared with 16% who said that they are thinking about leaving. Twenty-seven per cent were unsure about whether they want to stay or leave the organisation in the near future. Exploring this issue further in our interviews, our interview data suggests a tentative link between people's emotional engagement with the job and organisation, and turnover intentions:

If everything else was the same as this job but just for another company, not a chance. [I've got] too much security, too much history, too much support here. I've got a bloody good job so I don't want to risk losing it, you know. I'd find it difficult to find another place where I feel as comfortable, and would have such a good network of people and friends within that company I think…I don't want to leave here. **Manager**

I'm very happy here. It'll take a lot for me to go. It would have to be a lot of money. **Engineer**

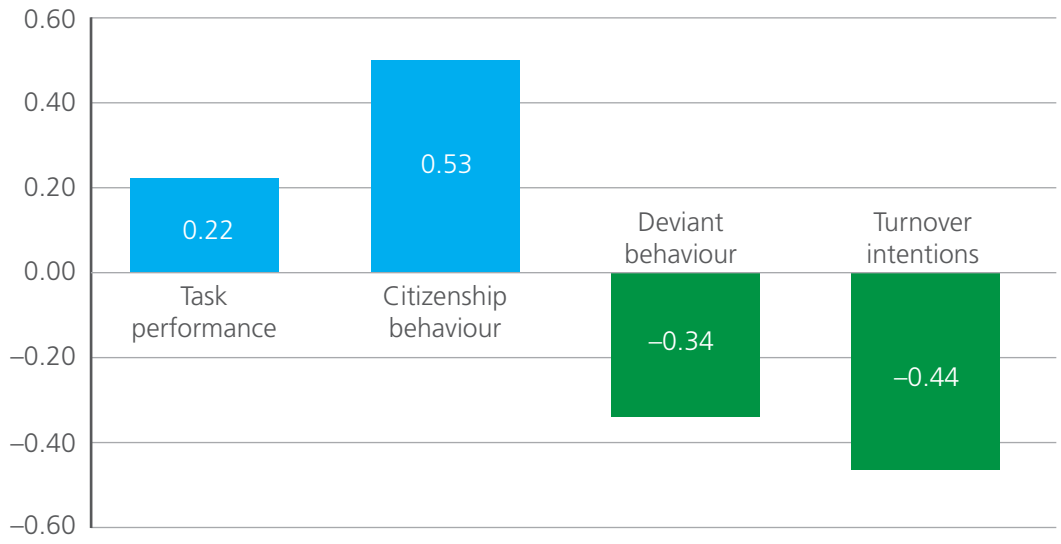
I am prepared to back the rest of my working life with them if they are happy to do the same with me. **Facilities Manager**

Types of engagement and performance

In order to investigate the relationship between the types of engagement and performance, we conducted a series of correlations. In doing so, we show the direction and strength of the relationships between the four dimensions of performance and (1) emotional engagement and (2) transactional engagement.

We first examined how emotional engagement is related to the different performance dimensions.

Figure 4: Emotional engagement and performance



As shown in Figure 4, emotional engagement is positively related to task performance and citizenship behaviours, and negatively related to deviant behaviours and turnover intentions. This is what we would expect to find given the definition of emotional engagement. The strongest association exists between emotional engagement and citizenship behaviours – employees who are emotionally engaged are likely to go the extra mile to help their colleagues and/or to support the organisation and highly unlikely to engage in deviant behaviours or plan to leave the company.

We then explored how transactional engagement is related to performance.

Figure 5: Transactional engagement and performance

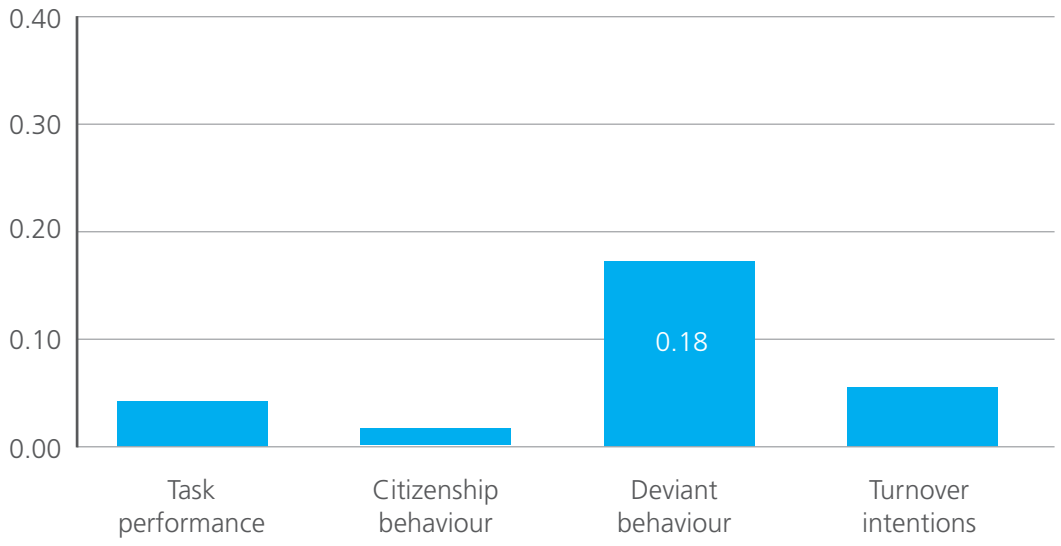


Figure 5 shows that there is only one significant relationship: transactional engagement is positively related to deviant behaviours. This means that people who feel that they have to be engaged due to external pressures are likely to carry out behaviours that are dysfunctional for the organisation. They are also far less likely to report high levels of task performance or citizenship behaviours than emotionally engaged employees.

Aspects of employee well-being

Competitive pressures and the changing nature of work, such as a shift to a 24/7 society, have considerable implications for how people feel at work (Georgellis et al 2012, Georgellis and Lange 2012). As a consequence, employee well-being has become a key focus for many organisations. Research distinguishes different kinds of employee well-being. *Job-related well-being* relates to an individual's ability to continue with normal functions, such as being able to concentrate on usual work activities and not losing sleep over work-related issues (Goldberg 1978). There are two other important elements of well-being: burnout and work–family conflict.

Burnout is a stress phenomenon which describes a mental state of weariness (Maslach and Leiter 2008). Individuals who feel burnt out usually experience depletion of mental resources (that is, emotional exhaustion), they try to put distance between themselves and their jobs (that is, depersonalisation) and view their work performance negatively (that is, lack of professional efficacy).

Work–family conflict is another aspect closely related to employee well-being. Work–family conflict is a manifestation of a role conflict due to incompatible pressures from work and family spheres (Greenhaus and Beutell 1985). Individuals who experience difficulties in aligning work and family commitments usually experience higher levels of stress.

Job-related well-being, burnout and work–family conflict

In light of the above aspects of employee well-being, in our survey we first asked participants the extent to which they experience job-related well-being. Sixty-three per cent of people indicated that they are able to concentrate on work and cope with work-related problems. However, 4% of respondents indicated that they tend to lose sleep over work-related issues and have lost confidence in themselves.

We also asked people how often they experience signs of burnout. A worrying 25% of respondents said that they feel emotionally drained from their work on a weekly basis. This compared with 30% of people who indicated that they are rarely burned out from work. The majority of participants, 45%, experience signs of burnout on a monthly basis. Physical tiredness and burnout are most visible among those performing shift work, especially people that work night shifts. Our interviews showed that people tend to lose concentration and become less energetic towards the end of their shift and when switching from a day to night working pattern:

> *At the minute [I'm sleeping for] about three hours. You lose concentration; you can't focus on something for long periods of time. You can see it affecting you.* **Maintenance Engineer**

> *It's more at night that it gets you most… It's normally about 2 or 3am, you see them all flag and at 5am you see them all pick up. You can see it happen.* **Production Operator**

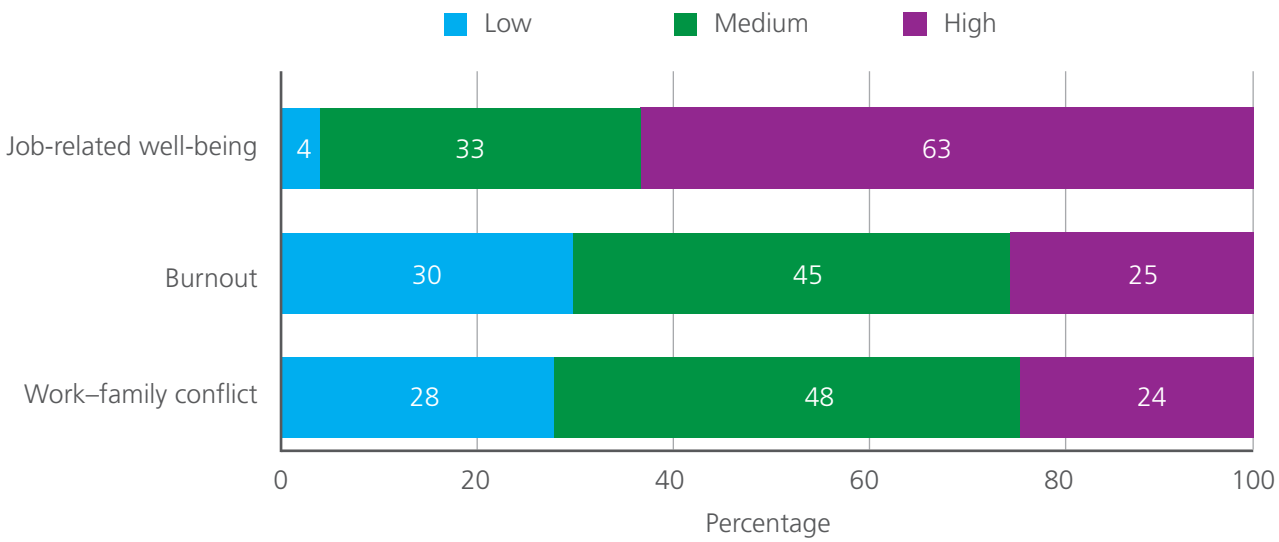
The response pattern is similar when we asked people to what extent they are able to balance their work and family commitments. Twenty-eight per cent of respondents indicated that their work does not interfere with their personal life. However, 48% of participants feel some tension between their work and their personal life. In addition, almost one-quarter of our sample, 24%, reported that their family and/or friends dislike how often they are preoccupied with work when they are at home and noted that their workload prevents them from pursuing personal interests outside of work.

Typically, interviewees working only daytime Monday to Friday are largely content with their work–life balance. Many are able to 'switch off' at the end of the day and some have flexibility in determining their work schedules. So we were not surprised to find evidence in our interviews that work–life balance, or lack thereof, is more of an issue for individuals on shift work. More surprising, perhaps, is that we also found project managers reporting a lack of work–life balance, with many working evenings and weekends depending on what stage their project is at:

> *With shifts, you can't get a home–life balance. My wife works Monday to Friday and I rarely see her… [and] because you're not so awake to do things.* **Production Supervisor**

> *The work–life balance of a project manager is close to non-existent.* **Project Worker**

Figure 6: Levels of job-related well-being, burnout and work–family conflict



Types of engagement and well-being

We conducted a series of correlations to examine more closely the relationship between the types of engagement and well-being. The following figures show the direction and strength of the relationships between the three dimensions of well-being and (1) emotional engagement and (2) transactional engagement.

We first examined how emotional engagement is related to the different well-being dimensions.

Figure 7: Emotional engagement and well-being

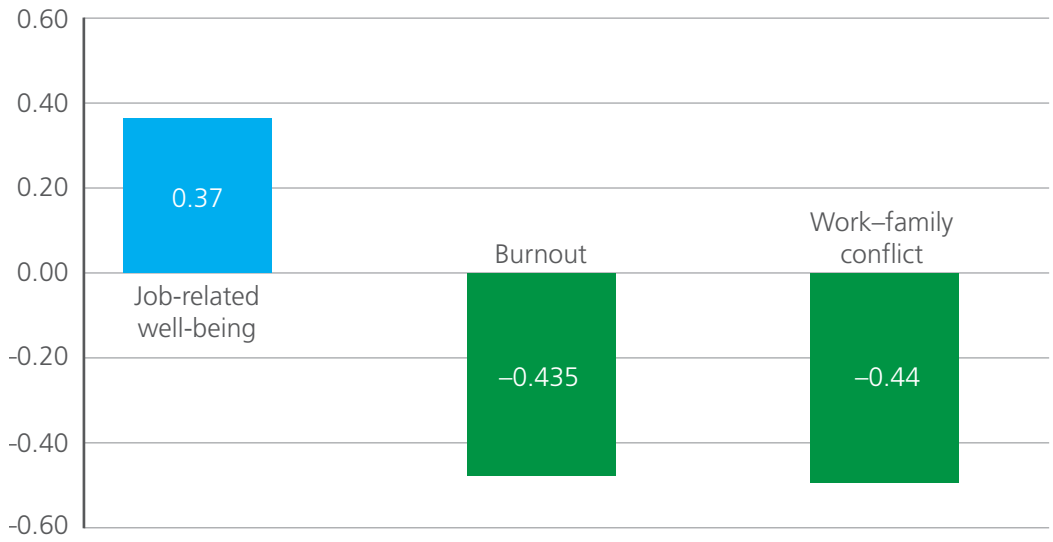
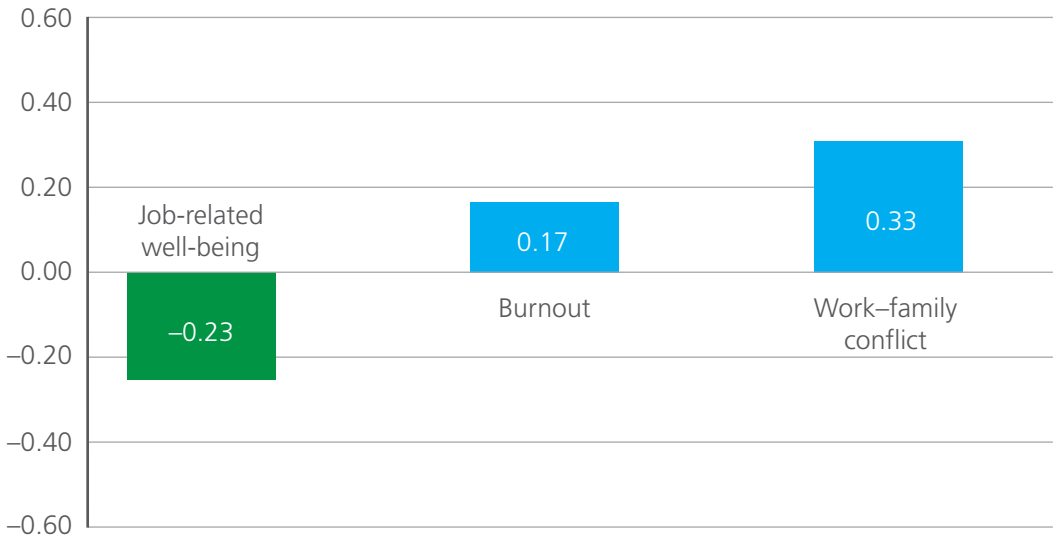


Figure 7 shows that emotional engagement has a strong and positive association with job-related well-being and a similarly strong, but negative, association with burnout and work–family conflict. Taken together these results suggest that emotional engagement has a positive impact on individual health and well-being. Interestingly, as Figure 8 shows, the relationship between transactional engagement and the different aspects of well-being is the reverse. Transactional engagement has a moderate, but negative, association with job-

related well-being. The relationships between transactional engagement and burnout and work–family conflict are positive. An employee with high levels of transactional engagement is therefore likely to experience lower levels of well-being and has a higher likelihood of being burnt out from their work.

As our analysis has revealed, emotional and transactional engagement have very different effects on individual performance and on employee well-being. It is therefore an important priority for managers and organisations alike to find out which factors foster or inhibit emotional and transactional engagement. With this in mind, we next explore the drivers or enablers of emotional and transactional engagement.

Figure 8: Transactional engagement and well-being



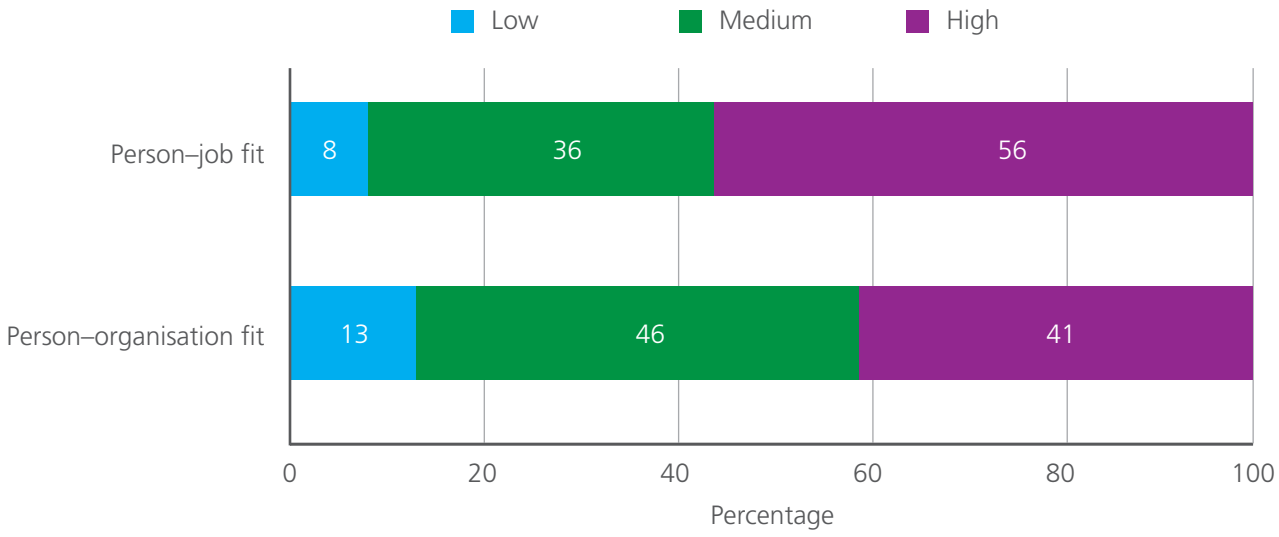
4 Relations between drivers and types of engagement

Previous research on engagement has identified a range of factors that affect engagement. These include matching employees to the job or the organisation; organisational identity; perceived organisational support; leader–manager relations; and work intensification. In this section we describe how these factors varied within our sample. Then we go on to explore how these are related to emotional and transactional engagement.

Person–job and person–organisation fit

Person–job fit describes the extent to which individuals' knowledge, skills and abilities match the requirements of their job. Person–organisation fit, on the other hand, refers to the congruence between a person and their organisation and relates to the extent to which they share similar characteristics or meet each other's needs (Kristof-Brown 1996). We first asked people to indicate whether they feel that their job is a good match for them. Fifty-six per cent of people feel that their skills match the requirements of their job, with 8% indicating that their job is not right for them. Thirty-six per cent of respondents said that their skills somewhat match their job, but do not perceive a perfect fit. Forty-one per cent of participants feel that their personality and values match the personality and values of the organisation, compared with 13% who feel that the organisation does not fulfil their needs. Forty-six per cent of people indicated that their organisation matches their own values to some extent.

Figure 9: Levels of person–job and person–organisation fit



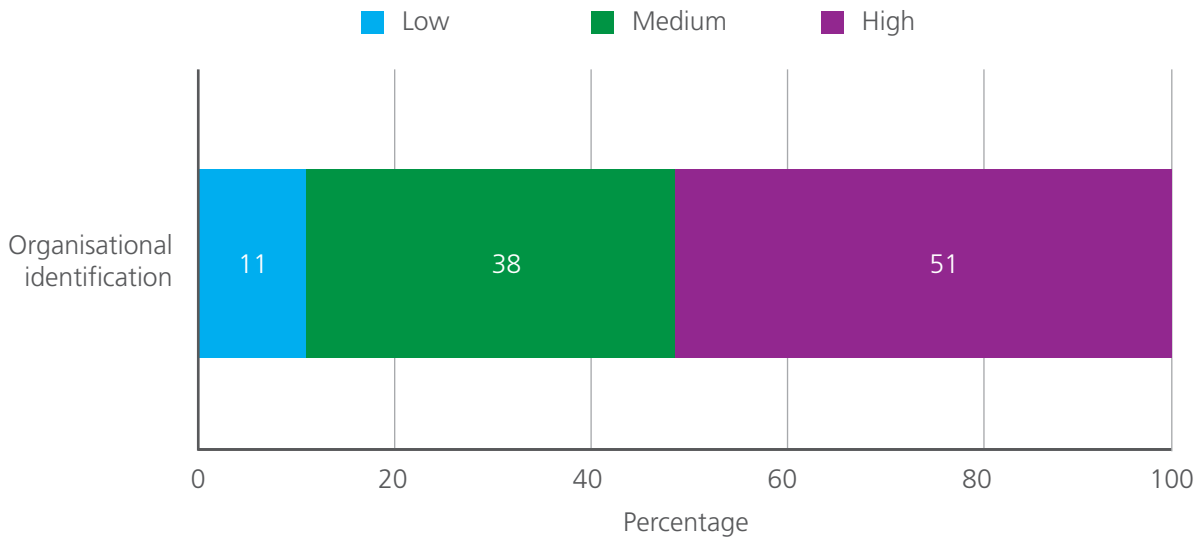
Organisational identification

Organisational identification is an indication of the relationship between an individual and their organisation. It expresses the extent to which individuals identify with their organisation, for example through celebrating an organisation's successes or by feeling embarrassed if someone criticises the organisation. Figure 10 shows that 51% of participants identify strongly with their organisations, compared with 11% who distance themselves from the organisation. Thirty-eight per cent moderately identify with their organisation. For employees to identify strongly with their organisation, there needs to be a strong match between the individual and organisational values and goals. As shown by the comments below:

[Working for a company that is socially responsible] is really important to me because I'm a strong believer in environmental issues… The environment is important to me…I wouldn't work for a company that was polluting the rivers and that. **Information Systems Coordinator**

Would I just move to anybody for the sake of moving, and the answer to that is no … because I understand this company and I understand where we want to go with this company. And for me, I want to be a driving force behind that. **Manager**

Figure 10: Levels of organisational identification



Perceived organisational support

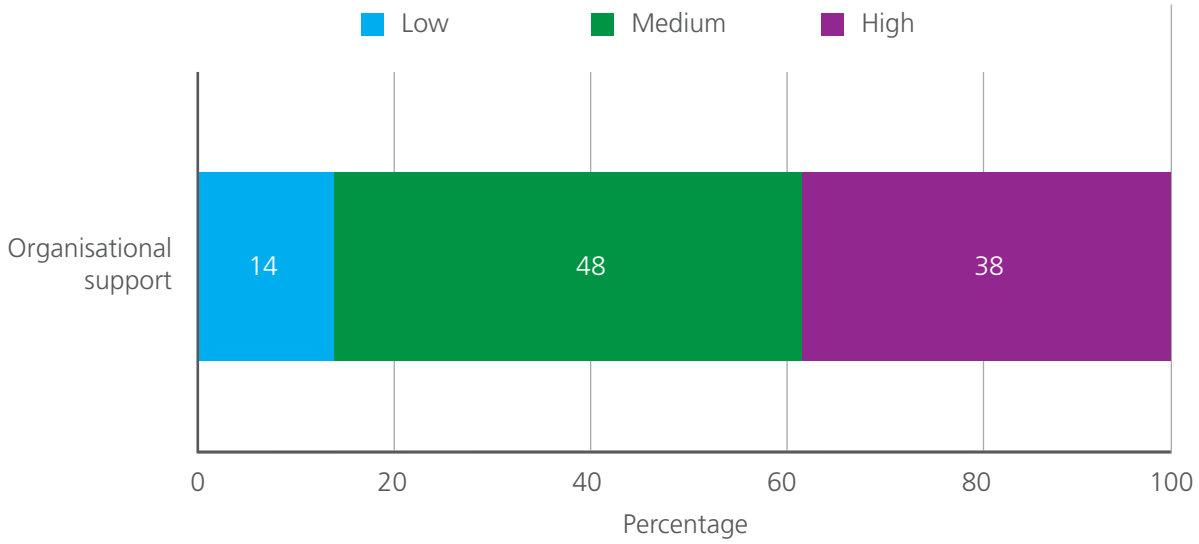
Perceived organisational support represents the relationship an employee has with their organisation (Eisenberger et al 1986). It refers to favourable organisational benefits such as attractive job conditions, empowerment and health and safety provisions, as well as the degree of support available in dealing with difficult and stressful situations (Rhoades and Eisenberger 2002). Thirty-eight per cent of people feel that their organisation cares about their goals and values. In contrast, 14% of participants said that their organisation does not show a lot of concern for them. The majority of respondents, 48%, indicated that their organisation supports them on a moderate level. The kind of feeling these survey responses reflect is illustrated by some of our interviewees' remarks:

I've got all the support and resources from [the organisation]. Obviously there's pressures and it would be nice to have someone to help with this and that but I can't honestly say that there's anything that's hindering me doing my job properly. **Facilities Manager**

[They're] a good company to work for because there is a lot of help, there's a lot of people that will have done the same. So if you did start at a new site doing this job, there's a lot of advice that you can get from other people. So you can get a lot of help and assistance. **Shift Manager**

Training wise they're really very good; they give you everything you need. **Information Systems Co-ordinator**

Figure 11: Levels of perceived organisational support



Quality of line manager relationship

The quality of the relationship an employee has with their line manager has been identified as a key driver of engagement in previous research (Christian et al 2011). High-quality relationships are characterised by mutual trust, respect, liking and reciprocal influence (Liden and Maslyn 1998). Conversely, low-quality relationships are characterised by low levels of trust and obligation, where followers only do what is defined as part of their job description (Graen and Uhl-Bien 1995).

In our survey, we asked our participants to rate the relationship they have with their direct line manager. Fifty-seven per cent of people feel that their working relationship with their line manager is effective and that their line manager understands their problems and needs. Eleven per cent of participants indicated that they do not know where they stand with their line manager and that they do not feel supported. Finally, 32% of respondents feel that the working relationship with their line manager is acceptable. Senior leader and line manager behaviours that are shown to foster employee emotional engagement include being open and accessible, providing clear direction and performance feedback, sharing information and being ready to listen, and offering mentoring and guidance:

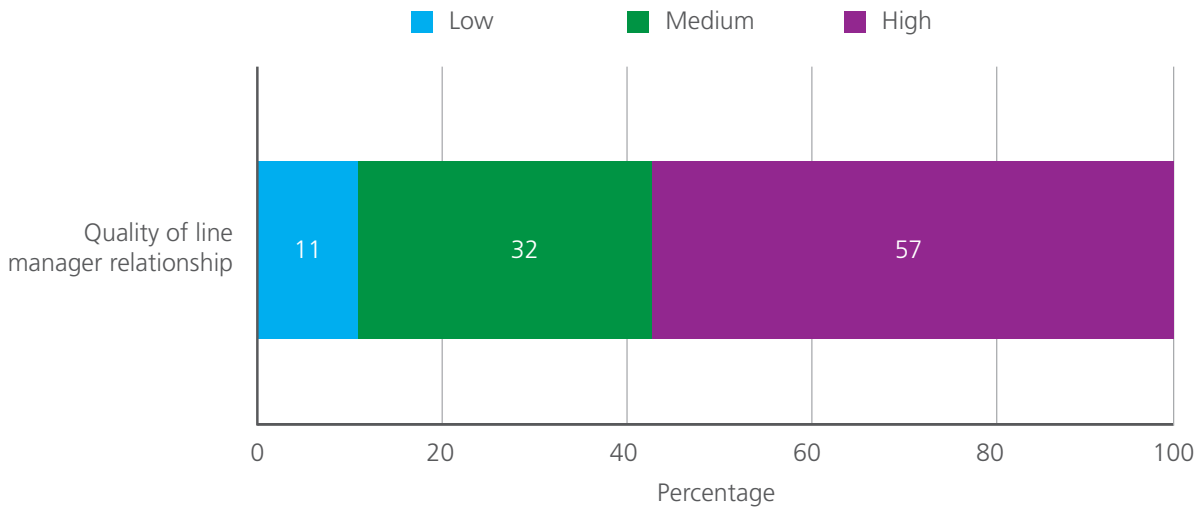
> *I think they're the right mix of being caring and nurturing and attentive to your career development, but they are also – what do they call it – iron fist in a silk glove, or velvet glove – you need that rigidity – you need to know that the people at the top are driving the company forward… To answer your question…, whenever I've had to speak to my director, he has been very willing to come in, sit down with us; speak over the phone.* **Project Worker**

> *I do see a lot of effort being put into trying to get more feedback, trying to implement roadshows… it's nice to see that they're making an effort to try and improve and try to, like I say, engage with us… making a real conscious effort to make us all feel part of it.* **Administrator**

Micro-management from line managers, on the other hand, hinders employee emotional engagement:

> *I felt that to a degree I was micro-managed and wasn't really being seen for what I could offer on the table. I like to be given a challenge and to be thrown into a situation where I have to sort things out myself…having the trust from your peers, particularly people that are higher than you, to actually be able to go out and do it yourself… It gives me more drive to do something…being pestered all the time or micro-managed…takes away a sense of drive and enthusiasm about your role.* **Project Worker**

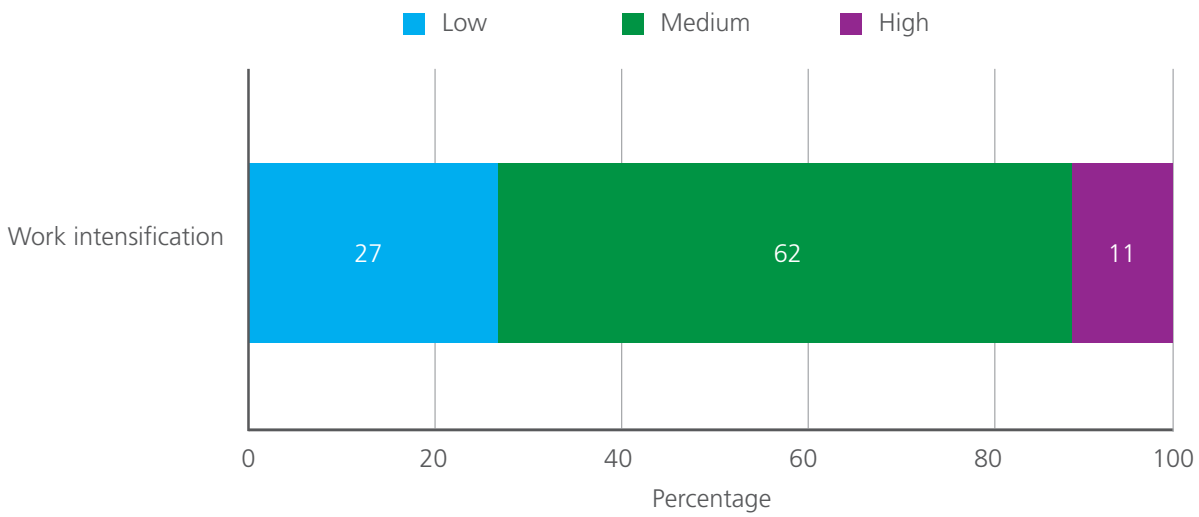
Figure 12: Quality of the line management relationship



Work intensification

Work intensification relates to the 'effort employees put into their jobs during the time that they are working'. We asked our survey participants to what extent they feel that the performance standards for their job are appropriate. Twenty-seven per cent of respondents indicated that they are given enough time to do what is expected of them in their job. Conversely, 11% reported that they do not have enough time to get everything done and that the performance standards are too high. In one of the organisations (project and facilities management), the majority of interviewees noted that the performance requirements of their role vary over time and depend on what stage their project is at. The employees we spoke to are happy to work overtime if needed, regardless of whether they are emotionally or transactionally engaged.

Figure 13: Levels of work intensification



It's about time management and what most people will recognise and appreciate is that…when you're starting up and getting off the ground and you're getting things designed, it does take time and it does call for longer hours. Other times it can just be that things are running how they should be. You've got the project under control and you work a normal day. **Project Manager**

To be honest, I just prefer to get something done or I'm on a roll, then I'll stay later. But generally, if I stay later, I come out of work feeling a lot better for it. I've finished that and I'm looking forward to going in tomorrow, I can do the next section. **Facilities Manager**

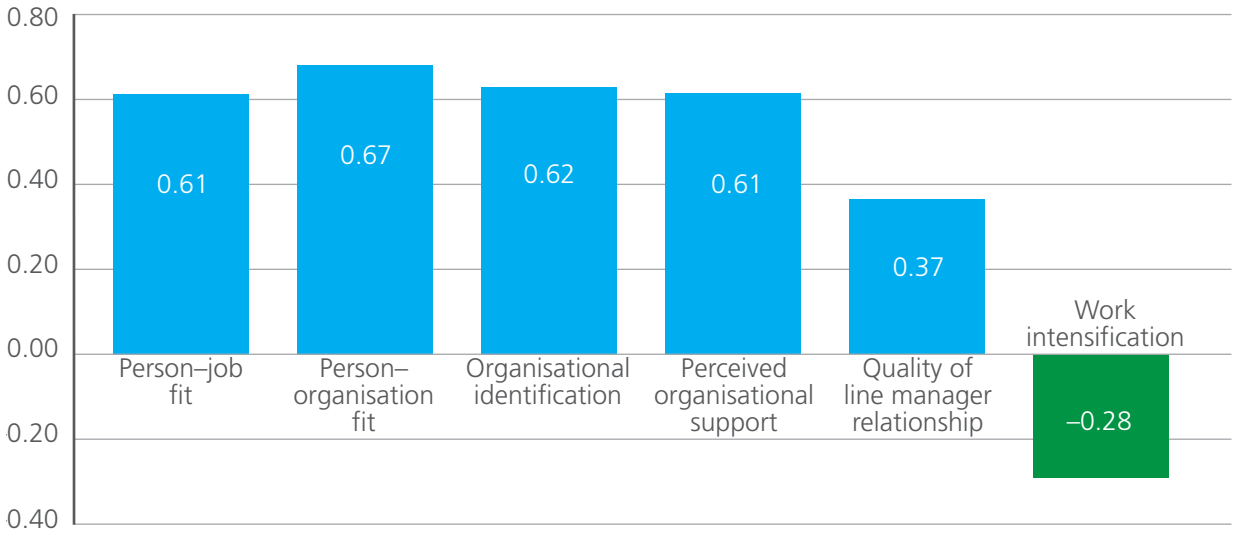
In the other company (manufacturing sector), the work itself and long hours are seen to be physically demanding by those working on shifts on the factory floor:

It's not the coming here itself, it's the hours…what we have to do for the job within our timespan as it were, within the 12 hours. You've got a lot to do, you've got to graft at it…it's not one of these jobs where you can just sit around or stand around. You have to get motivated, as you can see the state of me; get stuck in and get on with the job. **Engineer**

Drivers and types of engagement

We conducted a series of correlations to examine more closely the relationship between the different drivers and emotional engagement.

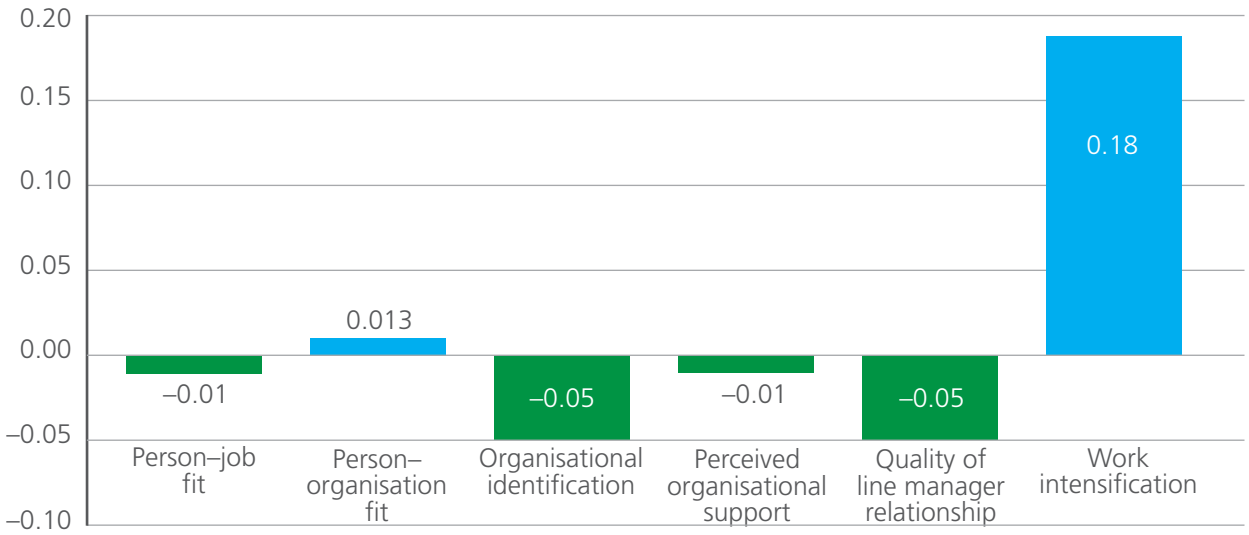
Figure 14: Drivers and emotional engagement



As shown in Figure 14, a supportive environment drives levels of emotional engagement. For example, employees who feel that they fit in their jobs/organisations and feel supported by their organisation and their direct line manager are likely to demonstrate high levels of emotional engagement. On the other hand, employees who experience work intensification are less likely to demonstrate high levels of emotional engagement.

In contrast, a supportive work environment is not related to transactional engagement, either positively or negatively (Figure 15). However, employees who experience intensification of work and increasing pressures on their jobs are likely to display higher levels of transactional engagement.

Figure 15: Drivers and transactional engagement



Exploring the above drivers in more depth, the influence of 'fit' and perceived organisational support on the extent to which employees feel positive and motivated about what they do is also apparent in our interview data. The quote below, for example, demonstrates how good fit with the organisation can mean the difference between someone being transactionally engaged with their job and employer or being emotionally engaged with such loci. In other words, it seems that people can convert from transactional to emotional engagement and vice versa and an enabling working environment plays a visible role in this transition:

> *At the time, I [came here as I] needed a job, in all honesty. In previous places, I haven't enjoyed the job, this job I enjoy. When I started…there were opportunities to progress… I was fast-tracked, worked my way up and now I'm the happiest in my work I've been ever. I'm doing something I want to do, whereas before I was doing something I had to to pay the bills…which is a vast improvement in life.* **Engineer**

Figure 14 also highlights that organisational support in providing job resources (skills variety, opportunities for training and other physical and organisational aspects) is an important predictor of emotional engagement. Our interview data support this finding. In particular, many interviewees commented that having friendly and supportive relationships with colleagues contributes to their feeling positively about their job, team and organisation, that is, to being emotionally engaged:

> *I count myself very lucky working here. I think at the end of the day, it's the people that you work with. And I work with great people. If there was maybe one person I didn't get on with, it would be a massive deal to me. I suppose that would be the only thing that would really make me think twice about working for the company.* **Facilities Manager**

> *It's a nice team, very professional. They know what they're doing. If they get stuck, they'll give each other a hand. I couldn't ask any more from a team, if there are any problems we work them out as a team… We all have a good working relationship.* **Project Worker**

The vital role of line managers in helping to create a supportive culture where people can emotionally connect with others in the organisation, feel respected, valued and communicated with effectively is especially apparent. Within one of our case studies, one employee's emotional engagement with their team and manager is attributable to the arrival and actions of a new management team. In the instance below, the interviewee recalled how previously communication was poor, there was a lack of trust and co-operation within the team, and staff were reluctant to voice their ideas because of past experiences of not being listened to – all of which created an unpleasant working environment to be in.

> *People weren't gelling…were arguing and disagreeing all the time. I wasn't happy here… I didn't want to come to work. They changed the managers and team leaders around and he's [line manager] really changed things. We now have weekly staff surgeries where you can offload on [him]. He acts on things straightaway, there's no favouritism or things like that, he treats everyone the same … he's making sure we get training…he's always giving people praise. Staff are starting to compliment each other now, are more enthusiastic. I can see such a big difference in the short time that he's been here.* **Care Worker**

Conclusions

The existence of parallels to transactional and emotional engagement in other relevant literature (commitment, psychological contract, leadership and citizenship) encouraged us to think that the distinctions were real and potentially important. Our survey shows that people can be classed as having transactional or emotional engagement, and our interview data confirms that there is a clear distinction between people who do the job because it is the job they have, and others who feel and express an emotional bond with their work, their colleagues and the company they work for.

There are also some clear differences between types of engagement and performance. Emotionally engaged people rate their task performance and citizenship behaviours highly, consider they do not engage in deviant behaviours and have low intentions to leave the company. Transactionally engaged employees have low scores on all the performance dimensions except deviant behaviours, which they are more likely to admit to.

We also explored the relations between types of engagement and measures of well-being, burnout and work–family conflict, and again found interesting differences. Emotionally engaged employees score high on job-related well-being and low on burnout and work–family conflict, while the scores for transactionally engaged employees are in the opposite direction.

Finally, we looked at the relationship between known drivers of engagement in general and the different types of engagement. Here we found that person–job and person–organisation fit, organisational identification, perceived organisational support and quality of line management relationship all correlate positively with emotional engagement. Work intensification, on the other hand, correlates negatively with emotional engagement and positively with transactional engagement, suggesting work intensification may be a strong causal factor in promoting a shift from emotional to transactional engagement.

It should not be forgotten that this research only measures relations amongst the variables at one point in time – correlations. With regard to performance, it is generally accepted that these are all outcomes of engagement, so our results imply that emotionally engaged employees tend to perform well. Transactionally engaged employees, on the other hand, are not performing negatively, but less well (on their own estimates) and they also express high levels of intention to leave.

Interpreting the links between engagement drivers and engagement types is also relatively straightforward. The patterns we found fit what we would expect – actions that should increase employees' positive feelings about their work and employer correlate with emotional engagement, while those that might have negative consequences, such as work intensification, correlate with transactional engagement.

When it comes to engagement types, well-being, burnout and work–family conflict, the picture is a little less clear because the causal links could run from, or to, engagement. We cannot tell from this data whether the presence of job-related well-being and lack of burnout and work–family conflict promote emotional engagement (and the opposite leads to transactional engagement), or whether people's experiences of engagement influence their perceptions of job well-being and the extent of burnout and work–family conflict. All we can say here is that they are highly correlated.

Appendix 1

Parallels in the literature with the concepts of emotional and transactional engagement

Organisational commitment

Organisational commitment has a number of dimensions, each having different bases of motivation. Five terms are found in the literature: calculative, continuance, attitudinal, affective and normative organisational commitment (Cooper-Hakim and Viswesvaran 2005). The number can be reduced to three since there are strong similarities between calculative and continuance commitment on the one hand, and attitudinal and affective on the other.

Calculative organisational commitment occurs when an employee decides to remain with the organisation because they decide that the economic and related benefits of staying are greater than those of leaving. Continuance organisational commitment is similar, but includes the perception of how easy it would be to get another job. Attitudinal and affective commitment are similar as attitudinal commitment concerns an employee's 'involvement' with their employing organisation, while affective organisational commitment is concerned with how closely someone relates to their organisation and wants to continue working for it. Normative organisational commitment is a different dimension that stresses that commitment can arise due to norms (Cooper-Hakim and Viswesvaran 2005).

This indicates that where organisational commitment is concerned, two important distinctions can be made. On the one hand, we find that commitment can be motivated by economic and contractual considerations or just because there is no effective choice (calculative, continuance). On the other, organisational commitment can stem from some kind of emotional identification or relationship with the organisation – affective or attitudinal commitment. (If commitment arises from norms, these could lead to either calculative or affective commitment – depending on the norms or organisational culture.)

Psychological contract

Here a distinction has been made between transactional and relational contracts (Shore and Tetrick 1994). In a transactional psychological contract the emphasis is on the economic exchange that is central to the employment relationship. Employees are hired to perform certain tasks in exchange for a defined pay and compensation package. Where these, but no other, obligations are emphasised, there is a transactional psychological contract. Relational psychological contracts, in contrast, focus on the social exchange relations and obligations entered into as a consequence of the employment contract. Relational contracts tend to have high affective commitment (Dabos and Rousseau 2004).

Here again we find a contrast between two kinds of relationship. On the one hand is a minimal kind of contract, focused on the wage–effort bargain for the employee and performance of set tasks to minimal standards for the employer. This is the transactional contract. Relational contracts, on the other hand, go beyond this minimum to include more emotional and social aspects of the work relationship, such as relations with supervisors and co-workers, and perhaps a willingness to 'go the extra mile' on the part of employees.

Leadership

Leadership literature also provides clear parallels to the idea of distinct transactional and emotional forms of engagement in the contrast between transactional and transformational leadership. Transactional leaders, as is well known, focus on the employment 'transaction' in the form of provision of tasks and the means of performing them, together with some 'consideration' towards employees, in exchange for the performance of good work by employees. 'Consideration' implies a relationship between leader/manager and follower/employee, but with transactional leadership, it is limited to satisfying the self-interest of those employees who work well (Bass 1990). Transformational leadership, on the other hand, is practised by leaders who successfully link their employees' interests to those of the wider group by providing a sense of direction – employees are thus motivated to go beyond immediate self-interest and develop wider or deeper links with the organisation (Bass 1990, 1994).

The implications regarding employees' feelings are clear. With transactional leadership, employees will only be motivated to fulfil their contracts of employment – to do what they have been told. With transformational leadership, the emphasis is on enabling and encouraging employees to develop a deeper emotional relationship to their organisation, implying greater and more voluntary performance effort on their part.

Corporate citizenship

A striking parallel between transactional and emotional engagement can also be found in corporate citizenship literature. Lin (2010) says that corporate citizenship, which refers to the relations between an organisation and other stakeholders, has four dimensions. Economic citizenship refers to the firm's obligation to bring economic benefits to various stakeholders, and legal and ethical citizenship refer to corporations fulfilling these obligations towards stakeholders. Discretionary citizenship, on the other hand, refers to a firm doing more than it might be obliged to do economically, legally or ethically (Lin 2010).

Corporate citizenship research is mainly concerned with relations between firms and external stakeholders, but Rego et al (2011) have recently extended it to internal stakeholders, in particular to employees. So we can envisage employees acting economically, legally and ethically on the one hand, and showing 'discretionary citizenship' on the other. The first three of Lin's dimensions all relate to a firm, or employee, doing what is expected (economically, legally and ethically), while discretionary citizenship indicates a willingness to go beyond what is expected. In other words, we could call the first three dimensions 'transactional citizenship' and see a clear analogy between discretionary citizenship and emotional engagement as both involve doing more than is typically expected.

Thus again we find a parallel with transactional engagement (economically dominant or obligatory relations) and emotional engagement (discretionary or 'going beyond what was expected' relations).

Appendix 2
Methodology

The Kingston Employee Engagement Consortium was formed at Kingston Business School in 2007, with support from the CIPD. Ten companies joined together in the consortium in its initial phase. Initial interim results from this phase of work were published in 2009 (Gatenby et al 2009) with the final report in 2010 (Alfes et al 2010). A second phase of work began in 2010 and ended in spring 2012. This focused on exploring the manifestations of engagement, on refining a measurement of engagement and on measuring changes in engagement during this phase of the project within each participating company. An interim report was published in 2011; this is the final report.

During the second phase the consortium comprised seven companies ranging from multinational manufacturing and project management companies to large public sector organisations. All the research was based in their UK operations. The identity of the participating organisations is confidential, but they are well-known names operating in a wide range of sectors, including construction, project management, facilities management, public services provision, plastics manufacturing, waste management, retailing, local government, and energy supply and distribution. They have all had employee engagement programmes and projects running for between two and eight years, and all consider themselves to be leaders in promoting employee engagement.

We are very grateful to the companies, and their employees, for allowing us to collect this data, which we are sure will prove of value in informing future practice in employee engagement.

Survey questionnaire

The survey data for this report is drawn primarily from two of the companies, operating in the manufacturing and service industry.

For each organisation, a paper version of the questionnaire, created by the Kingston Business School team, was distributed among staff in each organisation by a local contact. Employees were encouraged to participate in the survey within two weeks. The items from the questionnaire were all taken from published academic articles. This allowed us to be more confident in the validity of our measures.

Interviews

Interviews conducted in the manufacturing and project and facilities management and local government sectors have been used to amplify the survey data. A total of 40 interviews have been conducted with a wide range of employees in these sectors.

Interview studies of employee engagement are rare. We drew on previous work by the Kingston team and the work of Kahn (1990) to devise questions that tapped people's experiences of work, focusing on relations with line managers and colleagues, autonomy and control at work, and feelings about the work. Data was collected by in-depth face-to-face semi-structured interviewing, which allowed us to probe and clarify answers. Interviews lasted between 30 and 60 minutes and with the consent of our participants were recorded and transcribed verbatim.

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sustainable organisation performance

Future-fit organisations is one of the three themes in our Sustainable Organisation Performance research programme. The other two themes are stewardship, leadership and governance and building HR capability. Within each of these themes we will research a range of topics and draw on a variety of perspectives to enable us to provide insight-led thought leadership that can be used to drive organisation performance for the long term.

stewardship, leadership and governance

future-fit organisations

building HR capability

Chartered Institute of Personnel and Development
151 The Broadway London SW19 1JQ
Tel: 020 8612 6200 Fax: 020 8612 6201
Email: cipd@cipd.co.uk Website: cipd.co.uk

Incorporated by Royal Charter Registered charity no.1079797

Issued: May 2012 Reference: 5836 © Chartered Institute of Personnel and Development 2012