

CRANFIELD UNIVERSITY

MOHAMED MOHAMED ESELENI

Developing a Framework to Improve Employee Engagement
Leveraging by Organisational Culture in Banks For Developing
Countries : A case Study From Libya (Tripoli banks).

School of Aerospace Transport and Manufacturing

PhD

Academic : 2014 - 2017

Supervisors: Patrick, Mclaughlin and Ahmed, Al Ashaab

August 2017

CRANFIELD UNIVERSITY

MOHAMED MOHAMED ESELENI

Developing a Framework to Improve Employee Engagement
Leveraging by Organisational Culture in Banks For Developing
Countries : A case Study From Libya(Tripoli banks).

School of Aerospace Transport and Manufacturing

PhD

Academic : 2014 - 2017

Supervisors: Patrick, Mclaughlin and Ahmed, Al Ashaab

August 2017

This thesis is submitted in partial fulfilment of the requirements for
the degree of PhD

© Cranfield University 2017. All rights reserved. No part of this
publication may be reproduced without the written permission of the
copyright owner.

ABSTRACT

Many previous studies have identified factors that enable and inhibit engagement. However, (Abukhzam and Lee, 2010; Twati and Gammack 2009; Mohamed, 2013) To date, there has not been any detailed research which focuses on staff engagement despite the fact that the 'people factor' is of central importance in organizational change leveraging by organizational culture. Thus far, the research that has been carried out on the Libyan banking sector focus has been limited to e-banking ,service quality and customer satisfaction (Elmayar, 2011; El-Shukri, 2007; Khafafa and Shafii, 2013).

This research contributes to filling this gap by developing a validated framework for improving employee engagement in Libyan banking organisations, and identifying specific interventions to improve engagement.

A pilot study preceded two fieldwork phases, all of which took place in Tripoli. The pilot study involved interviewing employees and managers from four Libyan banks to identify factors potentially relevant to organisational engagement. In the main study (phase I), a further 20 individuals, representing employees, managers and senior management, were interviewed from the same four banks, to identify enabler/inhibitors of employee engagement in Libyan banking organisations.

In phase II, a focus group of seven bank staff were asked to categorise and rank enablers/inhibitors of employee engagement, discussing their answers. The results of this categorisation task formed the basis of the employee engagement framework developed by this research. Interventions to improve engagement were identified by reviewing relevant literature and case studies, and analysing interview and focus group data. Ten factors from the pilot study were identified as having an effect on employee engagement within Tripoli banks sector and from The main study interviewed a further 20 employees from the same banks in Tripoli. Further factors were identified, some of which overlapped with the findings of the pilot study

The final framework consisting of 12 themes and 42 interventions was validated by a team of experts and can be used to improve engagement by targeting key organisational areas. This framework, the first of its kind in the Libyan context, provides a much-needed guide for organisations and managers working within

the banking sector there. It may also be applicable to other organisational sectors, in Islamic cultures, regions and organisations.

Keywords: employee engagement; organisational culture; Libyan banking sector; constant comparison method; grounded theory.

ACKNOWLEDGMENTS

قُلْ إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ

{Say, Indeed, my prayer, my rites of sacrifice, my living and my dying are for Allah, Lord of the worlds.} and prayers and blessing upon his prophet Mohammad, the seal of all prophets.

I firstly want to thank my supervisors, Dr Patrick Mclaughlin and Dr Ahmed Al Ashaab who have been invaluable in their guidance throughout my dissertation. Aiding in the academic content of my essay, Patrick and Ahmed have helped to keep my research on track and focused at doctoral level, and have provided me with advice when necessary. Dr. Patrick not only offered guidance and support, but gave me practical advice to help me through my doctorate. I would not have been able to complete my project without his constant direction and I am extremely grateful for this, thank you.

My sincerest appreciation also goes to my Mum and Dad, who sadly passed away 27 years ago when I was 7. I wish they could have been here to see their son fulfil his dream of becoming a Dr., and to provide support and comfort during my most stressful moments. Being able to call them upon finishing my viva would have been a special moment I could have shared with them and despite inspiring me to further myself every day, I know they are proud of the achievements I have made.

To my brothers and sisters, you have always supported me and have given me so much guidance throughout the years. I couldn't thank you more for helping me get this tough time and for supporting me like Mum and Dad would have, I'm eternally grateful for your continued love.

To my subject adviser Dr Hamad Rashed who was my examiner during this journey his wide knowledge, constructive comments and logical way of thinking have been of great value. Without his understanding, patience, and continuous support this piece of work would never have been completed

Also, to my friends, Mansour Ahwidy ,Taihiret Alhashan your support was invaluable and I am indebted to you always being there when needed. Your advice throughout helped me substantially and provided guidance when I felt like giving up, so thank you.

To my friend Musbah Maarfi and his family, you not only supported me on this journey, you gave me the motivation to continue during those times I struggled the most. Thank you for being there and for being patient, it meant a lot.

To my bank manager and staff members who helped me during the data collection process, this project would not have been possible without you and I couldn't thank you more for your perseverance and willingness to help.

Lastly, heartfelt appreciation goes to my colleagues for their support and creative guidance throughout this project. You enabled me to overcome the many obstacles I faced and provided academic support when needed. Thank you for your motivation and patience.

List of Publications

- Journal Papers

1. Eseleni,M,M., McLaughlin,P.,Al-Ashaab, A., Rashid,H 2017” Factors influencing employee engagement in Libyan banking sector)”, *Journal Of Humanities And Social Science* .

2. Eseleni,M,M., McLaughlin,P.,Al-Ashaab, A., Rashid,H”2016 Impact of Organisational Culture And Leadership On Employee Engagement In Libyan Banking Sector”, *Journal Of Humanities And Social Science* Volume 21, Issue 12.

- Conference Papers

1. Eseleni,M,M., McLaughlin,P.,Al-Ashaab, A., Rashid,H 2015” Impact of Organisational Culture And Leadership On Employee Engagement In Libyan Banking Sector”, University of Riverside

2. Eseleni,M,M., McLaughlin,P.,Al-Ashaab, A., Rashid,H 2016” Factors influencing employee engagement in Libyan banking sector)British academic managementNewcastleuniversity.

LIST OF FIGURES

Figure 3.1	Schein's Levels of Culture	26
Figure 3.2	Denison organisational culture model	29
Figure 3.3	Dimensions of sociability and solidarity in organisational culture	33
Figure 3.4	Organizational effectiveness framework Haid and Sims (20096)	46
Figure 4.1	Theoretical sampling process	79
Figure 4.2	Overview of the research process	88
Figure 5.1	Interview protocol	93
Figure 6.1	Interview protocol	121
Figure 6.2	Clustering items to produce a keyword	132
Figure 6.3	The issues temperature scale	135
Figure 7.1	Framework of interventions to improve employee engagement	199
Figure 8.1	The final framework	218

LIST OF TABLES

Table 1.1	List of public and private banks in Libya	7
Table 3.1	explain the limitations and advantages of Hofstede`s models.	16
Table 3.2	Contrast between organisational culture and organisational climate	36
Table 3.3	the a difference between private sector and public sector	49
Table 3.4	National and organisational culture characteristics that enable and inhibit employee engagement	58
Table 4.1	Differences between quantitative and qualitative research methods	65
Table 5.1	Comparisons made	94
Table 5.2	Interviews conducted	94
Table 5.3	Factors affecting employee engagement: bank A interviewees	101
Table 5.4	Factors affecting employee engagement: bank B interviewees	102
Table 5.5	Factors affecting employee engagement: bank C interviewees	104
Table 5.6	Factors affecting employee engagement according to employees	106
Table 5.7	Factors affecting employee engagement according to managers	107
Table 5.8	Literature on enablers/inhibitors of employee engagement	118
Table 6.1	Interviews conducted	122
Table 6.2	Length of interview	123
Table 6.3	Possible comparisons	128
Table 6.4	Aggregated ranking for clusters : employees (four banks)	136
Table 6.5	Interbank ranking for clusters: employees (four banks)	140
Table6.6	Aggregated ranking for clusters: middle management (four banks)	141
Table 6.7	Interbank ranking for clusters: middle management (four banks)	144
Table 6.8	Aggregated ranking for clusters: senior management (four banks)	145
Table 6.9	Interbank ranking for clusters: senior management (four banks)	147
Table 6.10	Intrabank ranking for employee, middle managers and senior management clusters for bank A	149
Table 6.11	Intrabank ranking for employee, middle managers and senior management clusters for bank B	150
Table 6.12	Intrabank ranking for employee, middle managers and senior management clusters for bank C	152
Table 6.13	Intrabank ranking for employee, middle managers and senior management clusters for bank D	153
Table 6.14	Bank employees ranking of clusters for pilot versus main study	155
Table 6.15	Factors affecting employee engagement: employees pilot vs main study	159
Table 6.16	Factors affecting employee engagement: middle management pilot vs main study	160
Table 7.1	Profile of focus group participants	170
Table 7.2	List of enablers and inhibitors	172
Table 7.3	Groups and titles added later	176
Table 7.4	Group ranking of enabler/inhibitor categories	177
Table 7.5	Search terms and key words included in case study search	184
Table 8.1	Profiles of the validation experts	204
Table 8.2	Areas of development and interventions in framework	204
Table 8.3	Validation expert responses to questionnaire	206
Table 8.4	Ranking: “Team level meetings and within-team communication” interventions	210
Table 8.5	Ranking: “Individual Management Meetings & Career Development” interventions	211
Table8.6	Ranking: “Shared Organisational Goals and Employee Motivation” interventions	212
Table 8.7	Ranking: “Recruitment of Employees” interventions	212
Table 8.8	Ranking : “External Controls” interventions	213
Table8.9	Ranking: “Internal Policy & Procedures” interventions	213

Table 8.10	Ranking: “Physical Needs & Infrastructure” interventions	214
Table 8.11	Ranking : Seven areas of development	214
Table 11.1	Review of research questions	236

TABLE OF CONTENTS

Abstract.....	i
Acknowledgments.....	iii
List of Publications	v
List of Figures	vi
List of Tables	vii
1 Chapter One: Introduction	1
1.1 Introduction	1
1.2 Literature Gap	2
A review of the.....	2
1.3 Research Aim and Objectives.....	2
1.4 Research questions	3
1.5 Overview of the thesis	3
2 Chapter Two: Libya background	5
2.1 Libya: The Country	5
2.2 The Banking Sector in Libya	7
3 Chapter Three: Literature Review	9
3.1 Introduction	9
3.2 Culture Overview	9
3.3 National culture	9
3.3.1 Hofstede Model	11
3.3.2 Fons-Trompenaars model	14
3.4 The GLOBE project	18
3.4.1 Libyan Culture	19
3.5 Organisational Culture	19
3.5.1 Definition.....	19
3.5.2 Types of culture.....	23
3.5.3 Cultural Web	25
3.5.4 Levels of Culture.....	25
3.5.5 Denison organisational culture model.....	27
3.5.6 Goffee and Jones.....	32
3.5.7 Harrison and Stokes	33

3.5.8	Organisational Climate and Culture	34
3.5.9	The Benefits of Strong Organisational Culture	37
3.5.10	Definitions	39
3.5.11	Introduction	40
3.5.12	The importance of employee engagement.....	42
3.5.13	Negative responses to employee engagement	44
3.5.14	Factors which are key drivers for engagement.....	45
3.5.15	Measuring employee engagement	47
3.5.16	Engagement and motivation.....	51
3.5.17	Engagement and leadership	52
3.5.18	Engagement and communication	53
3.6	Chapter summary.....	56
4	Chapter Four: Research methodology.....	60
4.1	Introduction	60
4.2	Philosophical paradigms	60
4.3	The Positivist Paradigm.....	61
4.4	Interpretivism	62
4.4.1	Rationale for adopting an interpretivist paradigm for this research.....	63
4.5	Research methods	64
4.5.1	Quantitative versus qualitative	64
4.5.2	Case study	66
4.6	Grounded theory.....	66
4.6.1	The rationale for adopting grounded theory for this research.....	68
4.7	Data collection methods.....	71
4.7.1	Interview	72
4.7.2	Observation.....	75
4.7.3	Documentation	75
4.8	Data analysis techniques.....	76
4.8.1	The constant comparison method.....	76
4.8.2	Coding	77

4.8.3	limitations of the Constant Comparison Method (CCM)	80
4.8.4	Boeije's (2002) 'Purposeful Approach to CCM'	81
4.9	Overview of the research process	82
4.9.1	Data collection	83
4.9.2	Data analysis	85
4.10	Ethical issues	89
4.11	Chapter Ssummary	91
5	Chapter Five: Pilot study	92
5.1	Introduction	92
5.2	The purpose of the pilot study.....	92
5.3	Data collection	92
5.3.1	Interviews.....	92
5.3.2	Direct observation.....	96
5.4	Data analysis	96
5.4.1	Coding by fragmenting.....	96
5.4.2	Coding by connecting.....	99
5.5	Mapping concepts.....	108
5.5.1	Safety/security	108
5.5.2	Teamwork	108
5.5.3	Cooperation	109
5.5.4	Technology.....	109
5.5.5	Training	110
5.5.6	Experience.....	110
5.5.7	Leadership.....	111
5.5.8	Trust	112
5.5.9	Nepotism (wasta).....	112
5.5.10	Corruption.....	113
5.6	Direct Observation	114
5.7	Pilot study findings in relation to literature on enablers/ inhibitors of employee engagement	114
5.8	Chapter summary.....	119

6	Chapter six : Main study.....	120
6.1	Introduction	120
6.2	Data collection	120
6.2.1	Interviews.....	120
6.3	Comparisons	126
6.4	Coding by fragmenting.....	128
6.4.1	Identifying clusters.....	130
6.5	Coding by connecting: Front-of-house employees.....	135
6.5.1	Aggregate ranking	135
6.5.2	Interbank ranking.....	139
6.6	Coding by connecting: Middle management.....	140
6.6.1	Aggregate ranking	140
6.6.2	Interbank ranking.....	143
6.7	Coding by connecting: Senior management	144
6.7.1	Aggregate ranking	144
6.7.2	Interbank ranking.....	147
6.8	Coding by Connecting: Intrabank ranking.....	148
6.8.1	Bank A	149
6.8.2	Bank B	150
6.8.3	Bank C.....	151
6.8.4	Bank D	153
6.8.5	Factors affecting employee engagement according to employees.....	156
6.8.6	Factors affecting employee engagement according to middle managers	157
6.9	Main study findings in relation to literature	161
6.9.1	Relationships with colleagues.....	161
6.9.2	Technology.....	161
6.9.3	Change	163
6.9.4	Security and safety in the workplace environment	165
6.10	Chapter ssummary	168
7	Chapter Seven : Framework	169
7.1	Introduction	169

7.2	Focus group.....	169
7.2.1	Participants	169
7.2.2	Procedure.....	170
7.2.3	Results.....	173
7.3	Interventions: Developing a Taxonomy of Interventions	178
7.3.1	Interventions: Literature Review	179
7.3.2	Interventions: Focus Groups	180
7.3.3	Interventions: Identifying Cases.....	183
7.3.4	Case Studies: Identifying Interventions	188
7.4	Developing the Interventions	189
7.4.1	Intervention Type 1: Team-level meetings and within-team communication .	190
7.4.2	Intervention Type 2: Individual management meetings and career development..	191
7.4.3	Intervention Type 3: Shared organisational goals and employee motivation..	193
7.4.4	Intervention Type 4: Recruitment of employees	194
7.4.5	Intervention Type 5: External controls	195
7.4.6	Intervention Type 6: Internal policy and procedures	196
7.4.7	Intervention Type 7: Physical needs and infrastructure	197
7.5	Framework to improve employee engagement	198
7.6	Chapter summary.....	201
8	Chapter Eight: Validation	202
8.1	Introduction	202
8.2	Objectives of Validation	202
8.3	Validation process.....	203
8.3.1	Validation questionnaire.....	203
8.3.2	Validation Interview.....	204
8.4	Results of validation.....	205
8.4.1	Questionnaire results.....	205
8.4.2	Interview results	210
8.4.3	Ranking of intervention types.....	214
8.4.4	Suggestions for enhancement	215

8.5	Final framework	216
8.6	Chapter summary.....	217
9	Chapter Nine: Discussion	219
9.1	Context for the interventions	219
9.2	Developing the interventions	219
9.3	Implementing the interventions	221
10	Chapter Ten: Reflections on the Study.....	203
10.1	Limitations of the study	225
10.2	The Position of the Researcher	226
10.3	Need for Further research	225
10.4	Personal reflections on the research	227
11	Chapter Eleven: Conclusion.....	225
11.1	Introduction	229
11.2	Overview of the research process	229
11.3	Summary of key findings.....	231
11.4	Review of the research questions.....	229
11.5	Contributions of this research	237
11.5.1	Practical Contributions.....	237
11.5.2	Academic Contributions.....	237
	References	225

List of Appendices.

Appendices A: Employees: Coding by Fragmentation	255
Appendices B: Management: Coding by Fragmentation	259
Appendices C: Employees: Coding by Clustering.....	261
Appendices D: Questionnaire: Validation of the Framework	265
Appendices E: Interview: Validation of the Employee Engagement Framework	271
Appendices F: Translation of the Questionnaires.....	278

Chapter One: Introduction

1.1 Introduction

Employee engagement can be defined by Macey and Schneider (2008) that employee engagement is a combination of elements: A desirable condition, has an organisational purpose, and connotes involvement, commitment, passion, enthusiasm, focused effort, and energy (2008:4). Blimes and Gould (2009) refer to engagement in terms of 'the people factor' in order to emphasise the importance of the central role that human resources play in any organization.

The topic of employee engagement is an increasingly written about area in relation to both private business and public sector organizations and as (Albrecht 2010) notes, this idea "has captured the hearts and minds of many researchers and practitioners across the globe" (Albrecht,2010). Further, research has shown that employee engagement promote positive benefits and is positively associated with important outcomes such as organizational commitment, employee well-being, and individual, group, reaching broader organizational performance (Albrecht, 2015)

Despite numerous attempts to provide a clear understanding of engagement, the concept still lacks definition and has not been explored in an Arab Islamic context like Libya although it is generally acknowledged that national culture impacts on organisational culture. This research contributes to filling this gap in knowledge by developing a validated framework for improving employee engagement in Libyan banking organisations, and identifying specific interventions to improve engagement.

The banking sector in Libya is not as advanced as that in many other North African countries due to a range of complex historical and political factors . It now faces a period of rapid organizational change at a time when as a country it also faces tremendous challenges in the economic social and technological sphere (El-Katiri, 2012).

1.2 Literature Gap

A review of the existing literature on employee engagement revealed that these topics were of major interest to both academics and practitioners and that there was a considerable body of research aimed at defining this concept and identifying the enablers and inhibitors of employee engagement. However, relatively little has been written about this topic in Arab Islamic countries in general and, at the time of writing, nothing of note in the Libyan banking context, indicating a gap in knowledge in this area. The current context in the Libyan banking sector means that it faces unique challenges. The most obvious of these are in relation to security, political stability, economic stability and regional cultural expectations and norms. All of these factors are likely to affect employee engagement. This means that it is essential to have a specific understanding within this context and to conduct research within the populations that are directly affected and aware of these factors.

1.3 Research Aim and Objectives

The key aim of this research is to develop a validated framework to improve employee engagement by leveraging organisation culture in Libyan(Tripoli banks).

More specifically, this study has the following six objectives:

- 1.To explore the influence of organisational culture on employee engagement in developing countries.
- 2.To investigate national and organisational culture characteristics that enable and inhibit employee engagement in Libyan(Tripoli banks).
- 3.To compare and contrast data and results obtained from Main study and subject literature, in order to identify key organisational culture factors that facilitate employee engagement in Libyan(Tripoli banks).
- 4.To develop a framework to improve employee engagement in Libyan(Tripoli banks).
- 5.To validate the framework in Libyan(Tripoli banks)in order to ensure that this has both practical and research value.

1.4 Research questions

In order to fulfil the aim and objectives of this research, this study will address the following research questions:

1. Does organisational culture affect employee engagement?
2. Which characteristics of national and organisational culture enable and inhibit employee engagement in Libyan banks?
3. How can employee engagement be improved to leverage organisational culture enablers as a change-mechanism?

1.5 Overview of the thesis

Chapter One introduces the research issue, presents the aim and objectives of this study and the research questions to be addressed. It also briefly outlines the national context and setting for the studies undertaken in this thesis.

Chapter Two presents the Libya background and Libyan banks sector .

Chapter Three presents the literature review which focuses on the basic concepts underpinning this thesis, organisational culture, national culture and employee engagement. It outlines a range of influential theoretical frameworks concerning culture in organisational and national contexts before discussing Schein's (1984) three-level model. This was chosen as the most appropriate conceptual model for understanding the connections between external artefacts and underlying beliefs and attitudes that underpin and influence employee behaviour within an organisation. The literature review also considers existing literature on employee engagement, exploring the various definitions of this concept and assessing work that has been done on identifying enablers and inhibitors of employee engagement in both the private and public sector.

Chapter Four outlines the research methodology, approach, and design used to achieve the aims and objectives of this study and to respond to the research questions to be addressed. After discussing the rationale for the philosophical approach that underpins the research, it offers a detailed discussion of grounded theory which was chosen as the most suitable approach for this thesis. It also describes Boeije's (2002) version of the Constant Comparison Method which was used to analyse the qualitative data gathered from interviews. The processes of sampling, data collection and analysis are also discussed.

Chapter Five presents the results of the pilot study designed to gather opinions from a sample of Libyan bank employees and managers concerning factors that enable or inhibit engagement in the workplace. In the case of grounded theory, the pilot study forms an integral part of the research project as a whole since it helps to provide an initial mapping of key concepts which are identified by the constant comparison method (Boeije 2002). These findings are then discussed in reference to relevant literature from this field.

Chapter Six provides the results of analysis of the two phases of fieldwork which together form the main study, which was also conducted in Tripoli. This involved Interviews and focus group activities designed to gather opinions from a sample of Libyan bank employees together with middle and senior managers concerning factors that enable or inhibit engagement in the workplace.

Chapter Seven presents the framework designed to provide Libyan banking managers with a clear and simple set of interventions that can be applied in order to enhance employee engagement in the state-controlled banking sector in post-2011 Libya. The framework draws on analysis of outcomes from the pilot and main studies, a further review of relevant literature and case studies to identify different types of interventions that have been used by businesses and organisations to increase employee engagement.

Chapter Eight describes the two-part validation process that this framework was subjected to. This involved, firstly, analysis of responses to a validation questionnaire administered to three Libyan banking industry experts. Then, the same panel of three experts took part in a group interview providing comments on a ranking task. A final revised version of the framework was then developed on the basis of the questionnaire responses and comments provided during the validation process.

Chapter Nine critically assesses the context for interventions, their development and the possible problems that may be involved when attempting to implement them.

Chapter Ten discusses the limitations and outlines areas for further research.

Chapter Eleven the concluding chapter of the thesis, summarises the key findings of the study and reviews the research questions that were addressed. It also discusses the contribution that this research makes.

Chapter Two: Libya background

2.1 Libya: The Country

Libya, a North African country with a population of 5.5 million, has undergone many transformations, both political and economic, in its recent history since becoming an independent state on December 24th1951. In the economic context, Libya transformed from a mainly agricultural economy, which then employed over 70% of the workforce and contributed only 30% of the GDP (Chami et al., 2012: 2), into a hydrocarbon (oil) based one. This came after the discovery of oil in 1959 and it helped change Libya from one of the poorest countries in the world to one of the richest. Libya is now one of the most important producers of oil and gas, with about 3.5% of the world's crude oil reserves (Chami et al., 2012: 2), and is a member of the Organisation for Petroleum Exporting Countries (OPEC). Despite efforts by the Government to introduce some reforms aimed at diversifying the economy into tourism and other sectors, Libya's economy remains heavily dependent on oil. According to Chami et al. (2012:2), hydrocarbons account for “more than 70% of GDP; more than 95% of exports, and approximately 90% of government revenue”.

There have also been political transformations. Following a military coup, the monarchy of King Idris ended and Colonel Gaddafi took over the country on September 1st1969, creating a regime which was to last for over four decades. This has recently ended, creating a major political transformation for Libya. There have been a series of political debates and crises in reaction to the political events happening in Libya (EI-Katiri, 2012) and more recently civil conflict amongst various groups.

It has not been an easy task to introduce a multi-dimensional phase of political activity in the country which is currently experiencing a long period of political stagnation. After the demise of Gaddafi there was confusion in the country as political groups seemed to be taking advantage of this revolutionary phase, with many attempting to gain an early foothold in the country(EI-Katiri, 2012).. During this time, there was a lack of political vision in the country. The National Transition Council (NTC) had no idea on how to control the situation and

implement its policies. Tribal systems and alliances played an important role in developing stability within Libya (El-Katiri, 2012).

The downfall of the Gaddafi regime in 2011 (after the Arab Spring), had a massive impact on the Libyan economy, which led to a 60% contraction. At the same time, there was a notable decrease in oil production. During the crisis, factories, ports, and roads were closed for months, which consequently disrupted business activities and resulted in economic losses: “The economic cost of Libya’s civil war has been estimated by the Libyan Central Bank at around \$15 billion” (El-Katiri, 2012: 33). More recently, the international oil crisis has exacerbated the Countries economic difficulties.

The Libyan economy now faces various challenges to transform itself into a successful market economy (AfDB, 2011). There is a short-term need for maintaining and stabilising the economic environment, particularly the banking sector as Huang, Chen and Huarng (2014) opine: “any shock or instability to the economy, especially the political instability, may seriously hinder the financial development and operational efficiencies of banks”. Libya also needs to encourage foreign investment and increase industrialisation. Furthermore, there is need for increased privatisation of Libyan public companies and the development of the Libyan stock market (operating since 2007) in order to jumpstart economic growth in the country. Before the revolution, Libya’s financial sector had been undergoing reform. In the banking sector, there was some marginal liberalisation, partial privatisation, and the introduction of some foreign banks, but this was only the start of many transformations needed. Much of the banking system remains under government control (El-Shukri, 2007).

Finally, it is observed that the social culture of Libyan society has helped contribute to the transformation, but the main factor that leads to, and regulates the attitude and behaviour of Arab societies, such as Libya, is still the Islamic religion. According to Ali (1996), the Islamic religion continues to organize social life in families and other social organisations, as well as maintain their endurance and influence. Libya is similar to other Arab countries where “extended family, village, clan and tribe play a major role in people’s relationship and the community’s life (Agnaiya, 1997). In this case, it is common to find that career promotions and businesses are linked through family contacts and

personal relations more than academic qualifications or practical experience (Aagnaia, 1997), a situation that aggravates nepotism. El-Katiri notes that “The political role of tribes cannot be understated in determining the future shape of Libya” (2012: 9) and in reference to the tribe origin “remains current and popular among young urban Libyans, just as among older rural generations” (2012: 10).

2.2 The Banking Sector in Libya

Libyan banks have been major financial institutions since the Central Bank of Libya (CBL), the first public bank, started operating in 1956. CBL is 100% state-owned and represents the monetary authority in Libya. Local commercial banks consist of both state-owned and privately owned banks.

Table 1.1: List of public and private banks in Libya

PUBLIC	PRIVATE
Libyan Central Bank	Commerce and Development Bank
Jamhuriya Bank	National Banking Corporation
National Commercial Bank	Aman Bank for Commerce and Investment
Wahda Bank	Al-Wafa Bank
Al Umma Bank	Al Waha Bank
Libyan Foreign Bank	AlejmaaAlarabi Bank
	Mediterranean Bank
	Alsaraya Trading and Development Bank

Source: Central Bank of Libya - Banks Directory, 2009.

Private banks specialize in offering personalized banking and financial services which are conventionally provided to the wealthy, high net worth persons. For the purpose of wealth management, such individuals have managed to accumulate more wealth compared to an average individual, thus a medium is available for them to access a greater variety of traditional and unconventional investments. These banks offer their clients incentives and investment options so that they can remain loyal (Investopedia, 2014).

On the other hand, public banks are the financial institutions completely controlled by the state, mostly comprising of the state or public owners. Moreover, the shares of public banks are held on the stock exchange.

Libyan banks share a history which can be linked significantly with the political record of Libya, alongside alterations among governance structures and political systems. Foundations for bank development in Libya were laid by the Ottoman Empire, in which the first ever bank, Agricultural Bank was launched in 1868 (CBL, 2006). Afterwards, in the course of Italian occupation which commenced in 1891, in order to spread out their economic and political impact over Libya, and assist the credit procedure for the Italian settlers, the Italian government developed few Italian banks across Libya. These banks comprised of Banco De Napoli, Banco De Roma, Banco De Sicilia and Bank of Italy. Moreover, it is important to note that trading of Italian lira frequently took place in the course of Italian colonialism and while Italian banks increased (CBL, 2006).

The reinstatement and modification of Libyan banks occurred with the colonial transformation on practical grounds. The same happened on the defeat of Italian occupation, which was substituted by British and French governors. Consequently, while there was a military governance of French and British from 1943 to 1951, the establishment of Barclays Bank took place (CBL, 2006). Soon after, Libya secured its independence in 1951, leading to the establishment of several foreign banks during the period of 1952 to 1963, for instance British Bank in Middle East and Arab Bank. Furthermore, it was the era of 1955 which witnessed the development of first Bank in Libya having the authority for issuing bank notes along with coins.

A law was passed by the Libyan government (N.4/1963) in 1963 which required all banks (the ones established in Libya) to have ownership by the investors of Libya with 51% control as minimum (CBL, 2006). Subsequent to Gaddafi's coming to power through a military takeover in 1969, the Libyan State then took over the foreign shares held among commercial banks, that is to say: nationalization of banks took place. Five major banks were included: Umma Bank, National Commercial Bank, Gumhouria Bank, Wahda Bank and Sahara Bank. Following the adoption of socialist structure in 1977, every bank became part of the state-owned banks owing to the government nationalizing the private shares held in commercial banks too (Abdussalam, 1985).

Chapter Three: Literature Review

3.1 Introduction

The purpose of this chapter is to look at the nature of organisational culture, the forms it may take, and how it bears upon the phenomenon of employee engagement. This literature review is split into two parts which focus on the two major themes of this thesis: culture and employee engagement. The chapter begins by considering the complex issue of culture and its various meanings and its relevance to organizations. This part also discusses various key theories which have impacted on ideas about organizational culture. In particular, it examines two theories which have influenced the theoretical framework for this thesis, namely, Schein and Denison. The second part of the literature review focuses on employee engagement and on the studies which have attempted to define this and to explore its importance in the workplace.

3.2 Culture Overview

Metaphorically, culture can be described as being like an iceberg: approximately one-tenth of its volume rises above the surface of the water, giving just a hint of its overall complexity and enormity (Dik, 2011). Similarly, the largest part of a culture remains invisible to the observer, as this is mostly intertwined into the thought patterns and values of society. For example, culture is formed of small, visible and traceable parts made from the manifestation of tradition, heritage and history. In the business world these parts can be interpreted as organisational structure, procedures, reports, communication and language. Moreover, in a business and corporate environment, these parts can be further broken down and inferred to as values and norms, time consciousness, mental processing and learning, and work habits which include the concepts of teamwork, performance, hierarchy as described by Laroche (2003).

3.3 National culture

The term 'national culture' was defined by Hofstede (1980:25) as "the collective programming of the mind, which distinguishes the members of one human

group from another". This quotation provides an insight into the importance of understanding the fundamental relationship between national culture and its people, and subsequently, its effect on the performance of an organisation when new practices or systems are introduced. National culture is considered to be a significant factor in the acceptance of new products (Sengun and Janell, 2003), and if such cultural practices are ignored, this can result in serious misunderstandings and lead to conflict among individuals (Finestone and Snyman, 2005).

Many business leaders believe that there is a distinct difference between organisational culture and national culture, and are both independent of each other. However, a study undertaken by Hofstede (1984) suggested that organisational culture is integrated within national culture, whereby national culture has an influence on human resource practices as well as organisational behaviour. Furthermore, cross-cultural research carried out by Ang and Massingham (2007) showed that management processes were not universal and every culture may not adapt well to them.

Many scholars have proposed different cultural models, but it was Hofstede's model that was found to be the most comprehensive. Hofstede's study was carried out with 116,000 individuals from 72 different countries, working for a single worldwide corporation. All these individuals had similar jobs in the company they worked within (Hofstede, 1980, 1984); hence Hofstede was able to identify differences in attitudes and values that would have been the result of cultural differences (Ali, 2006). This experiment was the most replicated and cited in cross-cultural research (Robertson, Al-Khatib, and Al-Habib, 2002), which involved detailed research in major multinational corporations over several years in different countries (Bjerke and Al-Meer, 1993).

In addition, Hofstede's model exists at the individual level and at the national level but Robertson et al. (2002) stated that the model used at the cultural level may (or may not) necessarily apply at the individual level.

Hofstede's (2001) National Culture Model can be classified in the following five dimensions, as follows:

1. Power Distance Index (PDI) – indicates the power is distributed unequally.

2. Individualism Index (IDV) – indicates that tasks prevail over relationships.
3. The Masculinity Index (MAS) – indicates that social gender roles are separated.
4. Uncertainty Avoidance Index (UAI) – indicates that cultural members are threatened by uncertain risks.
5. Long-Term Orientation (LTO) – indicates the degree of traditions in a specific culture and to what extent these traditions are connected to their past and future (Hofstede, 2001, G Hofstede., Hofstede, and Minkov, 2010, G. Hofstede., Minkov and Vinken, 2008).

Additionally, two new cultural dimensions were added by Hofstede in 2008 (the sixth and seventh dimensions): the Indulgence vs. Restraint Index (IVR) and the Monumentalism Index (MON) (Hofstede. et al., 2010, Hofstede. et al., 2008). Indulgence versus Restraint Index (IVR) is a measure for a society that allows relatively free gratification of some individual's desires and feelings to be satisfied. Monumentalism Index (MON) stands for a society that rewards people who are, metaphorically speaking, like monuments: proud and unchangeable. After identifying these dimensions, Hofstede rated each country within his sample from his experiments. Japan and the United States were identified as being culturally very different, while Canada and the United States were identified as culturally similar¹.

3.3.1 Hofstede Model

One of the most popular and relevant theories in this regard is the Hofstede model which measures the cultural dimensions of different countries based on the elements of power distance, individualism, masculinity, uncertainty avoidance, long-term orientation, and indulgence (Hofstede, 2011). When the Hofstede model of Libya is studied, it gives the following insights about each element:

3.3.1.1 Power distance

Libya's score for Power Distance is 80, which implies that the country is very high in terms of power distance. This means that it believes in strong hierarchies and power distribution is extremely unequal. The difference between the less powerful and most powerful is too high. When this is linked to

¹ It should be noted, however, that these scores may no longer truly reflect the dimension scores of those countries today (Ford and Chan, 2003).

organizational culture, it will be evident that organizational hierarchies are very long, subordinates are expected to follow orders and there is inflexibility within the company (Albrecht, 2010). Therefore when linking it to Libyan banks, it will have to be kept into consideration that according to literature, Libyan organizations are expected to have a high power distance, tall hierarchies and a top-down autocratic approach to management (Lockwood, 2009)[†].

3.3.1.2 Individualism

Individualism is defined as the degree of independence among the residents of a society. It depicts whether a society believes in living collectively or individually (independently). Libya's Individualism score is 38, depicting that it is a society that does not follow individualism. It means people live in groups and are believers of 'We' as opposed to 'I' (Lockwood, 2009). It is a collectivist society and has a greater focus on relationships, families and living together. Just like its national culture, the organizational culture of Libya is characterized by working in teams and groups, respecting employee-employee as well as employer-employee relationships. Morality is given a high regard and management is done in the form of groups. Therefore Libyan organizations in general, and Libyan banks in particular, are likely to have a collectivist approach towards achievement of goals. Employees are likely to be more concerned about achieving goals together and to help each other out in this regard (Federman, 2010).

3.3.1.3 Masculinity

If a culture or society is termed as masculine, it means that it is characterized by being competitive, achievement oriented, aggressive and passionate. A feminine society is one that values emotions, morals, care and focuses on quality of life. Libya's score in this dimension is 52, which lies in neither of the two i.e. neither masculine, nor feminine. This means their cultural preference is mixed and the organizational culture can be flexible (Geert, 2011). This is because both masculinity and femininity are applicable and acceptable in this scenario for Libya. In Libyan Banks, the primary research will be able to clarify

[†] A recent paper negotiating themes under power distance, four themes were identified as being crucial in knowledge sharing. These factors were cited as decision-making involvement, power and status, delegation of responsibilities, as well as respect and fairness. Following this, some major themes emerged from uncertainty avoidance; those of broadening knowledge, job security, and group membership (Boateng and Agyemang, 2015).

the type of approach being used. According to literature and the Hofstede model, both masculinity and femininity are equally probable in organizations (Merkin, 2006). It is therefore important to find out which approach banks are following. This will be found by interviews and focus group discussions to be conducted during the primary research.

3.3.1.4 Uncertainty avoidance

Uncertainty avoidance refers to the reaction of a society to ambiguity and uncertainty. This depicts whether they are uncomfortable with situations in which the future is unknown. It is the degree to which a society feels uncomfortable or conscious with an uncertain situation. The score of Libya for this dimension is 68 which is a high score according to the Hofstede model (Glaser and Strauss, 2009). A high score indicates rigidity and inflexibility in terms of accepting or dealing with change. In an organizational context, it means that an organization will be resistant to change, uncomfortable with uncertainties, experiments and new policies, management or anything else that questions their existing beliefs (Zhang and Bartol, 2010). This situation can be very problematic because in the challenging business world of today, change is inevitable and has to be accepted smoothly for an organization to be successful. It has to break the typical orthodox notions and accept change as well as learn to deal with uncertainty. A high Uncertainty Avoidance hinders innovation and hence is a barrier to success (Schein, 2010).

3.3.1.5 Long-term orientation

Long-term orientation, as its name implies, deals with how a society maintains its relationship with the past, present and future. It depicts whether the society learns from its past to avoid future mistakes and whether it has the will to learn and prioritize among their existential goals (Crawford, LePine, and Rich, 2010). Those nations that have a high score depict a more pragmatic approach and a high long-term orientation whereas those with a low score indicate that they are a normative culture with a greater focus in maintaining traditions, following the present and past more than worrying about the future and short-term focus. Libya has a low score of 23 which implies that it is a culture that is not pragmatic or future-oriented (Lockwood, 2009). In the same way, organizations which place greater emphasis and focus on the past and present, but with minimal long term orientation, will not be very pragmatic and might face

difficulties because of focusing more on short-term gains rather than real long-term ones (Urquhart, 2013).

3.3.1.6 Indulgence

The last dimension of this theory is that of Indulgence. Indulgence refers to the extent to which people of a nation socialize and control their desires. Cultures can be referred to as either indulgent or restrained (Mathis et al., 2013). A restrained culture is one in which people have strong control over their urges whereas an indulgent culture is the exact opposite of a restrained culture. Libya has a low score of 34 in this dimension indicating pessimism and inflexibility in terms of giving up on their social and cultural desires. Organizations will also act similarly according to their culture. In case of Libya, organizations in Libya are likely to be indulgent which will lead to negativity among members of the organization (Xanthopoulou et al., 2009).

3.3.2 Fons-Trompenaars model

As opposed to Hofstede, Fons-Trompenaars has also initiated a model of national cultural differences with seven dimensions (Trompenaars and Hampden-Turner, 1998). These are as follows:

1. Universalism vs. Particularism
2. Neutral vs. Emotional
3. Specific vs. Diffuse
4. Sequential vs. Chronic
5. Individualism vs. Collectivism
6. Achievement vs. Ascription
7. Internal vs. External Control

This model is very interesting and informative in the sense that it explores several other dimensions that are different from Hofstede. However some dimensions are similar for instance, both Hofstede and Fons have established the dimension of Individualism vs. Collectivism with the same concept and meaning. Similarly, Fons' Neutral vs. Emotional is similar to Masculinity vs. Femininity. Neutral vs. Emotional deals with whether a society is dependent on emotions for decision making, and Masculinity vs. Femininity gauges whether a society makes decisions based on competitiveness and rules or by being

emotional, flexible and relationship oriented. The dimension of power distance is somewhat similar to Achievement vs. Ascription.

At first glance Hofstede's results seem to be reasonable and helpful because But the study has attracted substantial criticism which can briefly be summarised as Hofstede identified four dimensions explain only 49% of the empirical variance found by him. This is evidence for the restricted significance this because no more than half of the cultural differences found can be explained using the dimensions (Kutschker and Schmid :717).All Hofstedes interviewees worked for IBM, so the finding are limited to a specific company (Kutschker and Schmid :729) and to a specific area: the industrial sector. Therefore it is questionable how representative the results are because the employees of one specific company form a "convenience sample" (Berry and Lonner :87) for the whole national culture. You cannot take answers from the employees of a single company, which belongs to a specific corporate culture with its own norms and values, and then draw the conclusion that everybody in that country would give the same answer. How could a relatively small group of IBM employees be representative of a whole nation? This generalisation is not acceptable. Moreover, more men than women were interviewed (Koppel:73).more limitations and advantages of Hofstede`s models will explain in table (3.1)

Table (3.1) limitations and advantages of Hofstede`s models.

Advantage	Limitations
<ul style="list-style-type: none"> • As homogeneity is prevalent in the organisation (IBM) it is safe to say that the only difference between staff of different nationality is their culture. hence, it makes comparisons of cultural value possible. • The dimension, like an oil rig drill,tap quite in-depth into cultural values. • The dimension also hold high relevance to issues faced by the international manager, hence this model is very practical • Other research on cultural values were done based on this model and the finding were uite similar. Hence,it can be side that this model has been "tried and proven" 	<ul style="list-style-type: none"> • Organisation only recruit retain employees with valor systems that are more or less congruent to its culture, hence findings on values mat be influenced by the IBM`s organisational culture. • Research was done more than a decade ago .This implies that the findings may have changed a little and the cultural values that hold true back then may not be as valid today • There might exist overlapping connotations of the dimension and hence when researching culture of a country with little or no data on that country it is difficult to say which aspects of the dimensions one is looking at.

Source: Adapted from Mead,1999and Punnett and Ricks,1995

If we compare the two theories, the aim of Hofstede was to analyse work ethic and values where Fons' model focused on the preferred behaviour of people in a certain situation. What they have in common is the fact that their aim is to focus on core cultural values by unleashing the cultural onion with different perspectives. The model of Trompenaars is about logical organization and is more focus-oriented to analyse the framework of behaviour and relationships. On the other hand however, Hofstede focuses on existing values of people and how they have an impact on their behaviour. The former values and depicts the degree of class difference whereas the latter measures motivation and how the lower class can move higher. The theory of Fons is applicable more appropriately in the fields of education, business and communication where

cultural differences are more important to keep into consideration. Hofstede's theory focuses more on the fact that if cultural differences are ignored, they can lead to ineffective communication, lower morale and negative emotions. For developing countries overall, the theory suggests that certain dimensions are likely to be more dominant than others. For instance, the dimension of Neutralism, Collectivism and Emotion are likely to be stronger in developing countries as opposed to developed countries. Similarly, Ascription and external control are also likely to be stronger in developing countries according to Fons' theory.

Overall, when Libya is analysed according to the Hofstede model as well as the Fons model, and a general overview of Libyan organizations is taken, a lot seems to be similar. Libya is a country where organizations will be evidently high on power distance, indulgence and uncertainty avoidance whereas it will be clearly low in, long-term orientation and individualism. Libya is also more inherent upon the diffuse culture as opposed to specific. However two dimensions which are unclear for Libya's national and organizational culture are that of masculinity vs. femininity and Fons Neutral vs. Emotional. Any organization can be shifted to either of these two orientations because the national culture for this dimension is somewhere between the two (MacLeod and Clarke, 2009). The Hofstede model is comprehensive in its own manner but the Fons model also has important perspectives about culture. Both these models clarify and study culture from different which can be carefully dissected in detail.

When linking the above analysis to national and organisational culture characteristics that enable and inhibit employee engagement in Libyan companies, it is important to mention that for employee engagement, these factors have to be kept into consideration. For instance, there are greater chances that with high power distance, employee engagement with their superiors in decisions about their work is likely to be low. Similarly, with better employee relationships, there are higher chances of better communication and higher employee engagement among themselves; therefore the element of collectivism might be more helpful if an organization believes in teamwork and collective efforts to achieve goals (Gruman and Saks, 2011).

3.4 The GLOBE project

Another GLOBE study extensive and very recent study is the Global Leadership and Organizational Behaviour Effectiveness Research Program (GLOBE) in 170 researchers (social scientists and management scholars) from 61 countries around the world examined and analysed the cultural, societal, organisational and leadership differences of 62 cultures in 59 countries. data was collected from 1994 to 1997. 370 middle managers in 951 local organisations of the food industry, the telecommunications and the finance sector took part in the study (House et al. 3-10; Buchegger: 3-5). The main goal of the project was to find out if the practices and values associated with leadership are global or universal, and the extent to which they are specific to just a particular culture or a few cultures only. The idea of this global research project was conceived in 1991 by Robert J. House of the Wharton School at the University of Pennsylvania and was followed by the development of the research instruments and design. Through a literature review and two pilot studies, nine cultural dimensions and 292 questions were identified in order to measure the similarities and differences among cultural values and practices (Buchegger: 7-9). The nine dimensions are: Performance Orientation, Institutional Collectivism, Gender Egalitarianism, Uncertainty Avoidance, In-Group Collectivism, Future Orientation, Humane Orientation, Assertiveness, Power Distance To make the interpretation of results and findings easier, the 62 societies were grouped into ten clusters: "Anglo, Nordic Europe, Eastern Europe, Sub-Sahara Africa, Southern Asia, Latin Europe, Germanic Europe, Latin America, Middle East, Confucian Asia" (House et al. 439). Six of the GLOBE dimensions are very similar or even identical to Hofstede's dimensions These similarities can be regarded as a confirmation of Hofstede's dimensions. Despite all the criticism of his research (e.g. equating cultures and nations, questionable representativity etc.), the dimensions he identified are applicable because otherwise they would not have been used by the GLOBE researchers. there has been some criticism regarding the GLOBE study which can be summarised as only managers have been interviewed and they cannot represent the total population (Kutschker and Schmid 760). Some researchers criticise the large number of cultures analysed in the GLOBE study. They would prefer more precise and detailed research, concentrating on a smaller number of cultures (Kutschker and Schmid :760).

3.4.1 Libyan Culture

The culture of Libya is traditional, and Libyan society consists of large tribes and families whose behaviour is governed strongly by the religion of Islam. Hall (1969) characterises Libyan culture as a high contact culture, meaning that individuals of the same sex are comfortable standing and walking side by side near each other. However, it is a culture in which there are strict rules to do with communication between different genders. This manifests itself, for example, in communication between members of opposite sex within organisations. Samovar and Porter (2004) observed that difficulties can ensue even in simple interactions such as eye contact and personal space between males and females. To give a specific instance, it would be forbidden in Islamic culture for two people of the opposite sex to be in the same office with the door closed (Hofstede, 2003).

Islam also teaches that Allah (God) arranges the lives of everyone. This belief influences the business behaviour of Muslims whose approach is therefore to do the best they can and then accept that the final outcome is in God's hands (Akbar, 2003). Furthermore, Leat and El-Kot (2007) conclude that, in Arabic culture, individuals work hard and keep busy in part as a means of staying close to Allah and avoiding sin. The same attitude can be seen in the spoken language. Jandt (2004) indicates that the common Arabic religious expression, "*inshallah*" translates as "if God wishes". A similar code, with religious underpinnings, governs social relations within the workplace (Leant and El Kot, 2007). A guiding principle is to "respect others to gain their respect"; such behaviour, governed by Islam, is central to dealings between individuals in Libyan society and organisations. It is also a characteristic of Arabic culture to strive to maintain harmony and good relationships between people (Jackson, 2002).

3.5 Organisational Culture

3.5.1 Definition

In the modern world, this concept has become important in understanding the behaviour of organisations and how employees engage with those organisations (Chen, 2004: 432; Nazir, 2005: 40). The term, 'organisational culture' can be defined in many different ways depending on the researcher's

interpretation, such that the type and size of the organisation in question, as well as the sector it operates contribute to this term. Hellriegel et al. (2004: 357) posits that organisational culture is the pattern of shared values and assumptions that guide the activities of a society, including its use of language, symbols, narratives, and ceremonies. They indicate how this translates to the situation within an actual organisation: the culture helps new employees enter into the social environment and become integrated. Through the culture, employees learn how to approach and deal with problems and situations that arise in their new organisational setting.

Rowe et al. (1994: 472) similarly define organisational culture as an amalgam of communal beliefs, attitudes, values, norms, assumptions, and expectations of the people within the organisation. They go on to point out that rituals within corporations are a means of demonstrating the organisation's principles and beliefs, and thus underscoring the manner in which workers within the organisation interact, and also the organisation's culture and priorities. Moreover, they emphasise the significance of particular types of socialisation among new employees. The rituals help employees to adjust to and assimilate certain ways of doing things within this new corporate environment (Rowe et al., 1994:472).

Deal and Kennedy (1982: 4) take a similar position with respect to organisational culture and propose this as a definition of it: "an integrated pattern of human behaviour that includes thought, speech, action and artefacts and depends on man's capacity for learning and transmitting knowledge to succeeding generations." They go on to describe the informal cultural elements of an organisation as the manner in which things are done around the organisation.

Schein (1984: 3) puts forward a definition of organisational culture that has since been much cited:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way perceive, think, and feel in relation to those problems.

This draws attention to two fundamental hurdles that a social unit must overcome as times goes on: it must be able to adapt to changing conditions outside itself and integrate newcomers to the unit to maintain it as a functioning entity. Overcoming these twin challenges, external and internal, Schein postulated, is what gives rise to organisational culture through communal learning and the establishment of a distinct set of values, practices, and beliefs.

Nazir (2005:40) and Silverthorne (2004: 593) have emphasised that organisational culture is a central element in determining how well a new employee integrates into their corporate environment – a good fit being important to both the wellbeing of the individual and the organisation. Nazir (2005) provides evidence that culture influences the level of commitment of employees and that a strong culture goes hand in hand with a strong employee commitment. The rationale behind this is that if the assumptions and values of the organisation are upheld and maintained throughout the corporate body, then the management of culture can be treated as the management of commitment. Likewise, Deal and Kennedy (1982: 4) assert that where organisational culture is strong; engagement also is strong because employees have a clear conception of the goals of the organisation and therefore are more likely to strive to achieve those goals.

According to Hofstede (1984), the term organisational culture refers to the values, attitudes, beliefs and behaviours that make up the working environment of an organisation, its objectives, and vision. Culture itself consists of artefacts, beliefs, practices, values and beliefs, and hidden traditions that members in a particular organisation have in common about their appropriate behaviour (Cameron and Quinn, 1999; Hofstede, 1980; Schein, 1992; Schwartz and Davis, 1981). Although culture has been defined in various ways by different authors (Kluckhohn and Strodtbeck, 1961), organisational culture is consistently seen as “holistic, traditionally decided, and socially built” (Twati and Gammack, 2006). According to Krumbholz and Maiden (2000), “culture involves beliefs, values and behaviour; exists at a various levels; and manifests itself in a wide range of features of organisational life”. Hence, organisational culture “refers to a set of shared values, belief, assumptions and practices that shape and guide members’ attitudes and behaviour in the organisation” (Hofstede, 1980, 1991, 2001).

Organisational culture is normally regarded as a moderating factor in adoption of new technologies at the workplace (Abdul Rashid et al., 2004; Chai and Pavlou, 2004; Davison, 1996; Fey and Denison, 2003; Frotaine and Richardson, 2003), as well as in employee engagement. A number reports suggest that the main reason why some planned organisational changes fail is because of failure by management to make considerations for the unique culture of the organisation during the planning stage. Cameron and Quinn, 1999 state that: "Up to 75% of re-engineering, total quality management, strategic planning, technology adoption and downsizing efforts have failed" due to lack of careful consideration of organisational culture.

Organisational culture is critical to organisational success, and effective leadership provides an important means by which the culture can be created, managed, and sustained (Twati and Gammack, 2006). Understanding the organisation's culture is a crucial aspect of a manager's role within an organisation, since it affects strategic development, productivity and learning at all levels of management (Schneider, 2000). It is practically impossible to consider all relevant factors in assessing and diagnosing culture (Twati and Gammack, 2006). But for this study, the Schein model (Schein, 1991) will be used for this assessment of organisational culture in the banking sector the three levels of organizational culture describing to understand all the culture elements. In addition, authors using this model enable them to analysis of relationship between deep rooted underlying assumptions and common business practices in the organisation. So it would help to find a way to improve the effectiveness of the organization by changing the basic assumption properly. In addition According to this model, evaluation of culture should be made at three levels (that is, artefacts, values and underlying assumptions), starting with artefacts. The use of this model as template allows development of tools and instruments which can then be used in the assessment study of an organisation.

Next will be considered the forms organisational culture may take and how these various typologies influence the engagement of individuals who are embedded in that culture.

3.5.2 Types of culture

Cameron and Quinn (2006) have identified four main categories of culture, which they refer to as: hierarchy culture, market culture, clan culture, and adhocracy culture. Each of these has its own set of characteristics and influence upon its members.

3.5.2.1 Hierarchy culture

The German sociologist Max Weber, in the early 1900s, was the first to draw attention to this type of organisational culture. The oldest, most bureaucratic, and most highly structured of such cultures, it emerged in response to the need to make the production of goods and the provision of services more efficient as humans settled in cities and city states. Hierarchical cultures are marked by clearly defined rules and procedures, a high level of standardisation and accountability, predictable behaviours and outcomes, and well-established levels of authority (Cameron and Quinn, 2006). In such an environment, individuals are expected to conform, to accept unquestioningly the doctrines, beliefs, traditions, and rules of the system for the greater good of the collective (Wheatley, 2007). So, there is no room for personal autonomy or self-expression in such a culture: the community thrives at the expense of the individual's right to make up their own mind.

In today's business and corporate world, hierarchical cultures tend to occur most commonly in large organisations and government agencies where there is a high premium on qualities such as uniformity, standardisation, and predictability of output. In the workplace, employees are afforded little freedom to express themselves or be creative, which can impact upon engagement because there is a conflict between the demands of the culture and the basic human need for self-expression (Wheatley, 2007).

3.5.2.2 Market culture

According to Cameron and Quinn (2006), market culture is characterised by the drive to be both productive and competitive. In contrast to hierarchy culture where the focus is internal, the main emphasis of market culture is on outside entities such as customers, contractors, and regulators. Market culture is motivated by the desire to be profitable, competitive, and address the needs of customers. As Cameron and Quinn (2006) put it: "Success is defined in terms of market share and penetration". In such an environment, market leadership is

paramount and the upper management tends to be dominated by individuals who strive to achieve an edge over their competitors and thus pass on goal-driven objectives to those further down the corporate ladder. Whether such a culture is beneficial for employee engagement depends to a great extent on the individual. Some people are suited to a high-pressure situation and motivated by competition and the requirement to constantly meet goals and deadlines. However, other individuals, of a less competitive nature, may tend to feel disenfranchised by such a culture and less able to become engaged with it (Cameron and Quinn, 2006).

3.5.2.3 Clan culture

Clan culture may also be competitive but here the emphasis is within, on everyone taking part, working together as a team, and having shared values and goals (Cameron and Quinn, 2006). This type of culture is inclusive and employee involvement is actively encouraged and valued. Organisations that operate along clan culture lines give prominence to individual participation, relationships, and employee development, so that they function more in the manner of extended families than profit-making bodies.

The dominant theme is that of providing a safe and trusting work environment, positive relationships, and opportunities for empowerment of employees. Cameron and Quinn (2006: 42) comment that: "The clan culture is typified by a friendly place to work where people share a lot of themselves. Leaders are thought of as mentors". Not surprisingly, a clan culture, by tending to the needs of its participants and valuing them as individuals, is characterised by strong and positive employee engagement. Secretan (2004: 27) is among those who point to the significance of clan cultures in promoting holistic relationships with their members, which in turn allows the individual to grow and evolve while still remaining part of the whole.

3.5.2.4 Adhocracy culture

Finally, in the typology identified by Cameron and Quinn (2006: 43), is adhocracy culture, which prioritises the qualities of innovation, entrepreneurship, creativity, and risk-taking. Organisations based on this cultural model are, as Cameron and Quinn put it, "characterized as tents rather than palaces in that they can reconfigure themselves rapidly when new circumstances arise". In other words, they tend to be very adaptable and

flexible, having the ability to transform themselves rapidly in response to changing circumstances. Inevitably, within such an organisation, policies and goals change frequently, as do jobs and structures with the company. Teams and tasks are transient, so that the type of employee best suited and mostly likely to be engaged by such an environment tends to feel secure in risk-oriented ventures and thrive upon uncertainty and change. On the other hand, individuals who prefer a well-structured career and are more comfortable with routine and long-term fixed tasks may not be well engaged within an adhocracy culture.

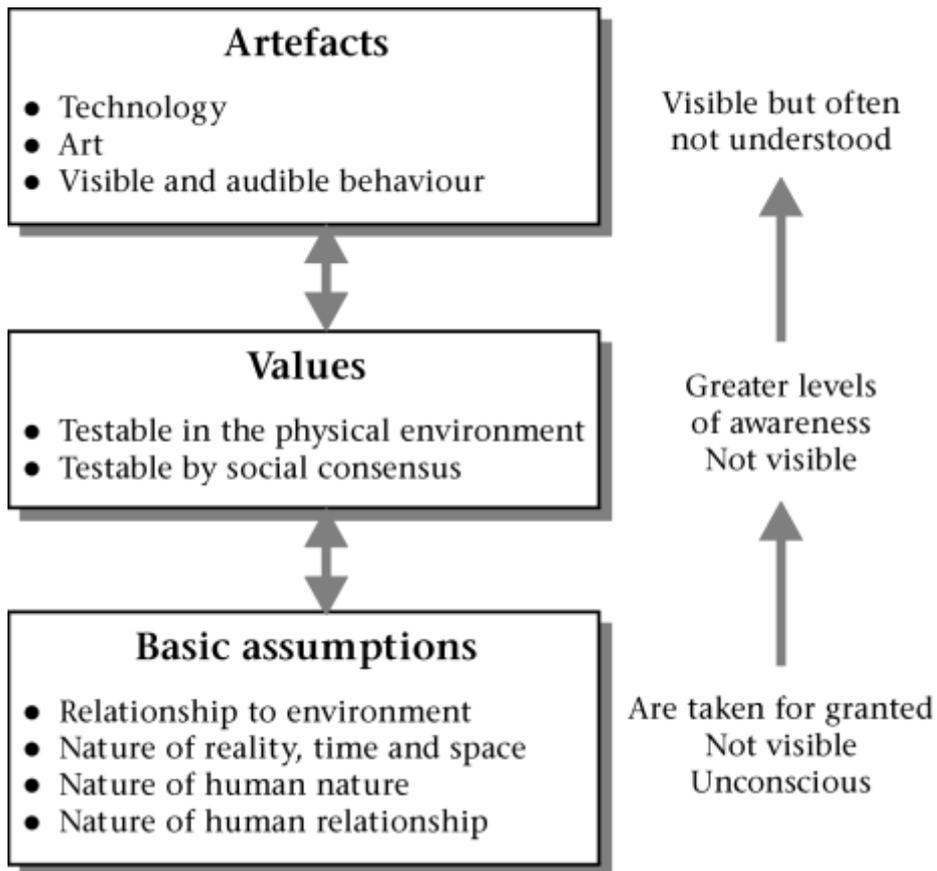
3.5.3 Cultural Web

Mullins (1999:806) discusses what he calls a 'cultural web' that draws together various aspects of organisational culture. The first of these is routines, which refer to how people within an organisation behave toward one another and to outsiders. Next are rituals. These are distinctive events, both formal and informal, that makes the organisation unique and underscore what it most values. A third aspect, stories, consists of narratives recounted by people within the organisation that highlight important successes, failures, milestones, and personalities. Symbols are the visual and other markings of the company – logos, corporate architecture, use of language and jargon, etc. – which make it distinct from its competitors. Power structures are the loci of power with an organisation, which may take the form of individuals or groups, based on management position, seniority, or other factors. Control systems are, in Mullins' scheme, the means by which important aspects of the organisation and its activities are monitored and supervised. Finally, organisational structure refers to the network and interrelationship that govern the overall running of the corporation, at both formal and informal levels. According to Mullins, these aspects in combination define and underpin organisational culture.

3.5.4 Levels of Culture

The model of organisational culture which is commonly used (Loisch, 2007) is that devised by Edgar Schein (1985), which identifies three distinct levels within the culture of an organisation. The three levels shown in Figure 2.1 refer to the degree to which each of these different cultural phenomena is visible to the observer.

Figure 3.1: Schein's Levels of Culture



Source: Schein (1985: 15)

3.5.4.1 Level 1: Artefacts

Artefacts are the visible elements within an organisation's culture and these can be recognised even by people who are not part of the organisation. Artefacts include any elements in an organisation which are tangible, overt or verbally identifiable. For example, the architecture and design of the workplace, the type of furniture, and company dress code, all exemplify organisational artefacts. It can also include the language employed by employees and also refer to explicit processes and policies.

3.5.4.2 Level 2: Espoused Values

The next level of Schein's model focuses on espoused values, and it represents the organisation's stated values and rules of behaviour. It is how the members of the organisation represent this both to themselves and to others. Espoused values are often expressed in official philosophies, strategies and goals, and reflected in the assumptions they carry. They can also be reflected in public statements of identity such as Mission Statements. They can also sometimes

be a projection for the future, of what the organisation is working towards becoming. Trouble may arise if values espoused by leaders are not in line with the general assumptions of the culture.

3.5.4.3 Level 3: Shared Tacit Assumptions

The third or deepest level of organisational culture in Schein's model is called shared tacit assumptions. These are the deeply embedded, taken-for-granted behaviours which are usually unconscious, but in fact constitute the essence of an organisation's culture. These assumptions are typically so well integrated in the organisation's dynamic and day-to-day operation that they are hard to recognise from within.

It can be argued that it is this level of feelings, thoughts, perceptions and beliefs that truly drives the two upper levels and, therefore, the actual behaviours and values of the people in the organisation.

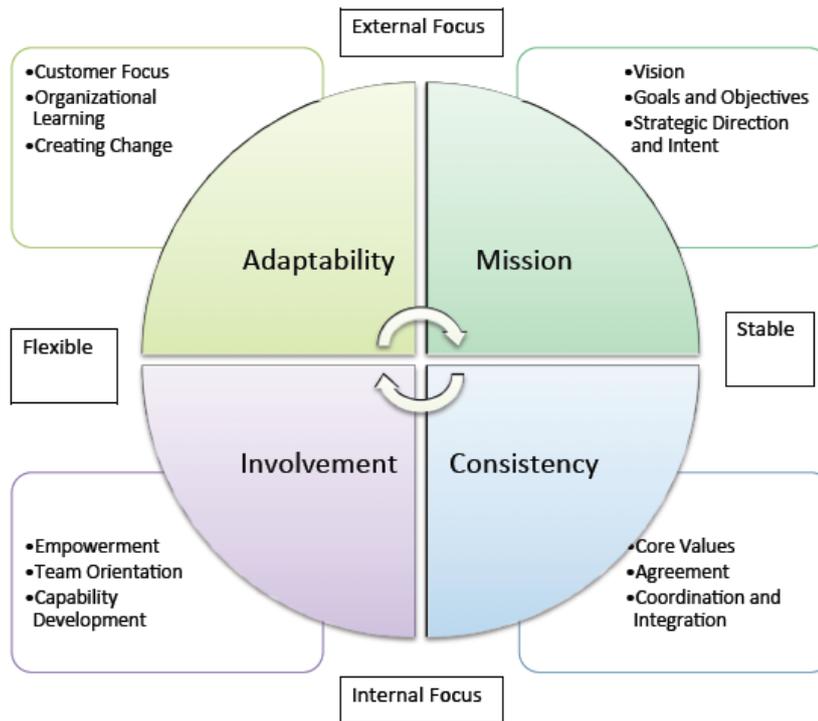
3.5.5 Denison organisational culture model

Denison's model provides a link between management of an organization and how it performs in turn. It examines the various determinants of organizational effectiveness, implying that it is best suited for evaluating the impact of organizational culture on the effectiveness of a business. The model is based on the "three levels model" of Schein (1985) but only focuses mainly on the second level which refers to "espouse values" of an organisation. The model was developed based on the argument that Schein had not paid sufficient attention to that level but had instead overly concentrated on the "basic underlying assumptions". Denison argues that carrying out a study on the level of assumptions is difficult because they are unique to the organisation's history and circumstances relating to its development (Denison, 2001). He suggests that the performance and effectiveness of an organisation is dependent on four cultural traits, namely: adaptability, mission, consistency and involvement, and therefore any assessment of the effect of organisational culture on organisational performance needs to be able to measure these traits (Denison Consulting, 2015).

Denison's model arose mainly out of the study carried out in 1984 examining the performance of American organisations. This study investigated the relationship between the level of employee involvement or engagement and the

performance of an organisation (Denison and Mishra, 1995). They found a strong correlation between these two parameters and sought further to identify other organisational traits that had similar effect on organisational effectiveness and performance (Denison and Mishra, 1995). To address this question they conducted a qualitative study through interviews with 25-30 people in each organisation in order to identify useful traits which form the basis of the model (Figure 3.2). The four main traits described in the model are crucial to organisational effectiveness and performance.

Figure 3.2: Denison organisational culture model



Source: Denison (1990:15)

3.5.5.1 Adaptability trait

Adaptability is the first trait identified by Denison to be highly influential in achieving organisational effectiveness. This trait considers the question: “Are we listening to the marketplace?” For organisations to perform highly, they must have the ability to perceive and respond to the environment, customers, and restructure and re-institutionalize behaviours and processes that allow them to adapt. This trait also acknowledges Schein’s idea that there is need to balance internal processes with external adaptation (Loisch, 2007). Hence organisations seeking to be successful need to be able to detect and respond to changes within the working environment and simultaneously develop internal measures allowing it to adapt.

This trait addresses three key aspects: Firstly, “creating change” suggests that organisations must be able and willing to welcome new ideas, try new ways of doing things, and visualise creating change as a key aspect of the way they run their business. Secondly, “Customer focus” advises employees to recognize the need to serve both internal and external interests and constantly seek fresh and better ways to meet customer needs and expectations. Thirdly, is

“organisational learning” which means having the ability to gain knowledge from both organisational successes and failures thus ‘thoughtful’ risk-taking is encouraged? The organisation responds to reasonable mistakes by asking “what can be learnt”, rather than who should be blamed.

3.5.5.2 Mission trait

Denison (2001) suggests that the mission trait is the most important determinant of organisational effectiveness in the U.S. which is consistent with observations made by Deshpande and Farley in their 2004 study (Deshpande and Farley, 2004, as cited by Denison, 2001). The mission of an organisation asks: “*Do we know where we are going?* Successful organizations have a clearly laid down mission statement that reminds employees “why they are doing the work they do, and how the work they do each day contributes to the why”.

The mission trait of an organisation also addresses three core areas: Firstly, “strategic direction and intent” refers to multi-year strategies which are high priorities specified and established to ‘operationalize’ the vision. Second is “goals and objectives” which refers to short-term, specific goals that are established to enable all employees to determine how their routine activities fit into the organisational vision and strategy. Finally “vision clearly specifies the ultimate reason why the organisation exists; why it is in business. It is the purpose of the organisation that explains what it is ultimately trying to achieve.

3.5.5.3 Consistency trait

Consistency is the third trait in Denison’s organisational model. This represents the organisation’s culture of high level of consensus, integration and collectiveness of values. The consistency trait endeavours to answer the key question: “Does our system create leverage?” It provides a central source of integration, coordination and control, and helps organizations to develop a set of systems that create an internal scheme of governance based on consensual support.

This trait, like all the other three in Denison’s model, also addresses three aspects. The first of these is “core values” which suggests that any successful organisation must have a clear set of values at its core that help employees and

leaders to make consistent decisions and behave in a consistent manner. Secondly, “agreement” requires members in organisations to always seek and engage in dialogue so as to obtain multiple perspectives. This then allows them to reach agreement when difficult issues and problems arise. The third is “coordination and integration” which requires employees to understand how the work they do impacts others and vice versa. Employees need to make sure that work is coordinated and integrated to serve the organization as a whole.

3.5.5.4 Involvement trait

The involvement trait is Denison’s final trait in his model of organisational culture. A high level of employee involvement in an organisation creates a sense of responsibility and ownership (Denison and Mishra, 1995), which boosts the level of commitment to the organisation and the ability for employees to work independently. According to Denison, involvement refers to “alignment and level of engagement” of the people in an organisation. It tries to address the question: “Are our people aligned and engaged?” “Successful organizations need to create a sense of responsibility and ownership among its members. It is out of this sense of proprietorship that greater commitment for organisational mission and vision grows, together with an increased sense of autonomy.

The involvement trait also encompasses three aspects. The first of these, “empowerment” requires organisations to clarify on instances where an employee can make certain decisions or have input, and those that are beyond an employee’s scope of responsibility in order to promote ‘informed’ empowerment. The second aspect, called “team orientation” requires organisations to support and encourage teamwork so that creative ideas are captured and employees support one another in accomplishing shared goals. Finally, the “capability development” encourages organisations to build employee capability through measures such as skills training, mentorship and coaching, and giving employees exposure to new roles and responsibilities.

The four traits of Denison’s model are not only important determinants of organisational effectiveness but they are also significant indicators of quality, employee satisfaction and overall performance (Denison and Mishra, 1995). The two scholars also suggest four other factors which can be merged into their model as pairs of orthogonally related attributes comprising of internal organisation versus external adaptation and change versus stability (Denison

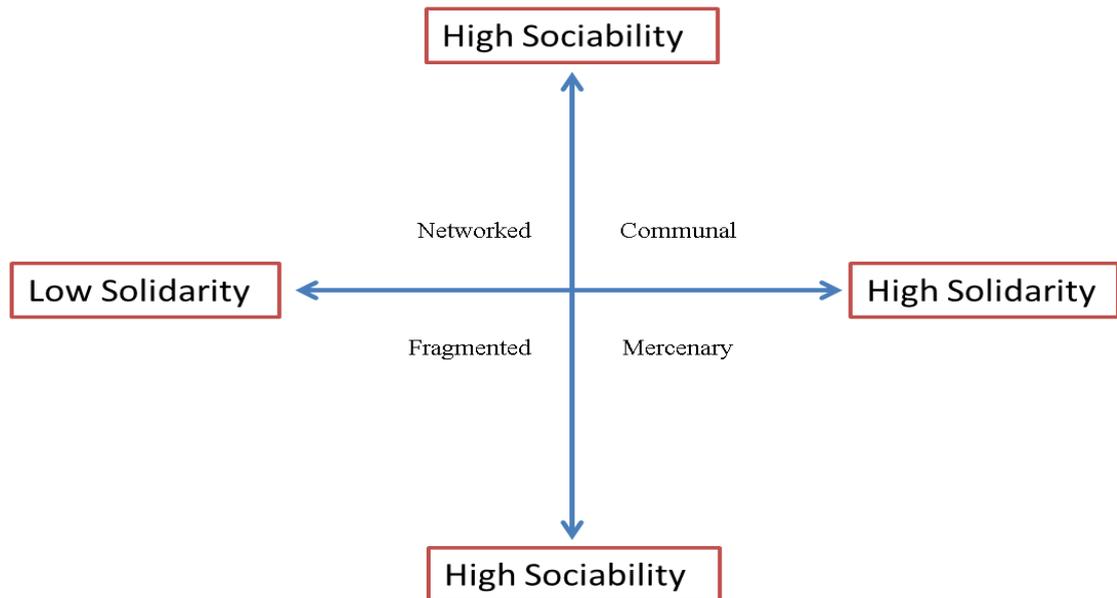
Consulting, 2015). The ability of Denison's model to integrate both internal and external adaptations makes it consistent with Schein's (2004) theory. The involvement and consistency traits achieve internal integration while mission and adaptability traits achieve external relevance (Denison and Mishra, 1995). In the same way, consistency and mission traits of Denison's model address organisational stability while involvement and adaptability traits help it to be flexible and easily adaptable (Denison and Mishra, 1995).

3.5.6 Goffee and Jones

Goffee and Jones (1998) suggest a model of organizational culture which is based on the two dimensions of sociability and solidarity. Sociability is the degree of friendliness among members within a particular community. People who work in high sociability environments rarely worry about the nitty-gritty of how they spend their time. They merely work until the job is accomplished in order not to let their friends down. The outcome of this is the likelihood of developing strong friendships that may compromise performance as low output becomes tolerated.

On the other hand, solidarity is based on logic than friendships. Solidaristic relationships are based on mutual interests, common tasks, and shared goals that are clearly understood by all parties concerned. So accomplishing those tasks in the interest of every employee as it benefits all parties involved; they will be obliged to perform well on the tasks whether they personally like each other or not. However, the disadvantage with these high-solidarity cultures is their tendency to instil "do-or-die" attitudes that may be counterproductive in an organisation, leading to stress. If the above two dimensions are considered as vertical and horizontal, this produces a total of four cultures as shown in Figure 3.3 below:

Figure 3.3: Dimensions of sociability and solidarity in organisational culture



Source: Goffee and Jones (1998)

3.5.7 Harrison and Stokes

Harrison and Stokes (1992) argue that culture is to an organization what personality is to an individual. Their instrument looks at how people treat one another, what values they live by, how people are motivated to produce, and how people use power in the organization. This is used as a framework to assess the organizational culture based on how people use power in the organization.

The instrument measures Power Orientated Culture, Role Culture, Culture Based on Achievement and Support Orientated Culture. Every organization has some basic combination of these four basic organizational cultures. The four cultures are only partly compatible with one another and the benefits of one can only be achieved at the expense of some of the benefits of the others.

A Power Oriented Organization is based on inequality of access to resources. People are motivated by rewards and punishments and by the wish to be associated with a strong leader. At its best, leadership is based on strength, justice, and paternalistic benevolence on the part of the leader. At its worst it is ruled by fear.

A Role Orientated Organization substitutes a system of structures and procedures for the naked power of the leaders. These give protection to

subordinates and stability to the organization. At its best it provides stability, justice and efficient performance. Because it seeks to control, it inhibits innovation.

Achievement orientation is when intrinsic satisfaction is part of the reward structure. This may be inadvertent or be planned as a part of the role. It is called an aligned organization as it lines people up behind a common vision or purpose. It makes use of a mission to focus and align people.

Support orientation is based on mutual trust between the individual and the organization. People are valued rather than viewed as just cogs in a machine. The assessment tool evaluates the organizational culture based on these four dimensions. These dimensions are similar to the four organizational culture types suggested by Handy (1985).

3.5.8 Organisational Climate and Culture

Some researchers see no real difference between the ideas of culture and climate in organisations, while others insist that there is a clear distinction between these concepts. Lawler et al. (1978), for example, argue that the two are effectively the same, and that both refer to the everyday circumstances of a work setting as experienced by the people in that setting and who know it well. Graves (1985), acknowledges that the terms have been used interchangeably by some authors, or have been confused in the literature, but insists that they are different and that the difference needs to be made clear.

Denison (1996) also makes the case that the concepts of culture and climate differ, both in nature and origin. He regards organisational culture as something that grows up over time, is shared collectively, has roots in the organisation's history, and is not easily changed or influenced. Climate on the other hand, as Denison sees it, has to do with a particular situation and with the behaviour, emotions, and thoughts of the people involved. Whereas culture is long-standing, objective, and hard to alter, organisational climate shifts, is subjective, and is open to manipulation.

Ahmed (1998) puts forward the argument that culture reflects climate, but is one different, deeper level. Although definitions may vary, researchers broadly agree that both culture and climate affect how events unfold in an organisation.

Tang (1998: 301) puts it like this: "Climate determines what and how things happen in an organisation and culture explains why things happen the way they do". Ekvall (1996) portrays climate as being a body of feelings, attitude, and ways of behaviour that mark out how life is like in an organisation and as something that is separate and distinct from what people within that organisation individually think and perceive. So climate, in this sense, is seen as an objective reality. To fit climate into the cultural model, Ekvall believes, it has to be seen as a way in which culture shows itself on what Schein (1991) has talked about as the level of artefacts, which includes visible and audible patterns of behaviour.

Denison (1996) carried out a detailed analysis of the notions of climate and culture, and what they mean and how they can be approached. A big difference between them as far as traditional literature goes, he claims, is that to assess climate calls for quantitative research, whereas culture is assessed with qualitative methods. Those looking into culture focused on how social systems changed and developed over time and also gave a lot of weight to underlying assumptions. Climate researchers, on the other hand, placed more emphasis on what bearing organisational systems had on groups and individuals. They were also more concerned about what individuals felt, at a more superficial level in the life of the organisation, about ways of doing things (Guion, 1973). While climate studies tended to start from Lewin's (1951) qualitative observations of various experimentally set up organisations and social climates, culture research adopted ethnography as its method of choice. Denison summarised the commonly held views in the culture and climate literature (Table3.2).

Table 3.2: Contrast between organisational culture and organisational climate

Aspects	Culture literature	Climate literature
Epistemology	Contextualised and idiographic	Comparative and nomothetic
Point of view	Emic (native point of view)	Etic (researcher's viewpoint)
Methodology	Qualitative field observation	Quantitative survey data
Level of analysis	Underlying values and assumptions	Surface-level manifestations
Temporal orientations	Historical evolution	Historical snapshot
Theoretical Foundations	Social construction; Critical Theory	Lewinian field study
Discipline	Sociology and Anthropology	Psychology

Source: Denison (1996)

As for the roots of these two different studies, Denison (1996) traces the origins of organisational climate literature to the field theory of Lewin (1951), and that of culture literature to the model of symbolic interaction and social construction pioneered by Mead (1934) and later developed by Berger and Luckmann (1967). In Lewin's theory, climate arises because individuals are apart from the social context. The opposite is true, however, according to the symbolic interaction and social construction model, which sees individuals as an integral part of the environment so that they can be looked upon as being subjects and agents at the same time. This model also sheds light on how social processes evolve, and how social structure and meaning come about. Lewin's theory draws attention to how human behaviour is affected by the environment. But culture and climate literature differ greatly in how they see this issue: culture literature insists that context is vitally important, whereas climate literature for the most part argues that climate is a construct of the mind.

As mentioned above, Denison maintains that organisational culture is a complicated, deeply rooted, and permanent thing. But whereas culture is embedded in an organisation, climate affects the person working in the organisation more directly and is more subjective, able to be manipulated, and variable. Having said this, Denison (1996: 645) is careful not to imply a big gap between the two. They should, he concludes be "viewed as differences in interpretation rather than differences in the phenomenon." In fact, he points, it is not so much the concepts themselves that differ greatly but the way they are

defined by different researchers who bring their own preferences and biases to the debate.

Of these two ways of looking at the environment within an organisation, climate is the older in terms of the academic literature and a concept that is regarded as coming out of the perceptions of people both inside and outside the organisation. The more recently discussed phenomenon of culture is generally regarded as a broader, deeper, and more complex thing that takes account of how processes work within organisations, the interactions and tensions that exist within them, as well as the assumptions and values of people working for them. To summarise, although they overlap to a large extent and address the same issue, culture has come to be seen as the more detailed and deep concept and climate as arising from the perceptions of people.

3.5.9 The Benefits of Strong Organisational Culture

According to Smircich (2010: 342), there are two sides to organisational culture: its strengths and its weaknesses, “the main principles of an organisation can be understood freely and can be widely disseminated in a strong organisational culture”. In this way, when employees understand these shared values, they try to enhance their performance. Drawing on Deal and Kennedy’s work (2008: 56), Smircich argues that a strong organisational culture seems to encourage employees to develop trust and to follow the organisation’s core principles. The existence of a strong organisational culture affects employees’ conduct (Tellis et al., 2009: 17); and this concurs with assertions by Deal and Kennedy (2008: 56) who argued that a strong organisational culture can be a powerful means of influencing and driving worker behaviour within an organisation.

According to Brown (2008: 957), organisational performance can be improved with the help of a strong organisational culture. In specific terms they argue that the presence of a strong organisational culture improves the performance of a business in three ways:

1. Firstly, the objectives of an organisation can be clarified and become more obvious, both to customers and employees.
2. This in turn helps to improve employee motivation.
3. Finally, when there is a strong organisational culture, the business can draw upon and learn from its experiences.

3.5.9.1 Organisational culture and leadership

Yafang Tsai (2011) comments on the fact that culture supplies the rules for how to behave within organisations, and, moreover, is something that is socially learned and is transmitted by members. The central assumptions and values of an organisation originate with the leadership, which then over time develops a certain leadership style. Subordinates are then guided by this core corporate philosophy and by the behaviour of the leaders, so that the culture becomes shared through the organisation. In the event that a strong corporate behaviour evolves, together with mutual values and beliefs, then a strong organisational culture is the product.

The role of leadership in sustaining the corporate culture is vital, argues Yafang Tsai (2011). As a result of strong, clear leadership, consistent behaviour between members of the organisation is ensured, minimising conflicts, and enabling a healthy working environment for employees.

3.5.9.2 Organisational culture and job satisfaction

Yafang Tsai (2011) points out that through organisational culture, a set of shared assumptions, values and beliefs arises, which is the crucial binding force within an organisation. Not only does this shared collection of values and codes of conduct enable workers to complete their tasks and achieve their goals, but as a result of these, it also enables people to be satisfied in what they are doing and to be properly recognised and rewarded for their successes.

3.5.9.3 Organisational culture and performance

Çiçek and Özer (2011) support the view that organisational culture serves to improve overall performance by invigorating and motivating employees, offering people a sense of collective purpose and rallying their efforts toward common goals. In this way, a strong culture, especially one that is perceived as being unique and distinctive, can give a company a competitive edge. These authors see culture as exerting a powerful influence on those within the organisation, and affecting directly the firm's performance and capacity to innovate.

The literature review also considers existing literature on employee engagement, next section will exploring the various definitions of this concept and assessing work that has been done on identifying the factors that enablers and inhibitors of employee engagement in organisations .

3.6 Employee engagement

3.6.1 Definitions

Before beginning research, it is usual and helpful to start by defining the topic to be investigated. On one level, this seems a relatively easy task. However as Macleod and Clarke (2009: 8) notes: "There is no one agreed definition of employee engagement". They claim that during the course of conducting their review they discovered over 50 different definitions. Guest (2006: 8) states that "the concept of employee engagement needs to be more clearly defined" (2006: 8) because different interpretations of meaning of employee engagement make it difficult to compare between results of studies and academic discussions.

Macey and Schneider (2008) state that the main source of confusion in the definition of employee engagement is the fact that sometimes engagement is defined only in terms of employee attitudes, and sometimes described only in terms of behaviour, and sometimes is a combination of the two. For examples, Colbert et al. (2004:603) define engagement in terms of attitude as a "high internal motivation state" and Dvir et al. (2002: 737) define engagement in terms of behaviour as a "high level of activity, initiative, and responsibility".

However, Macey and Schneider (2008) state that employee engagement is a combination of elements:

A desirable condition, has an organisational purpose, and connotes involvement, commitment, passion, enthusiasm, focused effort, and energy (2008:4).

Macey and Schneider (2008) also discuss whether engagement is a unique concept or is a new name for an existing idea. Robertson-Smith and Markwick (2009) show how the concept of engagement is different from other concepts for example job satisfaction, organisational commitment, job involvement, organisational citizenship behaviour (OCB) and motivation. They finally concluded: "Despite engagement showing many shared characteristics with existing concepts, there are distinct elements that make the concept unique" (Robertson-Smith and Markwick (2009: 48).

There are many different definitions that can be examined and this is an area where further work is needed. It is possible no single definition will be just right

and the researcher will need to carefully construct a specific definition for the thesis which is most applicable to Libyan banking sector for four reasons:

Firstly there are different aspects for private businesses and public service organizations which need to be considered, as previously discussed.

Secondly, some research on business concepts have suggested that cultural context is an important factor and not to be ignored when applying the concept as sometimes it can be less successful or rejected for culture reasons. Recent examples which suggest Middle Eastern and North African countries are different are Wali and Boujelbene (2011) on cultural influences in implementing Total Quality Management (TQM) in Tunisia; Rabaai (2009) on implementing Enterprise Resource Planning (ERP) in Jordan, and de Waal and Sultan on applicability of High Performance Organization (HPO) framework in Palestine. Specifically, studies on Libya have been done by Twati (2008) on implementing Information Systems (IS) in Libya, Abukhzam and Lee (2010) on adoption of e-banking in Libya . Thirdly, it is also important to take care that when the definition is chosen, whether it focuses on attitudes, behaviours or both, it must connect to the right methodology needed for measuring attitudes or behaviours. Haid and Sims (2009:7) have stated “Engagement can be complex to measure”.

Fourthly, there is also a need to think about the Arabic language word which encloses the entire concept of engagement in English which is complex and will necessitate consultations with linguistic expertise.

3.6.2 Introduction

The topic of employee engagement is an increasingly written about area in relation to both private business and public sector organizations and as Albrecht (2010) notes, this idea “has captured the hearts and minds of many researchers and practitioners across the globe” (Albrecht, 2010: xiv). Further, research has shown that employee engagement promote positive benefits and is positively associated with important outcomes such as organizational commitment, employee well-being, and individual, group, reaching broader organizational performance (Albrecht, 2015,)

Employee engagement has been the subject of numerous academic analyses in journal articles, research papers and also book-length studies as this

literature review shows. Engagement has also been the focus of a number of popular business guides aimed at human resource managers, line managers and other 'organizational change agents' to help organizations and individual managers increase the engagement of their employees (see for example Cook, 2008). Also much has been written about the public sector and in their book Blimes and Gould (2009: 6) say:

The people factor is not a management technique rather it is a fundamental value system that focuses on motivating every worker by recognising his or her contribution to the success of the enterprise.

Blimes and Gould (2009) refer to engagement in terms of 'the people factor' in order to emphasise the importance of the central role that human resources play in any organization. This is particularly true in public services in many nations which are facing cut-backs. Consequently, to keep up quality of service will rely on "putting the enthusiasm, commitment and knowledge of public service employees at the forefront of delivery strategies" (Macleod and Clarke, 2009: 4).

Many private consultancies offer services to help companies enhance their engagement with staff. They have also made useful contributions to the conceptualization, measurement and practice of engaging employees, using best practice examples, case studies and survey instruments for example Gallup's standard Q12 instrument (Harter et al., 2006). The UK government was so concerned about performance in this area by British organizations, both public and private, that Department for Business, Innovation and Skills asked research to be done to discover more about levels of engagement for workers in the UK (Macleod and Clarke, 2009).

Macleod and Clarke's report (2009) focuses on employee engagement in UK but bearing in mind the difficult times of the economic recession, in the context of my research, engagement may also be an important topic because as Paul Drechsler, CEO of Wates Group, quoted in Macleod and Clarke (2009: 25), said: "a leader's focus on engagement is even more important during difficult times to motivate, engage and ultimately retain [...] people." Research conducted by Watson Wyatt also concluded that "during periods of turmoil – when the organization is undertaking cost reduction measures, consolidations

or other dramatic change events that will profoundly impact employees – maintaining or enhancing employee engagement can be critical to the organization’s return to profitability’ (Wyatt, 2008: ii).

This introduction established that engagement is an important issue to researchers and practitioners in private and public sector organisations and is of particular relevance during difficult times.

3.6.3 The importance of employee engagement

Increasing attention is paid to the role played by employee engagement, or the people factor, in organizations, both private companies and public sector. According to Tim Beasley, the famous UK economist: “there is an increasing understanding that people are the source of productive gain, which can give you competitive advantage.”(cited in Macleod and Clarke: 2009). At the macroeconomic level, in times of global competition this is vital for private businesses.

In their study focusing on people, performance and effectiveness in organizations, Purcell et al. (2003: 1) observe:

It is hard to ignore the volume of studies which show, to varying degrees, with varying sophistication, a positive relationship between high performance/ involvement work practices and outcome measures.

Macleod and Clarke’s (2009) report contains evidence of different types which proves levels of employee engagement are important because studies show employee engagement levels are correlated with higher productivity and higher profitability performance.

So, the question to ask is: what positive things can businesses and public sector organizations achieve from employee engagement?

3.6.3.1 Increased profitability and productivity

A meta-analysis by Harter et al. (2002) which focused on exploring connections between employee satisfaction and employee engagement factors, and business success drew the conclusion that there is a strong correlation between factors and business results. Harter et al. (2002: 272) concluded generally: “Employee satisfaction and engagement are related to meaningful business

outcomes at a magnitude that is important to many organizations”. In particular, Kular et al. (2008: 7) report that meta-analyses by Gallup organization show top-quartile business units have 12 per cent higher profitability than bottom-quartile business units. Kular et al. (2008: 7) also report meta-analyses by Gallup organization show top-quartile business units have 18 per cent higher productivity than bottom-quartile business units.

3.6.3.2 Better rate of retention and turnover of staff

With regard to another area, retention of staff, several studies suggest that when employees are engaged the company has better staff retention rate and lower turnover rate (Holbeche and Springett, 2003; Schaufeli et al., 2006). Research by the Corporate Leadership Council (2004: 14) showed that those employees with high levels of engagement were “significantly less likely to leave”. This dimension is important because when staffs leave, they must be replaced by others who need to be trained and it costs the employer time and money when departing must be replaced.

3.6.3.3 Improved customer aspects

There is also evidence that employee engagement is positive for customers. When staff are engaged this can improve standards of customer service and levels of satisfaction (Roberts and Davenport 2002) and can help with retaining customers and maintaining their loyalty (Gonrig, 2008). Macleod and Clarke (2009: 13) report that research by the Government of Canada in 2006 suggested that engagement in the public sector improves customer service creating trust and public confidence.

3.6.3.4 Better staff wellbeing and less absence

There is increasing research on the impact of staff engagement on workplace wellbeing and links with absence due to sickness or work-related stress. Gallup found that engagement levels can be predictors of sickness absence, with more highly engaged employees taking an average of 2.7 days sick leave per year, compared with disengaged employees taking an average of 6.2 days per year (Harter et al., 2006). Black (2008: 4) emphasised the importance of experience of work on people’s health:

For most people, their work is a key determinant of self-worth, family esteem, identity and standing within the community, besides of course material progress and a means of social participation and fulfilment.

This means that it causes harmful results when relations between employees and management are poor and more engaged employees have less stress (Attridge, 2009).

3.6.3.5 Increased employee support for change

Finally, it is necessary to clarify that employee engagement is of critical importance in the process of managing change within an organization. According to research by the consultant firm Price Water House Coopers, “nine out of ten of the key barriers to the success of change programmes are people related” (cited in Macleod and Clarke, 2009: 16). In his review of literature on topic of employee engagement and process of managing change, Dicke (2007: 56) explains that “considerable research concerning change management strategies lists employee engagement as a primary function for successfully implementing a change management initiative”. This information is relevant to the situation of Libya where society, organizations and individuals all need to manage change in the new political situation.

3.6.4 Negative responses to employee engagement

After looking at the positive reasons in favour of employee engagement, it is useful to end the section by reflecting on the question: Why are not all organizations interested in employee engagement? In their report Macleod and Clarke (2009) discovered that regarding those leaders in both private and public sectors who are concerned with employee engagement, there is great variability in views and level of commitment of CEOs and senior management:

For some, engagement is an annual staff survey whose results may be acted on; for others a survey is no more than one tool in an overall approach that places employee engagement at the core of the organisation’s strategy (Macleod and Clarke 2009: 66).

Some leaders and managers are not aware of the concept of employee engagement or do not completely understand the concept of employee engagement and the beneficial aspects it represents for their organisation.

Other CEOs and senior managers are aware of the concept of employee engagement but do not believe that it is worth considering because they are not convinced of its financial benefits (Ednams, 2011).

3.6.5 Factors which are key drivers for engagement

Many researchers express difficulty with easily identifying one principal driver which explains employee engagement (Robertson-Smith and Markwick; CIPD, 2007). This means employee engagement, therefore, is influenced by many interrelated factors (Robertson-Smith and Markwick, 2007; Macleod and Clarke, 2009; Haid and Sims, 2009; Kular et al., 2008). However the most important point to note is that:

All the research has shown that there is much that employers can do to raise levels of engagement, and that all employees regardless of demographic factors have the potential to be engaged in their work (Kular et al., 2008: 14).

Based on their research in a wide range of private and public sector organisations Alimo-Metcalfe and Alban-Metcalfe (2009: 56) argue that leadership is key in: “creating an engaging culture must start with them”. Moreover, in their organizational effectiveness framework, Haid and Sims (2009) display leadership as having a direct link to employee engagement.

Figure 3.4: Organizational effectiveness framework



Source: Haid and Sims (2009:6)

But it is also worth highlighting Macleod and Clarke (2009: 66) who argue that:

Even when leaders place great emphasis on the idea of employee engagement, managers may not share the belief, or may be ill-equipped to implement engagement strategies. As a result the organisational culture is unable to deliver engagement.

Other academic researchers and practitioners equally highlight that the manager is the intermediary between leadership and employee engagement. For example, Robertson-Smith and Markwick citing Dulye (2006) say: “The quality of the relationship that an employee has with his or her immediate manager is one of the most influential factors driving engagement and satisfaction.” Results of a survey by Towers Perrin HR services state that: “The relationship with a direct manager is critical for engagement and many of the factors that influence employee engagement are factors directly or indirectly within the manager’s control” (Towers Perrin, 2006: 11).

Two reports from the Institute for Employment Studies also stress the important role which managers play (Robinson et al., 2007; Robinson et al., 2004;

Accenture). For all these above reasons, this researcher argues that for employees the most important relationship at work is that with their line manager, and this must be an important element of any study on employee engagement. Producing an overview of many aspects of good management which engages employees, CIPD (2006:31) believes that a manager who is able to engage employees:

- listens
- develops
- is open to communication
- makes time
- respects individuals
- encourages
- is fair
- and provides feedback.

It is interesting for this research to investigate if employees and managers in the Libyan banking sector think that the same qualities make a good manager or whether there are different elements because of differences in organizational culture. It would be important in this context to refer to the influential work of Hofstede (1980; 1991; 2001; 1983; 1998).

3.6.6 Measuring employee engagement

According to Haid and Sims (2009:7), “engagement can be complex to measure” and there are many different kinds of research studies which have either used quantitative or qualitative methods to explore this topic. Some quantitative studies compare multiple organisations, sectors or countries and rely mainly on statistical comparison using regression analysis to find relations between variables (Gallup Q12 Meta-Analysis). This often focuses on identifying the drivers of employee engagement. Robertson-Smith and Markwick (2009: 55) observe that “research to date on employee engagement has utilised a survey methodology, with the intention of aggregating the individual scores into overall trends”.

Another method is the use of case studies (Gomm, Hammersley and Foster, 2000) which look at a particular organisation or sector. This type of approach is qualitative and relies on qualitative data using, perhaps, questionnaires, focus

group discussions and interviews (Khan 1990; 1992). This approach tends to focus on one element of engagement such as factors relating to emotion or behaviour and it helps the researcher to understand the phenomenon from the participant's viewpoint within a particular context, such as the banking sector in this case. Other methods may focus on different aspects, such as; performance outcomes, retention, performance measures, profit, productivity and customer service. The use of case studies sometimes combines quantitative analysis using statistical comparison (metrics) with qualitative analysis, table (3.3) provides an example the a difference between private sector and public sector .

Table (3.3) provides some examples the a difference between private sector and public sector .

Private banks sector	Public banks sector
<ul style="list-style-type: none"> • Private sector organisations are usually interested in levels of employee engagement and their connection with increasing financial performance (Khan 1990; 1992). • Employees more commitment in the job in private sector then public sector (Flynn Tannenbaum, 1993). <p>interests in issues like customer service and satisfaction, or improved well-being for employees.</p> <p>Comparatively private sector banks provide a good platform to their employees for sharing their learning and achievements.</p> <ul style="list-style-type: none"> • Raina Anupama Dullo & Shahnawaz M. G. (2012), in their study found out that the Managers in the private sector believed that autonomy was more vital for the effectual performance of their job than did public sector managers. 	<ul style="list-style-type: none"> • Rainey and Chun (2007, 73) in their study supported the fact that there is very weak relationship between performance and extrinsic rewards may be in the form of recognition ,promotion ,pay and job security in public sector when compared with the private sector. • Studies of public sector organisations are interested in levels of association with better outcomes <p>interests in issues like customer service and satisfaction, or improved well-being for employees.</p> <ul style="list-style-type: none"> • Bakker & Demerouti (2008) in their research aimed at understanding employee engagement in the public service sector highlighted that service jobs are often extra demanding, which may be attributed to the emotional labour necessary for these jobs, and that this would in turn negatively affect employees opportunities for experiencing engagement

Source : Shweta Sharma, Sanjeevni Gangwani,2015

Two important points need to be made in concluding this section. Firstly, it is clear that there are many different types of research with various methodologies and diverse definitions of employee engagement, making it difficult to easily compare their results. Secondly, with regard to this thesis which will study the Libyan banking sector, it is important to know if ideas and measures of engagement can be generalised across different cultural contexts. It is necessary to try to find studies of Arab countries in the MENA region (Middle East and North Africa) as well as the UK and USA.

For these reasons, engagement of employees makes a useful focus for a thesis in comparing public and private sector companies and investigating the role of organisational leadership in helping to promote engagement, which is a new idea in Libya as a result of previous political and economic circumstances, but one which is necessary given its proven benefits in improving productivity.

Another employee engagement study, based on that by the Concoors Group, was developed in the UK by the National Workforce Program (NWP) and piloted in three National Health Service organisations in 2007. The key conclusions of this study were that: (1) Employees desire a workplace that is enjoyable and a role that is personally stimulating. (2) Employees would like more control over their employment, specifically in areas such as work schedule and work flexibility. (3) Employees would like fair rewards for what they do and their abilities to be respected. In contrast, a study done by Nuswanto et al. (2011) found no correlation between employees' control over their work and their level of engagement. It is not clear why there should be such different outcomes between one piece of research and another, and whether the factor involved is the methodology, the sample type and size, the measurement tool used, or differences in culture in the organisations being investigated, some combination of these, or some other factor entirely.

Some researchers have concluded that the manner in which new employees are selected and inducted into an organisation is of significance in engaging employees. Martin and Bourke (2010) stress the importance of a strategic process known as "on-boarding" in attracting and engaging new employees and characterise this process as "re-affirming" their decision to join an organisation.

3.6.7 Engagement and motivation

It is well established that organisations must strive to maximise the engagement of their staff if they are to have a productive, flexible workforce. Also crucial is employee motivation, but these two concepts are not identical. Motivation must be understood in its own right, and an analysis carried out to understand how it is connected with engagement.

One approach to making this connection, developed by Deci and Ryan (1985) is Self-determination theory (SDT), which envisages two related forms of motivation – intrinsic and extrinsic. The first implies doing an activity purely for the fun and interest of it, while extrinsic motivation refers to activities that are performed because they are necessary. In the optimum cases, the two types of motivation more or less coincide. Extrinsic motivations may be come about because that is what an individual's job entails, though Deci and Ryan (1985) indicate that they may also be driven by an individual's desire to be rewarded for good performance, avoid punishment, or to achieve a personal goal. This research has been taken further to examine the effects of culture on factors such as motivation and well-being. For example, Deci, Ryan, Gagne, Leone, Usunov, and Kornazheva (2001) have applied Deci and Ryan's original model in the context of a number of companies in Bulgaria and found that it backs up the earlier assumption made, that employees are partly motivated by their own psychological needs. Blais and Briere (1992) found too, that individuals within an organisation experience greater motivation and display more satisfaction with work when they feel that managers support an autonomous work culture in which personal freedom of choice is valued and encouraged.

Vroom (1964) and Porter and Lawler (1968) have argued that individuals act in ways that maximise the outcome for themselves. Vroom put forward this idea in what he called 'expectancy theory', which starts from the assumption that, based upon prior perceptions, attitudes, and beliefs, people tend to behave out of a desire to enhance pleasure and avoid pain. Porter and Lawler (1968) then constructed a theoretical model from this, which also factored in that a person's degree of effort is dictated by the weight placed by that person on the outcome (Pinder, 1984).

This theory suggests a connection between motivation and engagement with regard to an individual's expectancy and satisfaction. However, it does make a similar connection with the mission and values of the organisation as a whole.

3.6.8 *Engagement and leadership*

Some researchers have pointed to a link between engagement and effective leadership. Ancona et al. (2007) argued that in the modern world, the task of leaders has shifted from one of 'command and control' to nurturing and coordinating what others do at the various levels of the organisation. Sutton (2009) emphasised the crucial role of leadership, especially in a time of crisis, and the need for those in charge to be sensitive to people's interpretations of decisions that have been made, for example through encouraging an open-door policy.

Leadership also has links to engagement through the effect it has on the performance of an organisation. This aspect of leadership has been investigated, among others, by Fleming et al. (2005) and by Wallace and Trinkka (2009). The latter researchers examined first line management and concluded that the leadership of the immediate manager is more important than any other organisational variable.

The effect of leadership and its relationship with followers has also been investigated by Kelly (2001), who concluded that managers are not necessarily good leaders, and that nor are subordinates necessarily effective followers. Schaufeli and Salanova (2007b) noted the need for leaders to be perceived as role models for engagement, and that, for example, if leaders were seen as lacking in energy, it is probable that followers would follow suit and be subdued in their approach. This ignores, however, the reciprocal effect that followers can have on leaders. Granted that engagement is a major responsibility of those in management, it is nevertheless true that effective followers act with enthusiasm, intelligence, and self-reliance. Such approaches and conclusions highlight the essential two-way connection between leaders and followers, namely that successful engagement within an organisation demands both effective leadership and effective followership.

Pfeiffer (1998) further stated the importance of leaders engaging with those under them by emphasizing that mismanagement of employees is likely to

result in a steady decline in performance. Leaders, he maintains, must avoid seeing followers merely as costs in order for the organisation to make progress and develop successfully. Storey (1989) has arrived at a similar conclusion in his two models of human resources: the 'hard' model (also known as the Michigan Model) which emphasises the 'resources' aspect; and the 'soft' model (or Harvard Model) which stresses the 'human' side. Both of these concepts remain relevant and applicable at present, as firms struggle to balance both sets of assets. They do this while at the same time leaning toward an emphasis on resources, that is, the value to be gained from the human capital or the investment in this capital, stemming from the belief that such capital is the most significant asset in marking out a successful organisation to ensure its competitiveness over rival companies. In his analysis of the battle between these two models of human resources, Pfeiffer (1998) concluded that, of the half of the organisations that implement major changes to improve their management of people, perhaps half of these will persist with their reformations long enough to see the economic benefits of them.

According to Lombardi (2010), there has been a change in the role of leadership in the modern world, in that a leader today who desires success, should be mindful not only of the mechanics of the business itself, and such factors as improving sales and profitability, but also of the individuals with whom they work and how to encourage and motivate them to achieve better performance. As much as knowing the ins and outs of their business, products, and marketplace, effective leaders must ensure that they harness the passion and enthusiasm of those whom they manage.

Since a successful and fruitful relationship between leaders and followers depends to a great deal on effective communication, it is also crucial to look at how communication fits into this relationship. It is also necessary to consider how communication can impact upon employee engagement, both directly and indirectly.

3.6.9 *Engagement and communication*

Tourish (2005) has examined the connection between leadership and followership from the point of view of effective communication. Among his conclusions is that most people in leadership positions fall victim to flattery; that

is, at some point, they pass through a phase in which their work achievements and/or leadership style is lavishly praised. This or other factors, argues Tourish, have a tendency to encourage some managers to think that they are naturally gifted, as a result of which they stop listening to others, taking advice, and asking their employees for feedback. This mistaken self-belief and confidence serves as a block to further learning and makes the leader resistant to change. Moreover, Tourish concludes that, at the level of strategic thinking, such a situation might tend to make upper level managers eschew debate and rush to implementation.

Tourish maintains that subordinates frequently have a vital role to play in implementing strategies and that intolerance of feedback and reluctance to communicate by leaders has a powerful negative effect on engagement. It is essential therefore, he argues, that upward communication, from subordinates to managers, be kept open and free in order that employees are kept fully involved and that the organisation can learn and arrive at better decisions. Tourish found that: "Firms that communicate effectively are 4.5 times more likely to report high levels of employee engagement versus firms that communicate less effectively". Moreover, he states: "Companies with high levels of communication effectiveness are 20 per cent more likely to report lower [employee] turnover rates than their competitors". Communication then must be regarded as another key factor in effective leadership, and because of this, an important aspect of engagement between leadership and followership. Tourish's research have received support from Watson Wyatt (2006) who also reported that companies in which communication flows freely and is effective have a better record of retaining employees and conserving resources needed for recruitment and training.

The significance of communication tools has been examined by Gill (2009), who has focused particularly on information and communication technology (ICT) in Australian corporate culture. Gill found that ICT was the most effective and readily available medium for large organisations to communicate with both internal and external stakeholders. Incorporating, as it does, computer and social media technology, ICT enables effective management of information across major corporations. Earlier work on this, by Eunson (2005) and Harrison (2007), had reached similar conclusions. Even so, many people employed, for

example, on production sites, especially in developing countries, lack access to Internet, internal networks, or other computer-based communication tools. Gill (2009) regards ICT capability as indispensable to effective corporate communication and argues that appropriate use of information and communication technology within organisations has spin-off benefits. For example, it may be valuable in promoting and instilling the organisation's branding message. This is achieved, he believes, through proper internal communication, which in turn helps safeguard the company's reputation internally and externally, in addition to helping retain employees and helping spread positive messages about company's philosophy and image.

Gill's ideas on this issue have been supported by Brockett (2009), who explains that communication has a vital role to play, especially in times of economic crisis. Effective communication strategy and tools, Brockett posits, can actively counter the negativity that may accompany an economic downturn. In his view, such a time of crisis can serve to rally the people in an organisation who, if the importance of internal communication is upheld, see themselves as standing together to overcome the adversity outside. Brockett, moreover, laid emphasis on the important effect of employer branding on how well workers are engaged within a company – another factor to be added to those that influence engagement. In his words: "Employee engagement is integral to employer brand in that it's a measure of how proud people are to work there". A conclusion to be drawn for this is that what an organisation advertises may strongly influence employees, depending on the degree of engagement with this type of communication or internal advertising. Greenwald and Leavitt (1984) have drawn attention to the fact that the extent to which those who receive an advertisement are involved and motivated by it may be determining factors as to whether they engage with the message or not. Burnkrant and Sawyer (1983) reach the same conclusion and also point out that the ones who are advertising carefully consider the perceived need of using this information before they share or advertise it.

3.7 Chapter summary

This chapter has presented the main areas of literature to inform the empirical aspects of this research. In this chapter has reviewed the definitions of about Organisational culture and employee engagement organisational culture has been defined in different ways by different scholars. However the most widely accepted definition is that advanced by Hofstede who suggests that it is “a set of shared values, belief, assumptions and practices that shape and guide members’ attitudes and behaviour in the organisation” (Hofstede, 1980, 1991, 2001). There is common agreement among scholars that the nature and type of culture within an organisation strongly affects employee engagement and therefore organisational productivity. The organisations’ culture acts as a moderating factor in adoption of new systems and technologies at the workplace (Abdul Rashid et al., 2004; Fey and Denison, 2003). Studies to measure employee engagement may sometimes produce conflicting results depending on the model around which designs of such studies are based. Measuring employee engagement must therefore take into account a number of variables, both external and internal, including those related to national and organisational culture.

This research proposes organisational structural approaches based on the Schein (1985) model that could be implemented in Libya’s banking sector in order to leverage employee engagement in enhancing organisational performance.

The concept of employee engagement has been a subject of growing interest among various scholars who recognise its impact in promoting organisational performance leading to improved performance and profitability. However, this concept still lacks sufficient consideration or application in the context of the Arab Islamic world where organisational culture tends to be unique due to the unique sociocultural dynamics highly dependent on the Islamic religion, in comparison to the western world. Assessment of employee engagement may employ either quantitative or qualitative methods although Robertson-Smith and Markwick (2009: 55) suggest that the latter are more beneficial in exploring the role that managers can play in engaging staff to embrace organisational goals and targets. Therefore this research will examine in detail and measure the key

aspects of organisational culture and employee engagement using tools specially designed and based on Schein's (1985) model of organisational culture.

Table 3.4: The national and organisational culture characteristics that enable and inhibit employee engagement

Author(s)	Culture characteristics
Çiçek & Özer (2011)	Organisational culture serves to improve overall performance by invigorating and motivating employees, offering people a sense of collective purpose and rallying their efforts toward common goals. Unique and distinctive culture can give a company a competitive edge. Culture exerts a powerful influence on people within the organization thereby affecting the firm's performance and capacity to innovate.
Brown (2008: 957)	A strong organizational culture can improve performance by: <ul style="list-style-type: none"> • clarifying objectives so that they become obvious to employees and customers; • improves motivation; • learning from experiences
Smircich (2010: 342)	A strong organisational culture encourages employees to develop trust and to follow the organisation's core principles.
Tellis et al., (2009: 17)	The existence of a strong organisational culture affects employees' conduct.
Deal & Kennedy (2008: 56)	A strong organisational culture can be a powerful means of influencing and driving worker behaviour within an organisation.
Hellriegel et al. (2004: 357)	Organisational culture is the pattern of shared values and assumptions that guide the activities of a society, including its use of language, symbols, narratives, and ceremonies. The culture helps new employees enter into the social environment and become integrated. Through the culture, employees learn how to approach and deal with problems and situations that arise in their new organisational setting.
Rowe et al. (1994: 472)	Rituals within corporations are a means of demonstrating the organisation's principles and beliefs, and thus underscoring the manner in which workers within the organisation interact, and also the organisation's culture and priorities. Rituals help employees to adjust to and assimilate certain ways of doing things within this new corporate environment.
Nazir (2005:40)	Organisational culture is a central element in determining how well a new employee integrates into their corporate environment – a good fit being important to both the wellbeing of the individual and the organisation.

Author(s)	Culture characteristics
Silverthorne (2004: 593)	Culture influences the level of commitment of employees and that a strong culture goes hand in hand with a strong employee commitment.
Deal and Kennedy (1982: 4)	Where organisational culture is strong, engagement also is strong because employees have a clear conception of the goals of the organisation and therefore are more likely to strive to achieve those goals.
O'Reilly et al. (1991: 492)	People tend to feel more comfortable working for an organisation whose values they judge to be in alignment with their own.
Smith (2003: 249)	This connection tends to make them more engaged with and committed to their job.
Nazir (2005: 40)	When organisations and their employees share a common set of values and beliefs, this leads to specific benefits to the service sector.
Cameron & Quinn (2006: 42)	"Clan culture" in organisations provides a friendly place to work where people share a lot of themselves. In "clan culture", leaders are thought of as mentors.
Denison & Mishra (1995)	High level of employee involvement in an organisation creates a sense of responsibility and ownership, which boosts their level of commitment and their ability to work independently.

Chapter Four: Research methodology

4.1 Introduction

A research methodology presents a systematic and orderly account of the approach that a researcher takes towards collection and analysis of his/her study data (Hussey and Hussey, 2003). It also offers a rationale for the types of data to be gathered, how these are to be gathered and from what sources, how this data will be analysed, and explains how the results relate to objectives of the research and the questions its addresses (Easterby-Smith *et al.*, 2012).

This chapter provide an outline of the research methodology and justified the selection of the research strategy and methods. Data collection interviews will be conducted in Libya in two phases the pilot ,main study and focus groups. For both pilot and main study open issue-focused interviews will be used to gather information from managers and their employees because this will allow for full exploration of the topic. All the interviews will be conducted in Arabic, the native language of the participants and the researcher . For the analysis will be used the CCM method a detailed description of this process will be provided in chapter five.

The purpose of this chapter is to establish the key components of the research design that will be used to achieve the aims and objectives of this study and to respond to the research questions to be addressed. The chapter begins by discussing the rationale for the philosophical approach that underpins the research. The various types of research methods are considered before offering a detailed discussion of grounded theory which is the main research methodology of this thesis. Details of the data collection and analytical methods that have been chosen will conclude the chapter.

4.2 Philosophical paradigms

This section will discuss the philosophical paradigms taken into account in management research that define a set of assumptions, concepts, values, and practices, together constituting a way of viewing reality. In general terms, a paradigm is “a set of shared assumptions or ways of thinking about some

aspect of the world” (Oates, 2006:282); more specifically within research, it refers to “a basic belief system based on ontological, epistemological and methodological assumptions” (Guba and Lincoln, 1994:107). Management researchers use paradigms to explain their particular way vision of the social world. Burrell and Morgan state that “to be in a particular paradigm is to view the world in a particular way” (Burrell and Morgan, 1980: 24). There are two distinct over-arching paradigms, each corresponding to a distinct epistemological position, those of Behavioural Science and of Design Science (March and Smith, 1995; Hevner et al., 2004; Melville, 2010; Ayanso et al., 2011). The former is a problem-understanding paradigm which has its roots in the research methods of the natural sciences and seeks to develop theories that explain and predict human or organisational behaviour; whilst the latter is a problem-solving paradigm which is interested in factors like morality, knowledge and law that constitute and shape a variety of human practices (Patterson 2010). According to Chua (1986) there are two main Behavioural Science paradigms which are known as Positivist and Interpretive respectively, each of which will be discussed separately in the following subsections.

4.3 The Positivist Paradigm

Positivism is known as the “scientific method” (Coochian, 2004) and as a paradigm, it is based on the assumption that objective, physical and social worlds exist independently of humanity and presupposes the existence of a reality that is not a product of the human mind (Crossan, 2003). This reality can be discovered through the measurement of hard facts or what is observable. Understanding the relationships between these measurements yields strict laws. Therefore, the positivist approach can be seen as oriented towards technical control (Doolin, 1998). For positivists, such laws have their roots in the hard natural sciences – and the applied sciences relying on the like engineering and technological sciences – and seek to extend the boundaries of human and organizational capabilities by creating new and innovative artefacts (Hevner et al., 2004). Positivist research relies on empirically testable measurements in order to verify or falsify hypotheses or theories. Since positivist researchers cannot rely on a single result, their experiments must be capable of being conducted more than once. If the researcher cannot repeat the experiment and obtain the same result then this is a basis on which to refute the hypothesis

(Stahl, 2007). Interpretivists criticise positivism on the grounds that it is not suitable for understanding the complexity of human actions (Doolin, 1998) and argue that to gain a complete picture of the objects studied by the social sciences, influences of the social context – such as culture and politics –, need to be taken into account. Otherwise the picture revealed will be incomplete (Orlikowski and Baroudi, 1991). Furthermore, Parahoo's (1997) example highlights, that the reason why the positivist paradigm does not provide adequate means for examining human behaviour in depth is the difference between in their objects of study and the explanation of why those objects occur and have the characteristics they possess. In my thesis I endorse that in research we should always strive for clarity and rigour, and if we can call attention to informative regularities which help us understand and explain the investigated phenomena. At the same the research I conducted cannot in any plausible way be studied with the help of strict laws, and hence I approach my subject with the help of grounded theory.

4.4 Interpretivism

Interpretivism in management research is concerned with understanding the social context of an information system (Oates 2006), where reality is a social product that is defined and constructed by people and can be understood independently of social players (Oates 2006; Orlikowski and Baroudi 1991). It is a descriptive form of research, which seeks to understand the meaning of human actions and provides contextual knowledge, through uncovering people's experience of particular events (Lehman 2002).

Interpretivism does not attempt to prove or disprove a hypothesis, in the manner of positivism. Instead, it aims at showing how people see their world (Oates 2006; Orlikowski and Baroudi 1991) and "to explain why people act the way they do" (Gibbons 1987:45). It focuses on describing, translating, analysing, and otherwise inferring the meanings of events or phenomena occurring in the social world (Covaleski and Dirsmith 1990).

Constructivism is synonymous with interpretivism (Guba and Lincoln 1994) since its primary aims are "to understand the complex nature of people in their social-cultural context and to describe the meaning they associate with their experiences and actions" (Lehman 2002: 34). It takes its name from the view that researchers construct scientific knowledge themselves (Lehman 2002). In

this paradigm, researchers play a significant role in learning about the situation under study and are required to immerse themselves in the study of the phenomena under investigation (Barnes et al. 2005). This aim can be attained by means of an inductive approach, in which previous hypotheses are not needed before beginning the research (Barnes et al. 2005). Therefore, knowledge is conceptualised for a particular set of respondents at a particular time and place (Oates 2006).

Unlike positivists, interpretivists believe that there is no single version of truth, because “the same physical artefact, the same institution, or the same human action can have different meanings for different human subjects” (Morgan, 1980 cited in Orlikowski and Baroudi, 1991: 68). Also, whatever the reality, it can only be transmitted to others by means of social constructions, in which the researcher has a significant role and will not be neutral as he is assumed to be in positivist research (Oates, 2006).

4.4.1 *Rationale for adopting an interpretivist paradigm for this research*

This research is not aiming to prove or disprove a particular hypothesis or evaluate a theory, meaning that it will not adopt a positivist approach. Rather, this research is interested in understanding particular phenomena in more depth and detail, looking to present explanations of how specific individuals within organisations view their world, in terms of their own responses (Pinsonneault and Kraemer 1993). More specifically, this research focuses on human behaviour in a particular organizational cultural context, exploring personal perspectives, feelings and attitudes which are beyond the scope of the positivism paradigm (Crossan, 2003). Hence, an interpretive approach will be followed in this research, with the aim to identify the factors which enable and inhibit employees’ engagement with the organizations that employ them, and which cannot be understood independently of the perspectives of the individuals involved. For the reasons outlined above, interpretivism is a more suitable paradigm than positivism for achieving these aims. The next section discusses the research methods that an interpretivist can apply to explore social reality. The method chosen is determined by the nature of the aims of the research.

4.5 Research methods

After determining the philosophical assumptions which underpin this research, this section will discuss the research methods which have been chosen to enable the researcher to collect the data required to address the research questions. As McNeil and Chapman (2005) argue, to study any aspect of the world, the researcher has to determine which method is going to be used in the research. This decision will be influenced by the nature of the things being studied, for example, the natural world or human subjects, and the goals and nature of the research.

4.5.1 Quantitative versus qualitative

Two principal research methods are commonly used in Management Studies, namely, quantitative and qualitative.

The quantitative method can be described as an extreme of empiricism, which relies on control and explanation of the phenomenon (Altameem, 2007). It is a method that tends to measure “how much” or “how often” (Nau, 1995). Creswell (2003) argues that the quantitative approach is most appropriate when the problem is to identify factors that influence an outcome; understand the best predictors of outcomes; or the utility of an intervention. Moreover, in order to perform tests in the quantitative approach, the method has to be expressed in terms of “operation”; such as, surveys, laboratory experiment and mathematical modelling.

The qualitative research approach was developed in social science to enable researchers to study social and cultural phenomena. It is a method that represents data as narration and is conducted through intense contact with the field or life situation. The qualitative method comprises many attributes; most importantly is that the qualitative data focus is on naturally occurring, ordinary events, in natural settings. Well-collected qualitative data will be rich and holistic, with strong potential for revealing complexity. The qualitative method provides explanations to extend our understanding of the phenomena, or promotes opportunities of informed decisions for social action. It also contributes to theory, policy making and social consciousness (McMillan and Schumacher, 2001). These features help to achieve the goal of understanding rather than prediction of dependent variables (Royce, 1995). In addition, qualitative research is conducted through an intensive prolonged contact with

the field (Merriam, 1998), which makes it a powerful method for studying processes.

The former involves measurement of concepts using scales that either directly or indirectly provide numerical data whilst the latter deal with observation and interpretation of phenomena, taking concepts as data rather than numbers (Zikmund et al., 2010). Table 4.1 summarises the main differences between these research methods.

Table 4.1: Differences between quantitative and qualitative research methods

RESEARCH METHODS	
<i>Quantitative</i>	<i>Qualitative</i>
Emphasis on testing and verification	Emphasis on understanding
Focus on facts and/or reasons of social phenomena	Focus on understanding from respondent/informant point of view;
Logical and critical approach	Interpretation and rational approach
Controlled measurement	Observation and measurement in natural settings
Objective 'outsider view' which assumes distance from data	Subjective 'insider view' which assumes closeness to data
Hypothetical-deductive focus on hypothesis testing	Explorative orientation
Results oriented	Process oriented
Particularistic and analytical perspective	Holistic perspective
Generalisation by population membership	Generalisation by comparison of properties and contexts of an individual organism

Source: Denzin and Lincoln (2005:12)

According to Denzin and Lincoln (2005: 11-12) both qualitative and quantitative studies are concerned with the perspective of participants but qualitative researchers believe they can gain better insights into this by using particular techniques. Since this study is interested in learning more about people's personal experiences within the culture of the organisations studied, an inductive rather than a deductive approach is reflected in the choice of the three

research questions, and the use of qualitative methods for data collection and analysis is indicated.

I will discuss in the following subsections methods commonly employed by interpretivist researchers. These methods are case study and grounded theory (Denscombe 2003; Oates 2006). The strengths and weaknesses of the method is discussed below. I argue that due grounded theory is the most suitable for the purposes of my research, and I discuss this method and its specific application in more depth in section 4.6.

4.5.2 Case study

Case study is a qualitative approach which Yin (1994) defines as:

An empirical inquiry that investigates a contemporary phenomenon within its real life context; when the boundaries between phenomena and the context are not clearly evident, and in which multiple sources of evidence are used. It is particularly valuable in answering who, why and how questions. (Yin 1994:89)

Case study research is used in interpretive research, when the researcher seeks to explore how different people perceive their world, or aims to gain a detailed understanding in greater depth (Creswell 2007; Khairul 2008).

Case studies can be classified, according to the number of cases, into they types of single or multiple case studies. Using case studies has come under criticism for its lack of rigour and reliability, which leads to the low credibility of the generalisations offered (Denscombe 2003; Khairul 2008; Oates 2006; Creswell 2007). This is attributed to the fact that in using case studies there are no set rules to follow (Oates 2006). In addition, the presence of the researcher can potentially affect people's behaviour (Oates 2006). For these reasons, case study is not deemed a suitable research method for this study which seeks a more rigorous and credible method.

4.6 Grounded theory

When sociologists Glaser and Strauss first introduced grounded theory in 1967, it represented a response to the extreme positivism that, according to Suddaby (2006: 633), had infiltrated the social sciences during that time. Grounded theory sought a compromise between empiricism and relativism, proposing an alternative methodological approach in which data collection could be used to

develop theories that address the interpretive realities of individuals (Suddaby, 2006: 634). According to grounded theory “the emerging theory helps explain, in conceptual terms, what is going on in the substantive field of research” (Fernandez and Lehmann 2005: 80). Glaser and Strauss (1967) emphasised the value of discovering theory by means of generating conceptual categories and/or their properties from evidence i.e. data collected in the field from participants. Gathering evidence is performed through applying a technique called theoretical sampling. This technique guides the researcher who gets the initial data as to what kind of data he/she should collect next and where to find it.

Following the introduction of grounded theory into the social research field, it has become one of the most widely used research approaches (Bryman, 2001: 390), and the original work by Glaser and Strauss (1967) is still frequently cited by researchers (Birks and Mills 2011). Despite the popularity of their original work, the two researchers developed the theory along different paths. Glaser felt that Strauss’ approach was too prescriptive, and focused on the development of concepts (the building blocks assembled through data collection) at the expense of bigger picture theories based on key categories that emerge as recurrent themes in the data (Bryman, 2001:390). Strauss continued to evolve the approach throughout his career with his collaborator Juliet Corbin. Strauss and Corbin define grounded theory as “the development of theory that is derived from data, which are systematically gathered and sorted into concepts and categories which are analyzed through the research process” (Strauss and Corbin, 1998:12). Grounded theory as a method is linked with the interpretivist paradigm (Annells 1996): researchers immerse themselves in the world of those people under study and observe their environment and the interactions and interpretations that occur within it (Goulding 1999). Grounded theory is also embedded in symbolic interactionism, according to which meanings emerge from one’s actions and communications (Byrne, 2001b), and it is a specifically qualitative research approach (Oates 2006).

Grounded theory “looks systematically at qualitative data aiming at the generation of the theory that accounts for a pattern of behaviour that is relevant and problematic for those involved” (Tavakol et al. 2006: 234). It focuses on

exploring how people define events and how they behave based on their beliefs, and its data collection and analysis procedures help researchers to capture all relevant aspects of the topic under investigation (Glaser and Strauss 1967; Strauss and Corbin 1990).

Importantly, grounded theory focuses on and explores how individuals define and interpret events and how they behave on the basis of their beliefs (Birks and Mills 2011). Grounded theory – and especially its Straussian version – differs from other research methods, particularly case study, because it offers systematic inductive techniques for collecting and analysing data (Charmaz 2006). Researchers can employ these techniques to build theories that account for “a pattern of behaviour that is relevant and problematic for those involved” (Tavakol et al. 2006:2). Glaser and Strauss (1967) stress that using a comparative study of the type being used in this thesis is a useful way of checking that initial evidence is accurate.

Grounded theory seems to be the most suitable method to achieve the aims of the current research since it is capable to provide understanding of an organizations culture in terms of the knowledge the employees of that organization have of the workings of the organization (Charmaz 2003; Glaser and Strauss 1967; Goulding 1998) due to its capacity to interpret complex phenomena (Charmaz 2003). Grounded theory provides an appropriate methodological fit also, because there is no hypothesis to test in this thesis. The objective is exactly to develop a theory on the basis of the findings of the research, and using this theory to explain certain aspects of the organizations studied, and to draw some inferences about possible ways of changing their workings.

4.6.1 *The rationale for adopting grounded theory for this research*

As previously noted (Table 4.1), numerous research strategies are designed to assist researchers in unearthing the reality which they seek. The appropriate research method depends on the proposed research questions and the aims that the researcher seeks to achieve. In the current research grounded theory has been utilised as a research method for several reasons. First of all, this research is of an interpretive nature, which means that the use of grounded theory is possible and as I have argued in the previous section suitable. This is because the ontological and epistemological assumptions adopted in the

current research take knowledge to emerge and transform in social interactions, including its interpretation by both researcher and participants.

Using grounded theory in field studies is workable, because the ability to achieve the generalisation of facts is possible (Glaser and Strauss 1967) by relying on specific data and constructing one's theory on the basis of the concepts offered by the perspective of the participants of the social phenomena researched; in this case through the perceptions of the employees of the organizations studied. Glaser and Strauss (1967, 23) write that using a comparative study is a useful way of checking that initial evidence is accurate; another way of knowing "is the fact a fact?" Furthermore, a field study is suitable for achieving "the generalisation of a fact" (Glaser and Strauss 1967, 24), and this can be achieved through generating a theory from a field study where the researcher aims to generate "a theory that accounts for much of the relevant behaviour" (Glaser and Strauss 1967, 30). In the case of this research this is possible since I have gathered data from four different institutions which represent a substantial part of the same segment of the Libyan financial services sector.

Grounded theory is different from other research methods – particularly from case study – because it contains systematic inductive guidelines for collecting and analysing data to build theoretical frameworks that explain the collected data (Glaser and Strauss 1967). This systematic approach is useful in providing rigorous insight into areas that are relatively unknown to the researcher (Jones and Alony 2011). After choosing an appropriate research method, the researcher must also choose the appropriate data collection method/s for acquiring the data being sought (Pinsonneault and Kraemer, 1993). The range of data collection methods will be discussed in the following section.

Before moving on to the discussion of the range of data collection methods available to the researcher employing grounded theory, I will draw a parallel between Sackmann's usage of Strauss and Corbin's version of grounded theory, and my research. Sackmann's work (Sackmann 1992) serves as good illustration of some aspects of the work carried out in my research and helps to make certain points more specific. Sackmann conducted a research on a company's culture and subculture by investigating what employees in different roles at the company knew about functioning of the company, especially about innovations and their role in the organization's working. Sackmann's definition

of culture can be adopted as a working definition for the purposes of this research, since this research also aims at understanding the culture of specific organizations. Sackmann's four categories of knowledge that individuals employed by the company possess constitute the culture of the company. (Sackmann 1992:141) The fourfold categorization offered by Sackmann can be relied on to make explicit some connections between the way employees perceive what, how, why they are doing at the company, and why certain things happen there, thereby summarizing their knowledge of the workings of the company – or aspects of that. (Sackmann 1992:142-3, 150-3) It is plausible to suppose that this knowledge informs both how subjects perceive their position at the company – and through that their engagement – and also influence their daily working routines.

Understanding employee's perception as types of knowledge employees have of the workings of the organization employing them provides a good insight both into the actual workings of the company and into the way employees think of their surroundings and their position. This way of approaching the material collected in the interviews carried out in the research helps with articulating the findings and organizing them to reveal what most employees find positive or negative about the functioning of their working place. This information can support action taken to increase employees' satisfaction at their job and thereby also their level of engagement. It then makes sense to adopt Sackmann's way of organizing her material for this study because her methodology of investigating organizational culture is sufficiently similar to the methodology of this thesis.

Sackmann cannot generalize her results since she carried out her research at one organization. This research yields itself better to generalization and hence the theory worked out with the help of the grounded theory method can be used as the basis of making proposals at improving the organization's culture. This research studies four banks in the Libyan banking sector, which is compromised from sixteen banks altogether. Hence this study of four banks can be regarded as a solid basis for making some generalizations about issues that the whole sector faces; the experiences of the employees at these four banks are indicative of the experiences, and through that also of the organizational culture, of the other banks in Libya. This makes the project of constructing a theory about the culture of these organizations through the information about the

knowledge employees have about the workings of these institutions is even more valuable. If inhibitors and enablers of employee engagement in the Libyan banking sector can be identified that might potentially benefit all institutions in the sector, and through them the wider economy.

Sackmann also employs similar research methods to this study: she conducted interviews and made recordings of these; asked thematic questions and prodded the subjects to say more about the topic with questions; she analysed the written and recorded material; and she compared the coded materials. (Sackmann 1992:143-7) These steps are similar to the method I employed and this makes it more likely that similarly to Sackmann this research can uncover interesting connections between employee's knowledge, organizational culture, and employee's perception of their position at work, thereby providing the foundations for discussing employee engagement.

Sackmann's approach is then a positive model since she collected information in a similar way to the one in this research, (open interview, general question, then directed question, observation, transcribed interviews and sound recordings). A further parallel is Sackmann's ingenious idea of acquiring a picture of organizational culture through the types of knowledge employees possess of the working of the organization. At the same time Sackmann's study can be criticised because it is not explicit enough about the inferential steps leading from the data collected to the groupings of employees into cultures and subcultures, and about the what how she constructs her findings on the basis of her interview material. Boeije's (2002) criticism has to be taken into account: although Sackmann's research methodology seems to be well grounded and her findings appear plausible, she does not make it explicit enough what steps she follows to arrive at her findings. Hence, as Boeije's suggests, in this research I will make the steps leading from my data to my findings explicit.

4.7 Data collection methods

As discussed above, grounded theory will be utilised as a research method in the current research, which raises the need to determine which sources of data are the most suitable to use with it. According to Denzin and Lincoln (2005), qualitative techniques of data collection are most appropriate for grounded theory since they enable the researcher to explore themes as they emerge during the process of collecting data. Corbin and Strauss (1990) state that the

data for grounded theory usually come from interviews, observation and documentation.

4.7.1 Interview

Janesick (2004:72) defines an interview as “an exchange of information and ideas between two or more people through questions and responses, resulting in communication and joint construction of meaning about a particular topic”. The interview can also be described as a type of conversation between two or more parties, where the interviewer depends on the respondent’s willingness and ability to provide information about a particular topic (Keats, 2000; Oates, 2006). Interviews can be conducted in various ways (face to face, via telephone, internet, etc.) to collect different kinds of data (Denscombe 2003; Oates 2006). Interviews can be undertaken with an individual or a group (for example, in the form of a focus group). More is said about focus groups later.

4.7.1.1 Individual interviews

There are different types of interview technique and each serves a specific purpose. Structured interviews, according to Denscombe (2003, 61) tend to seem “like [a] questionnaire.” In such cases, the researcher asks a set of predetermined questions with predetermined answer options and the respondent answers, and the researcher writes down the answers (Oates 2006). In the semi-structured interview there is a list of questions, as in the structured type, but the difference here is that the researcher has the option of changing the order of questions according to the flow of conversation, and the interviewee has the opportunity to speak in more detail (Denscombe 2003). The last type is the unstructured or open type, in which the researcher introduces the topic and invites the interviewee expand his/her thoughts on it (Oates 2006). The core data collection method used for both pilot study and main study was open interviewing technique with an issue-focus.

Open interviews offer the researcher to opportunity to explore the chosen issue in the necessary depth, in order to understand the reasons behind certain actions or the underlying causes and explanations of events (Longhurst, 2009). This format also encourages interviewees to think about and clarify their experiences and attitudes, and explain issues that are relevant to the topic under investigation (Quinlan, 2011). Interviews are particularly helpful for examining and understanding more complex behaviours, experiences, and

opinions unlike observation or quantitative technique such as questionnaires which do not allow for much discovery or probing (*ibid.*, 2009). The researcher will gain access to the subjective opinions of the respondents regarding aspects of the organizational culture that either enable or inhibit employee engagement in Libya's banking sector.

Having an issue-focus when using the open interviewing technique means that the interviewer can use the initially broad open-ended question as a stimulus to allow the interviewee to explore various dimensions of the issue but must ensure that responses remain issue-specific so that meaningful comparisons of the data gathered can be made later. For the purposes of this research, the issue-focused interview is considered to be a suitable data collection technique, for a number of reasons. An interview is an appropriate research method to use with grounded theory because it aims to gather in-depth data about the research area and also explore how people define events and how they behave based on their beliefs. This is best achieved by interviewing them rather than through other techniques, such as questionnaires.

4.7.1.2 Focus Group

According to Wilkinson (2004:177) a focus group is "a way of collecting qualitative data, which—essentially—involves engaging a small number of people in an informal group discussion (or discussions), focused around a particular topic or set of issues". The focus group method is a useful and effective mechanism for deriving collective opinions, values and beliefs (Halcomb et al 2007). Although various kinds of researchers have used focus groups since the 1920s, for many years they were largely thought of as a technique used by market researchers to collect and analyse data relating to consumers' attitudes and opinions (Greenbaum 1998). However, in the past 20 years, focus group research has been increasingly used to collect qualitative data by social science researchers (Madriz, 2000).

Generally, focus groups are comprised of between four and ten people; however, the number of participants can range from as few as four to as many as twelve (Morgan 1998:71). Onwuegbuzie et al. (2009) recommend that focus groups should include enough participants to yield diversity in information provided, but should not include too many participants because some people may find large groups intimidating. Krueger (1994: 17) mentions the usefulness

of what he refers to as “mini-focus groups” including just three or four participants, when these have specialized knowledge and/or experiences to discuss in the group. It is thought that smaller numbers will still provide some useful data.

Qualitative researchers can derive multiple benefits from using focus groups. When correctly managed they represent an economical, fast, and efficient method for obtaining data from multiple participants simultaneously (Krueger and Casey, 2000). However, the discussion needs to be carefully planned, structured and directed by a moderator or facilitator which is usually the researcher. Since the focus group environment is helpful for encouraging participants to discuss perceptions, ideas, opinions, and thoughts (Krueger and Casey, 2000) and the sense of belonging to a group can also mean that participants may feel safer sharing information (Vaughn et al., 1996). Group members can often stimulate new thoughts for each other, which might not have otherwise occurred and focus group responses typically provide depth, nuance, and variety (Berkowitz, 2014). Furthermore, the facilitator can also observe nonverbal communications and group interactions that occur among the participants that help them to capture a clearer picture of what people are thinking and feeling about a topic (Morgan, 1998).

However, focus groups also pose a number of challenges as a research method as Wengraf (2001) highlights. The results might not necessarily accurately represent differing opinions amongst the members of the group as a result of the group dynamics that can occur. Depending on the experience of group members and cultural norms, some informants might dominate the discussion at the expense of others, due to issues such as conventional gender roles and expectations, or deference to older members of the group which may make it difficult for the researcher to gain an understanding of the perspectives of all group members (Denscombe, 2003). In addition, those who are lacking in confidence to express their own opinions might simply agree with others or prefer to keep it quiet as they do not feel comfortable raising certain issues (Denscombe, 2003). In addition, transcription and analysis of the focus group data requires a considerable investment in time.

4.7.2 Observation

This is a method of “watching” and “paying attention to” and then recording events, activities, and conditions (Oates 2006). The role of the researcher with this method is to look rather than to ask (Walliman 2006). Sackmann (1992: 140) notes that “observations of manifestations such as artifacts and behaviours can [...] be used as sources of data to "triangulate" with information obtained about cognitive components”. Ethnography and anthropological research use participant observation which involved specialist training, immersion in the setting and can be time consuming and difficult (Walliman, 2006). Direct observation provides the opportunity for the researcher to document behaviour, activities and qualities of the cultural and physical environment.

Direct observation can be structured or unstructured, the former being useful for gathering quantitative data, the latter qualitative data (Walliman 2006). To be useful and credible, observations need to be recorded in some form which can include observation guides, recording sheets or checklists, field notes, photography or a combination of these. Direct observation involves capturing detail, discerning what is relevant, interpreting the data and validating observations either by observing more than once or observing a range of people (Taylor-Powell and Steele 1996).

4.7.3 Documentation

Documentation or secondary data comprises all forms of existing sources of information available to a researcher before commencement of a project. As Sekaran (2003: 63) notes:

Secondary data can be extracted from various sources, including books and periodicals, government publications and information sources, the media, census, stock market reports, and mechanised and electronic information of all kinds [...]. Secondary data can be culled from the historical records of the organisation itself, from information already available on the internet, or from external sources such as the ones mentioned above, either through the internet or otherwise.

4.8 Data analysis techniques

4.8.1 *The constant comparison method*

As Boeije (2002) notes comparison is a dominant principle of the analysis process in various traditions of qualitative research and the constant comparative method (CCM) together with theoretical sampling can be considered the core of the type of qualitative analysis used in the grounded theory approach developed by Glaser and Strauss (Glaser and Strauss, 1967; Strauss, 1987; Glaser, 1992). In grounded theory, coding is the fundamental analytical process used by researchers (Corbin and Strauss 1990:12) and involves micro-analysis or “analysing data word by word and coding the meaning found in the words or groups of words” (Strauss and Corbin 1990:65). Analysis is dependent on making comparisons and asking questions, which is why it was originally named “the constant comparative method of analysis” (Glaser and Strauss 1967). In the work which Glaser and Strauss carried out, either in their early joint project (1965) or in their later individual studies (Glaser 1992; Straus, 1987) the data analysis technique of constant comparison was of central importance in their desire to develop a theory that was grounded in the data.

In his explanation of the research approach pioneered by Glaser and Strauss, Wester (1995) emphasises that effectively this technique underpins all analysis carried out by all researchers making use of grounded theory:

The main intellectual tool is comparison. The method of comparing and contrasting is used for practically all intellectual tasks during analysis: forming categories, establishing the boundaries of the categories, assigning the segments to categories, summarizing the content of each category, finding negative evidence, etc. The goal is to discern conceptual similarities, to refine the discriminative power of categories, and to discover patterns. (Tesch, 1990: 96)

By employing various forms of comparison, researchers are able to attempt to describe and conceptualise the variety that exists within the subject under study by looking for the differences and similarities which exist in human behaviour, attitudes, and perspectives and to theorise in an inductive manner about the reasons which may shape, influence or motivate these.

All the key elements typically involved in analysis in grounded theory such as coding, defining categories and ultimately connecting them to draw inferences

about behaviours and attitudes or to form theoretical models can be said to be based on employing different types of comparison.

4.8.2 Coding

Strauss and Corbin (1990) refer to three types of coding: open, axial, and selective.

4.8.2.1 Open coding

This initial process generally involves “breaking down, examining, comparing, conceptualizing, and categorizing data” (Strauss and Corbin 1990:61). The first step in analysis is “conceptualisation” which requires the researcher to focus on the detail of the transcribed text, identifying and labelling possible concepts at the level of words, sentence and/or paragraph (Strauss and Corbin 1990).

In the second stage, “categorising”, these concepts are compared with each other, and concepts which seem to pertain to the same phenomenon can be organised into a higher group and named (Strauss and Corbin 1990). The categorising or linking together of concepts into categories and sub-categories is a very important aspect of open coding because it enables the number of units to be reduced (Strauss and Corbin 1998).

4.8.2.2 Axial coding

After the initial process of open coding, the researcher follows “a set of procedures whereby data are put back together in new ways after open coding, by making connection between categories” (Strauss and Corbin 1990:96). At this stage, subcategories and categories are linked using a paradigm model which enables the researcher to think systematically about the data. According to Strauss and Corbin (1990) correct axial coding requires a focus on the following variables:

Causal conditions:	Events, incidents, happenings that lead to the occurrence or development of a phenomenon.
Phenomenon:	The central idea, event, or incident which a set of actions or interactions are directed at managing, handling, or to which the set of actions is related.
Context:	This represents the particular set of conditions within which the action/interactional strategies are taken.
Intervening	The structural conditions bearing on the action/interactional

conditions:	strategies that pertain to a phenomenon.
Action/ Interaction:	Strategies devised to manage, handle, carry out, and respond to a phenomenon under a specific set of perceived conditions.
Consequences:	The outcomes or results of action/interaction

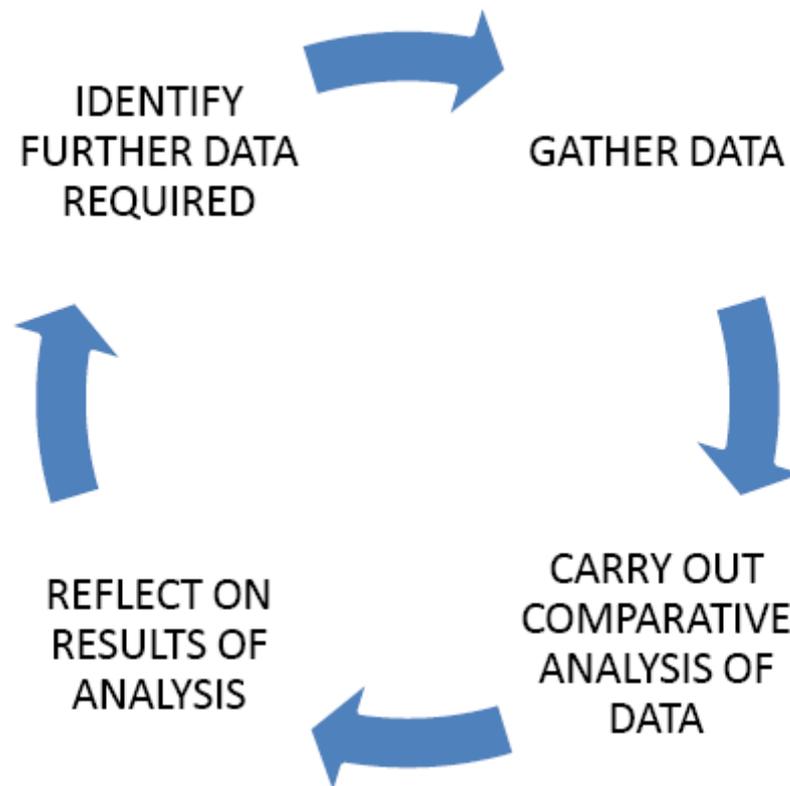
4.8.2.3 Selective coding

Axial coding acts as the basis for the final step of coding. Selective coding is defined as “the process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development” (Corbin and Strauss 1990:116). At this stage, the researcher looks again at the categories that have been identified to see if one of them is abstract enough to encompass everything else described (Strauss and Corbin 1990). This becomes the core category, the central phenomenon which integrates all the other categories. This requires the researcher to create the story line, which is the conceptualization of the narrative (Strauss and Corbin 1990).

4.8.2.4 Theoretical sampling

In addition to constant comparison, the notion of theoretical sampling is the other key principle of grounded theory meaning that the researcher must make a decision about the type of data which need to be gathered next and also where this data is best gather from. The researcher makes this decision on the basis of provisional theoretical ideas which they have formed from analysing the data which has been collected and then reflecting on the issues which arise from this analysis. This period of reflection involves the researcher in attempting to make sense of and interpret the phenomena which have been observed. It also entails delineating categories when a set of behaviours or attitudes appear to be similar or different, and assigning segments of the data (in this case words or phrases from transcript of interviews) to these categories. The research must also attempt to establish the kinds of relations which may possibly exist between the categories which have been defined. When the initial stage of analysis and reflection has been completed, then the data are analysed again and comparisons are carried out again with the new data set.

Figure 4.1: Theoretical sampling process



4.8.2.5 Data saturation

This cycle of data gathering, comparative analysis, reflection and identification of further data required (Figure 4.1) is usually repeated several times until the situation known as ‘data saturation’ has been reached (Strauss and Corbin 1990, 1998). After continuous rigorous comparison and further sampling the researcher stops when no new concepts or information is illuminated, and there is no further insight offered into each category (Urquhart, 2013).

As part of this cycle, researchers typically make use of a range of different techniques to help represent the results of the comparative analysis which has been carried out and tentative attempts to theorise about these findings. These include close reading and rereading of transcripts, memo writing, forms of coding, matrices of data and diagrams. All of these not only support the process of analysis but also allow the researcher to keep track of different conceptualisations of issues which may develop during different phases.

In order to achieve meaningful and valid results using this type of constant comparative method, it is essential to ensure that the elements which the analysis focuses have been carefully selected. In addition, these elements should be chosen carefully to ensure that any questions which arise at each stage of comparative analysis can be answered in a manner which is both efficient and effective. Evidence that a clear rationale exists for each comparison which is made is important since this serves to increase the internal validity of the findings of the research.

4.8.3 *limitations of the Constant Comparison Method (CCM)*

Boeije (2002) identifies a number of ways in which researchers using CCM fail to give sufficiently detailed descriptions of the analysis process. She makes the insightful observation that researchers using grounded theory usually provide very detailed descriptions of how their studies were set up and carried out to gather the data to be analysed, but they frequently remain vague when it comes to explaining the exact nature of the processes by which the data collected was actually analysed.

Firstly, in many cases, they fail to mention the specific subject of any comparisons made, meaning it is unclear what the focus of the analysis in question was. Secondly, it is also common for researchers to omit to mention the phase of the research in which a particular comparison took place so that it remains unclear how this related to the data collection process overall. Thirdly, another key concern results from a failure to indicate clearly the reason for the comparison being made and to link this to the study objectives as a whole. Finally, the results which were obtained from a particular phase of comparison can remain unclear since the researcher omits to present these clearly.

In this respect, Sackman's work (1992) on culture and subcultures at a medium-size conglomerate can be considered something of an exception since she not only attempts to give a fairly detailed and systematic description of the actual processes which were used to examine the data collected using interviews and focus groups but also appends examples of how these results relate to extracts from the transcripts.

4.8.4 Boeije's (2002) 'Purposeful Approach to CCM'

In response to the shortcomings she highlights, Boeije (2002) has developed what she calls "A Purposeful Approach to CCM" which addresses the issue of how to present a detailed exposition and explanation of the nature of the processes which were carried out in the analysis of interview data. Her step-by-step approach is illustrated by drawing on examples from her own study which focused on the experience of coping with the effects of the chronic illness multiple sclerosis by patients and their spousal care providers and examine a number of different perspectives on this. Boeije (2002) details the process of how interviews can be analysed using different types of comparison in a grounded theory process and provides an example of a framework which can be used by researchers wishing to present a more systematic account of how their interview data has been analysed.

In her article, Boeije (2002: 393) draws attention to the fact that although large numbers of academic works have offered interpretations, explanations and illustrations of grounded theory, these often lack detailed descriptions and practical guidelines about how to apply the techniques and procedures used in constant comparison.[†] She illustrates this tendency with an example from her own field of medicine, citing Morse and Field's (1998) handbook covering qualitative research which tells readers that every item of data must be compared with every other item of relevant data whilst failing to offer guidance on how the relevance of data is to be determined. As Boeije (2002: 394) rightly comments: "There is more to this process than just comparing everything that crosses the researcher's path".

4.8.4.1 Benefits of a systematized approach to CCM

Boeije (2002) highlights the necessity of adopting a systematic approach to data analysis when using CCM for sound methodological reasons. In research using grounded theory, initially there are no clear-cut questions and no coding categories can be agreed in advance which means that the researcher produces this data as the study progresses. This makes it all the more essential

[†] Boeije (2002) notes that even Strauss and Corbin (1998) offer little detailed guidance on the various types of comparison which can be done when analysing data beyond distinguishing categories which they refer to as 'close-in' or 'far-out' comparisons and like many other researchers using qualitative analytical methods, they emphasise that this comparative method is largely dependent on the researcher's own creativity when interpreting data.

that the process by which the researcher produced the final findings of a study can be tracked and accounted for. Firstly, this systematization can help the researcher to improve the traceability of results when large quantities of interview data have been analysed. A clear description of how the CCM approach was implemented in research practice helps to provide improved verification and credibility of qualitative reports by making the sometimes apparently vague process of constant comparative analysis more transparent. All of these enhance the value of a study. For these reasons, Boeije's (2002) suggested method for systematic presentation of comparison and coding will be used for both the pilot study and the main study.

The main benefit of CCM is that it enables me to arrive at my theory in an explicit way. I follow the Straussian approach to theory construction: after having recorded the data, and having transcribed it and coded, I will start building my theory with the help of constant comparison between the coded elements of data. The conceptual map of the data will enable me to draw inferences about what are the particular inhibiting and enabling factors of employee engagement; this way the connections between the concepts are used to identify regularities in the data. From these regularities my theory of improving employee engagement will emerge: we will be able to see which factors in the organization's culture we have to influence in order to achieve the desired changes. This is how we arrive at the grounded theory proposed by this thesis.

4.9 Overview of the research process

Following an initial literature review to identify a potential focus for the study, a pilot study will be conducted. The proposed strategy of investigation here is to make no assumptions about the association between culture (organisational and national) and employment engagement in advance but rather to allow hypotheses about a possible linkage between these factors to form and be refined as a result of data collection during the research process. The pilot study will focus on four Libyan companies within the banking sector (Banks A, B, C, and D). These have been chosen for this research because their headquarters are based in Tripoli, the capital of Libya, because this will allow the researcher to contact them easily, making considerable saving in travel time

and costs. Given the difficulties being experienced in post-revolutionary Libya when this research was being undertaken, Tripoli was also thought to be the safest and most stable setting for the study.

4.9.1 Data collection

For both the pilot study and the main study open issue-focused interviews will be used to gather information from managers and their employees because this will allow for full exploration of the topic. For the pilot study the intention is to aim to recruit one employee and one middle manager from each bank, making a total of eight participants. For the main study, a minimum of five participants (including at least one member of senior management and one middle manager) will initially be recruited from each of the four Tripoli-based banks and considered for the study. In keeping with the principle of data saturation, additional interviewees will be recruited as necessary.

Before each interview, the researcher will give the participant a summary of the aims of the research and then provide them with a consent form confirming that they have given their permission to be interviewed. They will be asked to read and sign the form to show that they have accepted its contents and have given their informed consent to participate prior to the interviews. The consent form will also clearly state the interviewees' rights regarding their confidentiality and privacy through the use of pseudonyms in the reporting of the research. In addition, the researcher will ask the interviewees for their permission to record the interviews on a digital recorder and will respect their decision. In the case that interviewees do not wish to be recorded, the interviewer will make notes on their answers and write these up following the conclusion of the interview.

After ensuring that each interviewee was clear about the meaning of employee engagement, the following two questions will then be asked:

- What, in your opinion, is an example of where employee engagement worked well?
- What, in your opinion, is an example of where employee engagement did not work as effectively?

The researcher will pose the questions and then allow interviewees talk with minimal interruption until the issue has been exhausted. Follow-up questions will be employed when needed in order to seek clarification of any points which seem vague or require explanation. These interventions are intended to seek

the rationale and reasons why the interviewee took a particular course of action or held a particular view. Focus groups will be held in the bank and the researcher will agree with the participants a date and time for the focus group discussion.

The interviews, all of the focus groups will also be conducted in Arabic, the native language of the participants. At the beginning of the focus group, the purpose of the study will be briefly explained and attendees reminded that their participation is voluntary. All participants will sign a written consent form assuring data confidentiality and participant anonymity and it will be stressed that any information given will be used for research purposes only. Just before the beginning of every session, each participant's permission to record the session will be sought. If any of the participants object, the session will not be recorded. Instead, notes will be taken by the researcher and then written up immediately afterwards. At the end of the session, everyone will be thanked for their participation. As soon as possible after the focus group has been held, the session will be transcribed, and analysed following the process.

During the initial phase of the research, as is usually the case with grounded theory, relevant documentation from the selected organisations under study will also be gathered and used for triangulation purposes. Triangulation involves using multiple data sources in an investigation "to ensure that an account is rich, robust, comprehensive and well-developed" (Patton 2001). Additional secondary data will be acquired from various published materials of general and specific relevance to the research topic. The former includes literature on organisational culture and employee engagement while the latter focuses on the Libyan context and its banking sector. A comprehensive review of relevant existing literature in English, and Arabic where available, will be undertaken; internet search engines and academic databases will be used to identify articles, monographs, and practitioner studies (Saunders *et al.*, 2012).

The researcher will also use his visits to conduct the interviews to each of the banks to carry out direct observation. During the initial phase of data collection, impressions will be recorded as field notes. Following the pilot study, a standardized check list to be used for each bank will be devised based to record

relevant information regarding issues which have been identified from the analysis of the interviews. This will also serve for triangulation purposes.

4.9.2 *Data analysis*

After interviewing each participant the content of the recording must be transcribed from audio into text form. Whilst interviewing, it is also useful for the researcher to make notes on the interviewee's gestures or body language which can shed light later on what is meant and insert these in brackets in the transcript along with any audible elements such as emphasis or laughter which added extra sense to the meaning of what was said (Weiss 1994). For instance, in this example:

*A queue of 30-odd customers, most of them waiting there already for 45 minutes [...]. Anyhow, I have to tell them, I mean tell all the customers: "Sorry, sir, sorry, madam, we have to close the bank immediately. Please be so kind as to leave the premises". I was **very** popular... [LAUGHS NERVOUSLY] Employee C2*

Both the interviewee's emphasis (**very**) and manner of laughing [LAUGHS NERVOUSLY] were noted on the transcript to show that what the interviewee says cannot be understood literally in this context. When a transcript has been prepared as a Word document two main forms of data coding exist: manual or computer-assisted. Until the 1980s most qualitative researchers analysed data by hand, but software programs are now available to help with the data analysis process.

Much has been written about the benefits of NVivo, a qualitative data software package suitable for use with the constant comparison method which requires multiple revisions of concepts and codes within the analysis process since it enables the researcher to revise how concepts have been coded at any time of the analysis process (Walsh 2003; Welsh 2002). NVivo can help the researcher manage large data sets (Walsh 2003; Welsh 2002), and keep track of what was said and who said it (Morison 1998; Richards and Richards 1994). It is claimed to increase consistency and comprehensiveness (Crowley et al. 2002; Weitzman 1999) and support the transparency and accuracy requirements of the analysis process (Welsh 2002), thus increasing rigour in interrogating data to a degree that could not be achieved by manual analysis (Walsh 2003;

Weitzman 1999). It also increases trustworthiness and reliability through opening results up to debate (Welsh 2002).

The producers of NVIVO state that the programme “may not operate as expected when attempting to use right-to-left languages such as Arabic” (QSR International website) and the QSR user forum confirm that researchers have experienced multiple problems when trying to use Arabic material and caution against its use. Translating the large quantities of Arabic text generated from interview transcripts is either time-consuming for the researcher or extremely costly if done professionally. Basic translation programmes such Google Translate are wholly inadequate for such purposes (Livingstone 2014) The important point has also been made repeatedly that the researcher’s role in the analysis process is still of central importance (Morison 1998; Tallericco 1991; Weitzman 1999), and that “Making the right choices in this process depends on the creativity, experience, knowledge, talents, support and sensitivity of the researcher” (Boeije 2002).

For all these reasons, the decision was made to conduct analysis using the original Arabic transcripts on the basis that it was much easier for the researcher to interpret these and to pick up on any subtleties of meaning during the coding of the text using his own language. Word features such as highlighting and review were used to assist in this process and results produced as tables. This ultimately meant this was a more meaningful way to make sense of the data and to reconstruct the perspectives of the individuals and groups being studied.

Once the analysis at each stage was complete, then appropriate codes were also assigned in English and particularly useful and revealing keywords, phrases and passages within the Arabic transcript which were likely to be needed were highlighted for later translation. To ensure consistency in terminology used in coding, a working glossary was produced for the researcher’s use to track and standardise coding of Arabic terms in English which would form the basis of the final findings and discussion. Boeije’s (2002) recommendations on systematic tracking of each stage were followed. Illustrative examples of this process will be provided in the Appendices to this thesis.

Figure 4.2: Overview of the research process

LITERATURE REVIEW		
DATA COLLECTION PHASE I: JANUARY 2015		
Pilot study		
Semi-structured interviews: 8 interviewees (4 front-of-house bank employees + 4 middle managers)	Direct Observation	Secondary information gathering about banks
DATA ANALYSIS PHASE I: FEBRUARY 2015		
Transcription/translation	Constant Comparison Method to identify enablers/inhibitors of employee engagement	
Comparison with existing literature of factors identified		
DATA COLLECTION PHASE II: DECEMBER 2015/ JANUARY 2016		
Main study		
Semi-structured interviews: c.25 (front-of-house bank employees, minimum 4 middle management, minimum 4 senior management)	Observation	Secondary information gathering about banks
DATA ANALYSIS PHASE II: FEBRUARY 2016		
Transcription/translation	Constant Comparison Method to identify enablers/inhibitors of employee engagement	
DATA COLLECTION PHASE III: JUNE 2016		
Main study		
Focus groups: (4 groups of 3-5 bank staff)	Observation	Secondary information gathering about banks
Comparison of results of pilot study, main study and existing literature		
Develop framework based on results of data analysis and insights from literature		

Some limitations for Pilot and Main Study the researcher will face because it is difficult to carry out a similar type of analysis between the pilot study and the main study as will be conducted for the inter- and intrabank analyses in this main study for the reason the clusters that were identified do not overlap exactly as they were configured in a different way from a smaller sample on the basis of information gathered several months prior to the main study. It is important to remember that following the 17 February Revolution in 2011, Libya has been undergoing significant social and political changes and is still experiencing the ongoing effects of conflict. This means that the banking sector is also itself in a state of uncertainty and that some issues that gain prominence at one stage may then lose significance due to social or political changes.

4.9.3 framework Validation

The first part of this validation to send a self-report questionnaire to each of the three bank managers separately, together with the framework and a guide that explained its content and the context for the study. The questionnaire will be delivered and collected via direct email. The validation questionnaire consisted of seven sections reflecting the areas for development identified in the framework

In the second part of the validation, the same three bank managers will take part in a group interview, ranking task and discussion. The session will facilitated by the researcher using Skype. The managers firstly will be asked to discuss which three of the interventions in each of the areas for development they would rate as most important and to then rank these as first, second or third. They are also will be asked to identify if they thought that any of the interventions were definitely not useful , The validation process will be in detail in chapter eight

4.10 Ethical issues

This research study will adhere to key principles of research ethics about protecting interests of research participants according to Easterby-Smith *et al.* (2012: 95), as well as the University guidelines regarding ethical conduct during research projects. Among the key principles of ethical conduct during research is that of ensuring informed consent for all participants in the study. The interviews will be conducted among a selection of managers and employees

chosen from the same Libyan banks. With regard to these interviews, respondents will be informed by an accompanying letter that the study is strictly for academic purposes (Saunders *et al.*, 2012). In order to build confidence among the participants, they will also be informed about the research objectives and assured that they are free to withdraw from the study whenever they wish without any consequence. Participants will be required to sign a consent form before the interview session begins which will be kept as evidence of the informed consent. The time and venue for the interview will be fixed at the convenience of the respondents. At the end of each interview, the respondents will be verbally appreciated for their time and information.

The study will endeavour to protect anonymity and confidentiality for both types of respondents in this study. For qualitative interviews, respondents will not be required to mention their names or anything that can be used to identify them. They will only be required to mention their positions and roles they occupy within the organization.

Data from the interviews will be recorded using digital recorder software on personal computer or personal cell phone both protected by security applications with password locks. Responses from the participants of the study will be anonymised and their names will not be attached to any quotes. Recorded data from the interviews will be downloaded to a password protected folder on the password protected hard drive of my personal laptop, with backups of the data stored elsewhere also on secured personal laptop and external hard drive using secure password. The recordings will be destroyed after completing the research. The same procedure will be followed for all transcriptions and translations documents.

4.11 Chapter summary

This chapter provided an outline of the research methodology and justified the selection of the research strategy and methods. Data collection interviews will be conducted in Libya in two phases the pilot ,main study and focus groups. For both pilot and main study open issue-focused interviews will be used to gather information from managers and their employees because this will allow for full exploration of the topic. All the interviews will be conducted in Arabic, the native language of the participants and the researcher . For the analysis will be used the CCM method a detailed description of this process will be provided in next chapter . In addition to the find of the interviews, focus groups will be used to validate and develop findings concerning enablers and inhibitors from the employee perspective. the following chapter will presents the results of the pilot study designed to gather opinions from a sample of Libyan bank employees and managers concerning factors that enable or inhibit engagement in the workplace.

Chapter Five: Pilot study

5.1 Introduction

After outlining the processes of sampling, data collection and analysis, this chapter presents the results of the pilot study designed to gather opinions from a sample of Libyan bank employees and managers concerning factors that enable or inhibit engagement in the workplace. These findings are then discussed in reference to relevant literature from this field.

5.2 The purpose of the pilot study

The overall goal of the pilot study is to test the methodology and the intended data collection methods for validity, reliability and feasibility, on a limited scale and one that is essentially a subset of the full-scale study. In the long run, this can save time, resources and money by identifying at an early stage any problems or deficiencies in the research procedure and protocols and to help determine whether a proposed research methodology is likely to be effective (Baker et al., 1994; van Teijlingen et al., 2001). A pilot study can pinpoint areas that may be found to need improvement or adjustment including the sample selection, the data collection method, or the data analysis technique (van Teijlingen et al., 2001).

In the case of grounded theory, the pilot study also forms an integral part of the research project as a whole since it helps to provide an initial mapping of key concepts which are identified by the constant comparison method. It also provides the novice researcher with valuable experience in the techniques of coding using a smaller initial sample to gain confidence in using this technique (Urquhart, 2013).

5.3 Data collection

5.3.1 Interviews

As previously outlined in Chapter Four, the pilot study for this research involved interviewing employees and managers at four branches of major Libyan banks, which are all located in the capital, Tripoli. This location was chosen because the researcher experienced greater success in gaining access to the banks there and also because given the various difficulties which Libya is experiencing

post-revolution it was judged to be the safest and most practical option for this type of research. These four organizations are identified throughout this research as Bank A, Bank B, Bank C, and Bank D, and interviewees were drawn from the same four branches of the bank for both the pilot study and the main study. However, different members of staff were recruited to participate in the pilot study and the main study. The set of interviews used in the pilot were conducted during a fieldwork trip to Libya which began late 2014.

Figure 5.1: Interview protocol

- Ethics approval was obtained from University Committee
- Tripoli bank managers were shown official letter explaining data was to be collected for academic purposes and asked for help in facilitating the research.
- Potential interviewees shown official letter explaining data was to be collected for academic purposes and then recruited
- The time, date and place of the interviews were arranged with interviewees.
- Prior to interview a brief introduction to the research was given to interviewees together with reassurance about confidentiality of information
- Interviewee consent to interview and permission to record interview was sought.
- If permission refused, detailed notes were taken during interview by researcher and written up immediately after interview.
- Same initial questions were used with all interviewees.
- All interviews were conducted in Arabic.

The pilot study protocol called for the collection of data from interviews conducted with front-of-house employees (one from each bank) and members of middle management who act in a supervisory role as line managers to front-of-house staff (one from each bank) at four major Libyan banks in order to provide a number of possible comparisons of perspectives:

Table 5.1 Comparisons made

INTRA-BANK	
perspective of single employee v. perspective of single manager	
INTER-BANK	
perspective of managerial interviewees	
perspective of employee interviewees	

Permission was sought in advance to conduct the interviews from the bank manager and once this was obtained, the researcher visited each bank and began recruiting interviewees and to set up a tentative interview schedule. Unfortunately, due to the work commitments of staff, interviewees were often unable to attend the original appointment and re-scheduling was needed. As Table 5.2 shows, although eight interviews were planned, one with a manager and one with an employee at each bank, despite repeated re-scheduling it did not prove possible to interview the manager at bank C due to work commitments and it was too late to recruit an additional managerial interviewee. It became clear that for the main study, it would be better to over-recruit initially particularly at managerial level rather than risk having insufficient interviewees.

Table 5.2: Interviews conducted

BANK	A	B	C	D
Interviewees	1 Employee (AE1)	1 Employee (BE1)	1 Employee (CE1)	1 Employee (DE1)
	1 Manager (AM1)	1 Manager (BM1)	1 Manager (CM1)	
Length of interview	45 minutes	39 minutes	48 minutes	50 minutes
	40 minutes	35 minutes	40 minutes	

One hour was allocated per interview and interviews varied in length from 35 minutes (the shortest) to 50 minutes (the longest). All interviewees in the pilot study were male for two reasons. Firstly, there are generally a much greater percentage of males working in the banking sector in Libya, particularly in management, although both clerical and administrative posts are open to females. Secondly, for cultural and religious reasons, there was a general reluctance by any female employees to be interviewed by a male researcher

since although Libya does not have the same degree of gender segregation as Arab societies such as Saudi Arabia, traditional Islamic teaching regarding male-female interaction are generally adhered to.

All the interviews took place at the banks themselves in a room which was provided by the bank manager and interviews were conducted in Arabic, the native language of interviewees and the researcher. All interviews were recorded with the consent of interviewees and, in addition, when interviews were taking place, the researcher carefully watched for any facial and hand gestures which either indicated that the interviewee was emphasising what was being said or was providing information which served to explain the spoken account (for example, pointing at objects) and noted this on transcriptions later.

In the pilot study, no specific hypotheses were developed prior to the interview; instead, in accordance with the grounded theory approach (Glaser and Strauss, 1967), the intention was to develop inductive theoretical analyses about inhibitors and enablers of employee engagement in the context of the Libyan banking sector based on the analysis using constant comparison method of the data collected during the pilot study. The results of this analysis would then be used to construct initial categories and refine these by means of the main study which followed. The same two open issue-focused questions were used with all interviewees:

- What, in your opinion, is an example of where employee engagement worked well?
- What, in your opinion, is an example of where employee engagement did not work as effectively?

These were used as opening prompts for the interviewee, the aim being to gather as much data as possible about opinions and feelings on factors which were thought to contribute to engagement or disengagement in the interviewee's working environment. This type of open-ended question helps to put interviewees at ease and gives them the opportunity to respond how they wish and to the degree of depth they wish (Weiss 1994). The interviewer then used follow-up probing questions (Kendall and Kendall 2005) to clarify any points which were unclear, and to try to encourage interviewees to elaborate further on points they had made. Prompts were also used to attempt to steer interviewees back on track when lengthy digressions were made.

5.3.2 Direct observation

On the first two visits to banks A and B, before and after the interview, the researcher made a series of field notes which recorded general impressions of the bank as a working environment and of employee-employee behaviour, manager-staff behaviour and customer-employee behaviour. These impressions were then compared with issues which emerged from the first two interviews and a 'snapshot' checklist (Taylor-Powell and Steele 1996) to facilitate direct observation was devised which the researcher used to rapidly capture information about the bank which might serve as a useful form of triangulation when interpreting analysis.

5.4 Data analysis

After every interview the content of the recording was transcribed from audio into text form as soon as possible. In addition, any notes taken during the interview which were thought important in facilitating the researcher's understanding of what was said as opposed to what was meant were transferred onto the transcript along with any audible elements such as emphasis or laughter which added extra sense to the meaning of what was said (Weiss 1994).

5.4.1 Coding by fragmenting

The aim of this first analysis in the context of the open coding process is to begin to develop categories and to attempt to label them with the most appropriate codes. The fundamental intention is to try firstly to understand what the interviewee is saying, paying close attention to any possible difficulties and inconsistencies and eventually to interpret the core messages of the interview and formulate codes which can be attached to these.

An initial coding of the text of each transcript was used which involved two basic types of activities intended to produce comparisons. The first of these involved fragmenting and the second connecting but in fact these two activities are intrinsically interconnected and necessary to ensure a balanced result (Boeije 2002).

The process of fragmenting involves identifying the various themes or issues which emerge during the course of an interview. These fragments are then coded usually with a key word or phrase which captures their essence. When

these individual key words or phrases are extracted from the context of the original interview as a whole they can then be compared within or across groups, to provide group profiles and can be linked to research questions which may arise.

When each of the transcripts had been fragmented, a profile of these keyword segments was produced for each interviewee on an Excel spreadsheet and the totals recorded for each transcript. Totals were also produced across all three manager transcripts and for all four employees. These totals were used as a rough guide for facilitating the ranking of frequencies of keywords and for initial comparisons of employee and managerial profiles. This allowed the researcher to identify some initial themes to be explored.

This exercise also revealed that it would prove difficult to code keywords or concepts as being either exclusively inhibitors or enablers, since although it was hoped the two questions would elicit responses which would facilitate this process, responses were often worded in a way which made straightforward categorisation impossible.

It is clear that safety and security concerns far outweigh any other category and reflect the situation which prevailed in post-revolutionary Tripoli when this research was conducted where gun-carrying had become prevalent amongst all sectors of society and opportunistic crimes such as robbing customers who had withdrawn money from banks were fairly commonplace:

Everyone working in a bank here [TRIPOLI] worries constantly about security and that makes it a difficult job to do. There's so many incidents with guns. I know my parents worry about my security too. They don't think it's safe for me to work here anymore. (AE)

Every day there's another case in the newspapers, a news item on the TV. Someone leaving a bank gets targeted by criminals. Some customers are so worried about their safety they're keeping their money at home so they don't have to carry money to or from the bank. (DE)

The next cluster in the ranking is fairly diverse, covering teamwork, technology, training, cooperation and experience and the totals mask the fact that later analysis showed considerable difference in emphasis between employees and

managers on the extent to which these affected levels of engagement positively or negatively.

Leadership is the only item in the third cluster and as with the previous cluster, later analysis showed a major difference in how this was ranked by employees and managers, with the former seeing this as playing an important role in encouraging staff engagement:

Every large organization needs a leader. Someone who's steering where the company's heading. Everyone feels happier if they know who's behind the wheel. (DE)

This initial coding also confirmed that the frequency with which a particular term was used did not necessarily correspond with the importance that a concept appeared to be given by interviewees. Both 'nepotism' and 'corruption' were both in the final cluster because interviewees made relatively little direct mention of these specific words meaning they both registered a low frequency of use on the keyword/phrase ranking. Managers appeared uncomfortable talking about these types of behaviour and did not wish to be more explicit, even though the researcher tried to encourage them to elaborate. All of the employees, however, talked at length and with considerable feeling about practices which could be construed as instances of nepotism or corruption but they used humorous or euphemistic expressions to talk about both these issues, or made passing comments, meaning that the researcher was left to draw his own conclusions. However, the emphatic hand gestures and tone of voice used by employees made it clear that despite the apparent levity with which they were mentioned, these issues were viewed as being extremely important factors in terms of inhibiting employee engagement.

A queue of 30-odd customers, most of them waiting there already for 30 minutes because two of the cashiers have decided to take the day off again – but they're both cousins of the big boss so hardly surprising. (AE)

You don't need experience or qualifications to get a job here. Just a friend upstairs [INDICATES SENIOR MANAGEMENT OFFICE] (DE)

Everyone knows that managers get a special commission for being extra helpful to certain customers. (AE)

This initial phase of comparison also functioned as a useful means of quickly establishing frequent words and phrases which were used to start building an initial Arabic-English glossary of recurring keywords and concepts to help with standardization for translation purposes. This linguistic exercise also began to reveal potential gaps where a concept in Arabic did not map directly onto an English equivalent, for example, *wasta* which is translated for convenience here as ‘nepotism’, was used with different shades of meaning by interviewees. It also overlapped with concepts such as ‘cooperation’ (reciprocity between colleagues) in a positive sense and ‘corruption’ in a negative sense. This linguistic activity began to reveal some interesting results which have implications for how categorization is addressed in the main study and this will be discussed in more detail in Chapter seven.

5.4.2 Coding by connecting

The second activity of connecting involves comparison between interviewees and seeks to focus on how various groupings ranked keywords. The comparison in this step is between interviewees within the same grouping because they share the same experience, either within each bank as an organization or within a particular role in that organization as employees or managers. The analysis begins with the intrabank comparison. Since there was no managerial interviewee for Bank D, only three ranking profiles are discussed here. The emphasis is on drawing key similarities and differences in employee and managerial opinions.

5.4.2.1 Intrabank analysis: bank A

As Table 5.3 illustrates, both AE and AM rank safety and security as the key concern that acts as an inhibitor preventing engagement. It is also striking that both employee and manager also linked this point to its impact on customers, which was also stressed by other interviewees. Whilst in several cases a link was clearly made between staff concerns that customers would be deterred from depositing cash and the potential impact of this on the banking sector, there were also indications, as in this example that staff genuinely care about customer safety and the bank’s reputation:

Can you imagine if one of our customers got attacked outside the bank? Or even inside the bank? What would that say about the level of security here? (AE)

There is a neat reversal in the AE and AM rankings for leadership and technology with the employee actually linking these two elements together:

All the manager ever talks about is e-banking. And how it will change our lives, our jobs will be so much easier, and this and that. But really, he hasn't got a clue. The Techno Twins, that what we call our IT guys, they fool with him all the time. Sending out information in English he can't read. I don't know much about e-banking but unless technology is part of a big plan and there is a leader who is guiding that plan, how will that change anything for staff? (AE)

Staff need new technology. E-banking is where we go next. E-banking is the future. Staff are unhappy because the technology they have doesn't work. They complain all the time. So e-banking- that's what we need to engage staff here. (AM)

As noted previous, although the actual words 'nepotism' and 'corruption' were rarely mentioned, AE clearly viewed elements of these practices as significant disincentives to engagement by the employee whilst the manager hardly referred to them at all:

I worked hard to get a degree but it's not what you know here, it's who you know. It's frustrating knowing that I'm better qualified than most of the managers. (AE)

Table 5.3: Factors affecting employee engagement according to bank A interviewees

FACTORS	AE	FACTORS	AM
Safety & security	16	Safety & security	15
Experience	11	Cooperation	14
Leadership	10	Technology	13
Training	10	Teamwork	10
Cooperation	9	Training	7
Teamwork	8	Experience	4
Technology	7	Leadership	3
Nepotism	5	Corruption	1
Trust	5	Nepotism	0
Corruption	4	Trust	0

5.4.2.2 Intra-bank analysis: bank B

As previously safety and security was seen as the key inhibitor for staff engagement by the employee and the manager also acknowledged this but did not give it the same prominence. In this case, the interviewee spoke at great length about safety and security as a result of a recent incident and emphasised how the lack of protection for staff from aggressive and intimidating customers left them feeling undervalued:

Luckily, the guy didn't use his gun but he had it there. He could have used it. We're facing this kind of security threat all the time but we don't get any bonus for putting up with it; we don't even get a thank you. (BE)

There are clear divergences in the keyword ranking between the perspectives here. BM identified problems with technology which was constantly breaking down and out of date as an issue which led to disengagement amongst younger staff:

The newer employees are used to new technology. Older staff don't care-they still remember paper ledgers. But younger employees- when they can't access spreadsheets on-screen, they get really frustrated and complain a lot. (BM)

Table 5.4: Factors affecting employee engagement according to bank B interviewees

FACTORS	BE	FACTORS	BM
Safety and security	19	Technology	13
Experience	13	Teamwork	12
Leadership	11	Safety and security	11
Training	10	Cooperation	9
Teamwork	10	Training	7
Technology	8	Experience	5
Nepotism	7	Trust	3
Cooperation	6	Leadership	1
Corruption	5	Nepotism	1
Trust	0	Corruption	0

BE talked about experience and linked this both positively and negatively to engagement:

Some of the older staff have years of experience but they've been in the same position. A cashier for 25 years... Some are really dedicated – they actually like the routine of the job – but others are just waiting to get a pension. To keep me engaged I need experience of different roles, variety, challenge... but how will I get to be a manager when at the end of the day experience doesn't really count? [SHAKES HEAD] It's more important to have friends in high places. (AE)

As previously mentioned, although the word 'nepotism' is not mentioned, this is clearly implied.

In this case, too, the employee stressed the need for leadership (strong management) to engage staff:

I think employees need strong management to get the most out of them, to make them work together, pull together in one direction. Most managers here are weak. They shout, make threats, lots of noise and fuss, to show you they're in charge; that's not strong management. (BE)

5.4.2.3 Intrabank analysis: bank C

As with previous banks, safety and security ranked highly but the noticeable difference here was the relative ranking given to technology and teamwork by employee and manager. CE thought technology was the main reason for disengaged staff and explained that the current situation was having a double detrimental effect on engagement:

The biggest source of frustration for workers here at the moment is technology. For younger staff, the IT system seems old, internet access is slow or non-existent and they compare with what they know exists elsewhere and they feel demotivated. For older staff, and that includes a lot of managers, computers are threatening. Their experience and knowledge used to be valued but now they feel it's a big change that they haven't been prepared for. (CE)

In the case of the manager, he placed a big emphasis on teamwork and saw himself as playing a central role in teambuilding:

I get everyone here to work in teams. Everyone has strengths and weaknesses so I allocate roles on the basis of individual skills. Then everyone works together. If people don't get on together I tell them "learn to work together". People like to feel part of a team. It improves job satisfaction. (CM)

The employee perspective was somewhat different:

Last year, we got reorganised into teams but it means nothing. The manager says: "X is good at attention to detail. Give all the end of day totals to him". So that's all X does. He says "This is my role in the team". He doesn't help out with other things. That's not teamwork. It doesn't give me any job satisfaction to feel I'm stuck in one role. (CE)

This analysis provides an insight into the interaction between employees and managers at each bank and the similarities and differences in their respective perspectives, what they see as issues and agreement or disagreement on relevant themes.

Table 5.5: Factors affecting employee engagement according to bank C interviewees

FACTORS	CE	FACTORS	CM
Technology	14	Safety and security	16
Safety and security	13	Teamwork	13
Training	12	Experience	12
Leadership	8	Cooperation	10
Experience	8	Training	8
Teamwork	7	Leadership	5
Cooperation	6	Technology	4
Nepotism	3	Corruption	2
Corruption	3	Trust	1
Trust	0	Nepotism	0

5.4.2.4 Interbank analysis: employees

At the next stage of comparison, factors were ranked for employees and then for managers, to highlight any major differences and similarities across banks and also to assess if there was agreement about the relative importance of various factors. This process also helps to clarify more about what is understood by the various keywords and concepts and the extent to which they may vary amongst individuals and groupings.

Some general observations are useful before more in-depth exploration of some key areas. The single factor that was most commonly referred to by both employees and managers as being important in encouraging employee engagement was ‘Safety and security’; the implication being that not enough was being done to provide security for front-of-house staff from the various threats that they faced. ‘Teamwork’ and ‘cooperation’ were cited more frequently by managers, probably because the outcomes of good teamwork and cooperation are more significant from the point of the manager than the employee. Conversely, the term ‘leadership’ (strong management) was given much more importance in terms of engagement during the interviews with employees than with managers.

Although as previously explained, 'nepotism' and 'corruption' ranked low in terms of actual mentions of these keywords, both were identified as inhibitors for engagement far more often by employees than by managers. The reasons for this discrepancy and what it implies for the culture of the workplace will be investigated further during the main study

The responses in connection with 'technology' as a factor were inconsistent. At both Bank A and Bank B, this factor was mentioned infrequently by the employees but was important to the managers. The situation was exactly reversed in the case of Bank C. Why this should be so is not clear and will require further investigation in the full study.

The fact that the lack of availability of training was mentioned as a factor in all the banks significantly more by employees than by managers suggests that employees may feel frustrated by the current lack of opportunities and cited this lack of opportunities to increase their knowledge and skills and improve their future career as a reason for a lack of engagement.

With regard to experience and trust, the results were inconsistent in that employees in banks A and B referred to experience far more than did their managers; however, in the case of bank C the situation was reversed. Similarly, the issue of trust was raised several times by the employee at bank A but not all by the employees at banks B and C. The manager at bank A did not mention this factor at all, unlike the managers at the other banks who brought up the subject on several occasions.

In Tables 5.6 and 5.7, keywords shaded in grey indicate that this was ranked similarly by three interviewees within a grouping. Bolded keywords shows that two interviewees ranked this similarly. The general pattern that emerges is that employees seem to have a more unified opinion on the ranking of importance of factors, although admittedly this does not tell us about whether they class these as inhibitors or enablers since analysis of individual interviews suggests that in a number of cases factors were viewed in both positive and negative terms.

Table 5.6: Factors affecting employee engagement according to employees

FACTORS	AE	FACTORS	BE	FACTORS	CE	FACTORS	DE
Safety & security	16	Safety & security	19	Technology	14	Safety & security	16
Experience	11	Experience	13	Safety & security	13	Training	13
Leadership	10	Leadership	11	Training	12	Leadership	12
Training	10	Training	10	Leadership	8	Cooperation	11
Cooperation	9	Teamwork	10	Experience	8	Experience	10
Teamwork	8	Technology	8	Teamwork	7	Technology	9
Technology	7	Nepotism	7	Cooperation	6	Teamwork	8
Nepotism	5	Cooperation	6	Nepotism	3	Trust	6
Trust	5	Corruption	5	Corruption	3	Corruption	3
Corruption	4	Trust	0	Trust	0	Nepotism	2

Table 5.7: Factors affecting employee engagement according to managers

FACTORS	AM	FACTORS	BM	FACTORS	CM
Safety & security	15	Technology	13	Safety and security	16
Cooperation	14	Teamwork	12	Teamwork	13
Technology	13	Safety and security	11	Experience	12
Teamwork	10	Cooperation	9	Cooperation	10
Training	7	Training	7	Training	8
Experience	4	Experience	5	Leadership	5
Leadership	3	Trust	3	Technology	4
Corruption	1	Leadership	1	Corruption	2
Nepotism	0	Nepotism	1	Trust	1
Trust	0	Corruption	0	Nepotism	0

5.5 Mapping concepts

Once the ranking of key words had been established, further comparative analysis was carried out to try and establish more about the meanings that these terms had for interviewees by examining the contexts in which they used these words.

5.5.1 *Safety/security*

For all interviewees, whether front-of-house employees or middle management, these terms were equated to problems they were facing on a daily basis generally as a result of previous and post-revolutionary conflict within Libya which had produced an unsafe workplace where they felt there was a lack of protection for both staff and customers. They were related most commonly to a broad spectrum of concerns for personal safety ranging from having to deal with irate customers and face overt displays of aggression which involved behavior such as shouting, violent gestures and verbal threats, to the less overt but much more threatening awareness of the weapons being carried by many of the customers entering the bank. All interviewees had experience of customer aggression at first or second hand, although cashiers were the most exposed. It is worth noting that cashiers in Libyan banks have no form of protection between them and the public since counters are still totally open.

5.5.2 *Teamwork*

One of the most revealing extracts regarding how this usually positive enabler for engagement could be viewed as an inhibitor can be found in two accounts of what teamwork meant to a manager and the employee. The manager was convinced that his innovation of getting everyone at the bank to work in teams was improving job satisfaction but for a number of reasons this had clearly not worked as an enabler for the employee for whom teamwork means people can work in areas where they have strengths but they must also be able and willing to play other roles. This employee was clear that just because the manager calls a group of employees a team, this does not make them a successful or effective team but a group of individuals with specialist skills. Katzenbach and Smith (1993) highlighted that successful team working required not only individuals with complementary skills but also a commitment to achieving a common purpose or goal, which needed to be known by all members of the

team. The concept of teamwork can be usefully compared and contrasted with cooperation.

5.5.3 Cooperation

According to Johnson, Johnson, and Holubec (1998), cooperation can be viewed as an element of teamwork and usually implies working together to accomplish a shared goal, with individuals seeking outcomes that are beneficial to themselves and to all other group members. Bank employees seemed to take a narrower view of this concept, seeing it in terms of a reciprocal agreement entailing mutual support between two individuals which did not usually involve benefit to others in the workplace as the following extract shows:

I know my colleague X really well- we come from the same neighbourhood, went to the same university. So we always cooperate with each other. For example, last week, my wife was in hospital. I needed to collect my son from school, so X cashed up for me so I could get away early. He knows if he needs a favour, I'll always cooperate with him. If more staff would cooperate with each other, the bank would be a better place to work and everyone would engage more. (DE)

Managers tended to view cooperation more in terms of compliance i.e. behaving in the way he wanted, as in this extract:

It's a problem getting some staff to cooperate and I think that shows they're disengaged. I keep telling the two young guys who take care of IT that they must make sure we have instructions available in Arabic as well as English for staff to follow. But they studied in the UK; they read English without problems and don't see why staff can't follow manuals in English: they just refuse to cooperate. (AM)

5.5.4 Technology

In this context, technology closely equates with information technology, covering both hardware and infrastructure. Interviewees also judged technology on the basis of how current it was and how accessible to front-of-house employees and customers. One of the issues which the topic of technology highlights is a distinct 'digital gap' between older experienced staff including managers and younger qualified computer-literate staff. This means that

technology had a particular relationship with engagement in the context of the Libyan explored here. For the younger generation technology which does not work, or is considered old is a source of great frustration whereas older staff view computers as a threat to their former authority based on experience and knowledge. This gives this factor a number of dimensions which merit further exploration.

5.5.5 Training

Employees used the same word to designate two different but equally important elements. The first involved the induction process, which was necessary to ensure that new staff could perform adequately in the job but the fact that this was not provided seemed to be accepted by employees and was not seen as either an enabler or inhibitor of engagement:

When I started here, I was just shown once how to cash up by one of the other members of staff and then another colleague watched me cash up their till. That was my induction training [LAUGHS] but I have a cousin who works here –he’s been here five years and he got me this job –so he told me what I needed to know and I ask him if I need any help. (CE)

This quote also illustrates how different types of informal networking play an important role within the Libyan workplace not only in terms of securing a post (nepotism) but also in providing ongoing support for those regarded as protégés.

Access to training which provided development of skills and knowledge was viewed as a potential enabler of engagement by employees but they felt that all often it was controlled by managers who allocated training on the basis of favouritism rather than clearly understood criteria.

5.5.6 Experience

Interviewees tended to use this term to refer to the time a member of staff had spent working within the bank or within a particular section of the bank. One interviewee suggested that it could be both an enabler and an inhibitor of engagement depending on the individual. He noted that there were different types of older bank staff with experience: “Some are really dedicated – they actually like the routine of the job – but others are just waiting to get a pension”

(BE) suggesting very different levels of engagement. This interviewee saw experience as meaning “different roles, variety, challenge” and that this would be an enabler of engagement.

5.5.7 Leadership

Yuki’s (2006: 8) definition seemed to match the elements which were highlighted by interviewees: “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”.

When managers referred to leadership, they tended to talk about this as a function of senior management or senior executives but did not see it as being a strong enabler of engagement. Employees, however, drew clear distinctions between leaders and managers in terms of their qualities and their ability to impact positively on staff engagement. Employees tended to refer to leadership as ‘strong management.

*We need some **strong** management and that has to come from the top. We need some sense of direction. We just go from day to day in this bank. We’re like a ship in the middle of the ocean – we drift along... and the managers here- they don’t have what it takes to be a captain! (AE)*

Every large organization needs a leader. Someone who’s steering where the company’s heading. Everyone feels happier if they know who’s behind the wheel.(DE)

I think employees need strong management to get the most out of them, to make them work together, pull together in one direction. Most managers here are weak. They shout, make threats, lots of noise and fuss, to show you they’re in charge; that’s not strong management. (BE)

Engagement was strongly linked to knowing what the organization was trying to achieve (sense of direction, pull together in one direction) and having a strong figurehead. Research suggests that a key element in engaging employees is encouragement from managers (CIPD 2006:31). There was the strong impression during the interviews that employees felt they were not being given sufficiently positive leadership and motivation.

5.5.8 Trust

According to Rousseau et al. (1998), trust is usually viewed as the level of confidence an individual has in both the intentions of those around them and their abilities. Although trust was mentioned infrequently, both these dimensions also featured in the understanding of this concept amongst participants:

I trust my family and my friends but not the management. They're here to get what they can from the system. (AE)

When the manager says we can't do anything about an IT problem, I don't trust his opinion. He's got no idea about IT. (AE)

5.5.9 Nepotism (wasta)

In the context of this study, interviewees used the Arabic word 'wasta' which for the purpose of convenience here has been translated as 'nepotism'. However, as Barnett, Yandle and Naufal (2013: 2) note:

For those who work and live in Middle Eastern societies, "wasta," which may be thought of as special influence enjoyed by members of the same group or tribe, is an ever-present part of life [...] deeply embedded in the fabric of these societies.

In the title of their book-length study of *wasta*, Cunningham and Sarayrah (1993) referred to it as "*The Hidden Force in Middle Eastern Society*".

According to Barnett et al. (2013:2), *wasta* is often linked with cronyism and corruption generally in Western academic literature but they acknowledge that it is viewed differently in Arab societies:

Wasta [...] refers to an implicit social contract, typically within a tribal group, which obliges those within the group to provide assistance (favourable treatment) to others within the group. Members of the group have a largely unqualified obligation to provide assistance when asked, and those who ask for assistance have no obligation to provide direct compensation for assistance provided.

In Libyan society, being able to request assistance from someone in a position of power in obtaining employment is not viewed as being unacceptable and one of the interviewees openly spoke about getting his present post in the bank due to a "*cousin who works there*" (CE).

In their study, Mohammad and Hamdy (2008: 1) examined the effect of *wasta* in the context of employment and found that “unqualified candidates obtaining jobs solely on the basis of influence or connections has created an environment that continues to feed frustration among qualified and well skilled individuals”. This was clearly reflected in the interviews and was perceived as providing undeserved advantages based on connections instead of merit:

I worked hard to get a degree but it's not what you know here, it's who you know. It's frustrating knowing that I'm better qualified than most of the managers. (AE)

But how will I get to be a manager when at the end of the day experience doesn't really count? [SHAKES HEAD] It's more important to have friends in high places. (AE)

You don't need experience or qualifications to get a job here. Just a friend upstairs [INDICATES SENIOR MANAGEMENT OFFICE] (DE)

In addition, there was also evidence that employees felt that *wasta* was a source of unequal treatment creating resentment:

Two of the cashiers have decided to take the day off again – but they're both cousins of the big boss so hardly surprising. (AE)

In terms of engagement, this was clearly seen a major inhibitor and given the importance of *wasta* within Libyan society, this is an area which merits closer attention in the main study, not least because relatively little has been written to date about this issue.

5.5.10 Corruption

As with nepotism, although there were few direct mentions of the keyword ‘corruption’, there were references to different types of illegal activities being carried out within the organisation, including mishandling of funds:

Everyone knows that managers get a special commission for being extra helpful to certain customers.(AE)

Given that staff were often euphemistic or humorous in their references to corrupt practices within the bank, it is difficult to judge the seriousness of the various forms of corruption described but most seemed to be what are usually

referred to as facilitation payments (Business Anti-Corruption website). These practices seemed to be less of a concern in terms of inhibiting engagement than nepotism and were viewed as an inevitable fact of life in the public sector.

5.6 Direct Observation

In addition to the qualitative data collected during the interviews, the researcher also undertook direct observations that may prove relevant for triangulation purposes, providing an insight into data from interviewees.

Safety and security emerged as a serious concern which may have affected engagement. In Bank C, the manager had his office on a separate floor from the employees, meaning he did not see at first hand any of the incidents experienced by front-of-house staff, and although all the banks have security men on duty, Banks C and D had fewer than Banks A and B. Not all the banks have CCTV cameras. Whilst the researcher was in the bank, incidents concerning aggressive customers occurred which suggested that employees would feel threatened within their working environment. Long queues were often visible in the banks, none of which had a system in place to use a member of staff to enquire what those in the queue wanted and to answer any queries which could be dealt with easily. This often led to high levels of frustration amongst customers, increasing the risk of outbursts of anger and displays of aggression.

The researcher's own observations also made it clear that there were problems with technology in all the banks visited; for example, although all the banks did have ATMs for customers, they were often out of operation, adding to the already lengthy queues.

5.7 Pilot study findings in relation to literature on enablers/inhibitors of employee engagement

In the pilot study safety and security was identified by employees and managers alike as the single biggest factor most likely to inhibit engagement within the organization. According to Swathls "Research indicates that engagement levels are low if the employee does not feel secure whilst working. Therefore, every organization should adopt appropriate methods and systems for the safety of their employees" (2013: 3). It is not wholly clear what form this disengagement takes since it was striking that despite everything, comments were made that

suggested despite all the problems faced by frontline staff concern was expressed about customer safety and the reputation of the bank and there were also mentions about dedicated staff and about seeking challenge in the workplace. This points to the fact that there is still some intrinsic motivation driving engagement in certain cases; other staff were highlighting the need for more extrinsic motivation in the form of financial rewards or at very least, acknowledgment by management of a job well done. Research has noted the key role that both types of motivation can play in engagement (Deci & Ryan, 1985; Robbins 1993).

It is unclear whether the current prevalence of firearms within the population, which is attested to in countless newspaper articles and is largely a result of recent conflicts in post-revolution Libya, will continue. Understandably, there is currently little research specifically on the impact of lawlessness on the engagement of state employees so it is difficult to find comparable studies.

The literature has indicated that there is a strong link between leadership and engagement, emphasizing that leaders must play a central role in creating a culture of engagement within organizations (Alimo-Metcalfe and Alban-Metcalfe, 2009; Haid and Sims, 2009; Ancona et al. 2007; Fleming et al., 2005) and that this role is particularly crucial in a time of crisis (Sutton 2009). Bank employees were clear that the current lack of strong and effective leadership was a strong inhibitor. Their comments seem to relate to two distinct aspects of leadership: this needed to be figure of real authority (who did not need to resort to the kind of behaviours they criticised in their own line managers/supervisors) and was also someone with a clear strategic sense who could convey a sense of direction to employees.

With regards to line managers, a number of authors have emphasised the key role played by middle management in implementing employee engagement strategies, some concluding that for employees their immediate manager is likely to be more important than any other organisational variable in harnessing the passion and enthusiasm of those whom they manage (Macleod and Clarke, 2009; Wallace and Trinkka 2009; Lombardi 2010; CIPD 2006; Dulye 2006; Towers Perrin, 2006; Robinson et al., 2007). Conversely, mismanagement of employees is likely to result in a steady decline in performance (Pfeiffer 1998). In short, an effective manager acts as a strong enabler of employee

engagement; a poor line manager inhibits this. It is clear in this study that for a variety of reasons that the relationship between employees and managers in the four banks considered is poor reflected in comments regarding negative behaviours and practices observed and also reflected in some of the comments made by managers which suggested a lack of competence in dealing with staff (e.g. in facilitating teamwork).

Lack of communication with their line manager was viewed as another key inhibitor by employees. Tourish and Hargie (2009), Brockett (2009) and Watson Wyatt (2006) all concluded that communication was an important factor in enabling employee engagement. Tourish and Hargie (2009) stress in particular that upward communication lines from subordinates to manager must be kept open and free to ensure employees are kept fully involved. The fact that employees lack access to ICT may also play a role in poor communications within the work environment with Gill (2009), Eunson (2005), Harrison (2007) and Gaither (2012) all agreeing that this represents the most effective and readily available medium for large organisations to communicate with internal stakeholders. ICT could act as a facilitator of employee-line manager communication and in turn improve this relationship, acting as an enabler of engagement.

Macleod and Clarke (2009) found that good managers engage staff by finding training that benefits both individual employees and the organization. Employees in this study viewed training which provided development of skills and knowledge as a potential enabler of engagement but raised the issue of the role of the manager as gatekeeper to granting access to such opportunities as problematic since they felt managers allocated training on the basis of favouritism rather than clearly understood criteria linking this to *wasta*. Employees may feel frustrated by the current lack of opportunities and cited this lack of opportunities to increase their knowledge and skills and improve their future career as a reason for a lack of engagement.

Kelly (2001) and Schaufeli and Salanova (2007) conclude that successful engagement within an organisation demands both effective leadership and effective followership. Complaints by line managers about the lack of teamwork and cooperation from bank employees illustrate that their lack of strong management skills had failed to convince staff of their capability.

Employees drew attention to the interconnected factors of corruption and nepotism (*wasta*) in the banks and it was clear that for most employees this was a major issue which acted as a strong inhibitor for engagement, although one happily noted that he owed his current position to this practice. A great deal has been written about these topics within the MENA countries and within Libya specifically, both of which were exacerbated by practices under Gadhafi's regime (U4 Anti-Corruption Resource Centre, 2012). These elements can be seen as core components of the organisational culture within the Libyan banking sector and as such they are likely to affect employee conduct (Tellis et al., 2009), influence and drive employee behaviour and the level of commitment within the workplace (Deal and Kennedy 2008).

To achieve the objective number three To compare the finding from pilot study with subject literature, in order to identify key organisational culture factors that facilitate employee engagement .Comparison was made the researcher take each single factor and compared with literature and the researcher note some authors view the factors could be inhibitor or enabler to engagement in the same time for example Good relationship with line manager enabling engagement and lack of communication or regular contact with line manager inhibiting engagement are The comparison Literature on enablers/inhibitors employee engagement

shows in Table (5.8) .

Table 5.8 Literature on enablers/inhibitors of employee engagement

ENABLER	INHIBITOR	LITERATURE
Safe/secure workplace	Lack of personal security	Swathls (2013) Dursun & Aytac (2014)
Leadership	Management which is perceived as weak	Alimo-Metcalfe & Alban-Metcalfe (2009) Haid & Sims (2009) Ancona et al. (2007) Fleming at al. (2005) Sutton (2009)
Effective line management	A lack of effective management	CIPD (2006) Dulye (2006) Towers Perrin (2006) Robinson et al. (2007) Wallace & Trinkka (2009) Pfeiffer (1998)
Good relationship with line manager	Lack of communication/regular contact with line manager	Tourish (2009), Brockett (2009) and Watson Wyatt (2006)
Training	Lack of initial training and on-going development	Macleod & Clarke (2009)
Teamwork and cooperation	Lack of teamwork and cooperation	Kelly (2001) Schaufeli and Salanova (2007)
ICT which is accessible to employees and fit for purpose	Lack of ICT	Gill (2009) Eunson (2005) Harrison (2007) Gaither (2012)
Checks and balances/transparency	Corruption	U4 Anti-Corruption Resource Centre (2012) Tellis et al. (2009) Deal and Kennedy (2008)
Commitment to equal opportunities	Nepotism (<i>wasta</i>)	Barnett et al. (2013) Hutchings and Weir (2006) Izraeli (1997) Ozle & Buyukarslan (2011) Tellis et al., (2009) Deal and Kennedy (2008)
Recognition	Lack of recognition	Deci & Ryan (1985) Robbins (1993)

5.8 Chapter summary

Analysis has suggested that many of the factors which have been highlighted as inhibitors and enablers of engagement in the literature from Western countries also appear to be relevant in the context of the Libyan banking sector. This study revealed that middle management who should have a key role to play in engaging staff are clearly failing in this respect for various reasons and in the main study, it will be useful to find out more about the dynamic of this relationship. Given the emphasis which employees placed on leadership, the main study will also explore the perspective of senior management in an attempt to discover how they view their influence on engagement in the respective banks.

In addition to factors previously discussed in Western literature regarding enabling or inhibiting engagement, it is clear from the results of the pilot study that closer attention needs to be paid also to the more culturally specific factor of *wasta* and to the various roles which this plays in the workplace and to the other factors to which it appears to be linked namely, cooperation and corruption.

Chapter six : Main study

6.1 Introduction

After outlining the processes of sampling, data collection and analysis, this chapter presents the results of analysis of the interviews and focus group which together form part of the main study. These were designed to gather opinions from a sample of Libyan bank employees and middle and senior managers concerning factors that enable or inhibit engagement in the workplace. These were analysed by the Constant Comparison method (Boeije 2002).

6.2 Data collection

6.2.1 Interviews

As previously outlined in Chapter five, this research involved interviewing employees and managers at four branches of major Libyan banks, which are all located in the capital, Tripoli. This location was chosen because the researcher experienced greater success in gaining access to the banks there and also because given the various difficulties which Libya is experiencing post-revolution it was judged to be the safest and most practical option for this type of research. These four organizations are identified throughout this research as Bank A, Bank B, Bank C, and Bank D, and for the main study interviewees were drawn from the same four branches of the banks used in the pilot study. However, different members of staff were recruited to participate in the main study. The set of interviews used in the main study were conducted during a fieldwork trip to Libya which began.

Figure 6.1: Interview protocol

- Ethics approval was obtained from University Committee
- Tripoli bank managers were shown official letter explaining data was to be collected for academic purposes and asked for help in facilitating the research.
- Potential interviewees shown official letter explaining data was to be collected for academic purposes and then recruited
- The time, date and place of the interviews were arranged with interviewees.
- Prior to interview participants were once again briefed on the research and reassured about confidentiality of information
- Interviewee consent to interview and permission to record interview was sought.
- If permission was refused, detailed notes were taken during the interview by researcher and written up immediately after interview.
- In order to facilitate comparison with the pilot study findings, the same two open issue-focused questions were used at the start of all interviews (see later for further details).
- All interviews were conducted in Arabic.

The main study called for the collection of data from four major Libyan banks situated in Tripoli. One-to-one interviews were conducted with a total of five members of staff from each bank, giving a total of twenty interviews. The interviewees represented different levels within the bank in order to gain a number of different perspectives on engagement. The interviewees were:

- three front-of-house employees per bank
- one member of middle management who acted in a supervisory role as line manager to front-of-house staff and
- one member of senior management.

Permission was once again obtained in advance to conduct the interviews from the bank manager. During the previous field trip the researcher had identified potential interviewees for the main study and these were contacted again and their willingness to participate confirmed. A tentative interview schedule was then set up with flexibility built in to allow for the fact that due to the work commitments, interviewees were often unable to attend the original appointment

and re-scheduling was needed. In addition, the researcher deliberately over-recruited participants to allow for the possibility of interviewees dropping out of the research, ensuring that one potential alternative replacement had been identified at all three levels in each bank. Interviewing employees within an organisation like a bank involves encroaching on an individual's work time and, on several occasions, no one was available to cover for the interviewee so the interview had to be rescheduled.

In one case, this occurred on three separate occasions. It emerged that he was the only member of counter staff who knew what to do when the one available computer froze in mid-transaction as it frequently did, as it was not sufficiently high-powered to run the required programme. This illustrated two of the issues which were later highlighted by staff in the same bank as factors which inhibited engagement: inadequate IT equipment and inadequate levels of knowledge and training.

Table 6.1: Interviews conducted

Interviewees	BANK			
	A	B	C	D
	3 Employees	3 Employees	3 Employees	3 Employees
AE1	BE1	CE1	DE1	
AE2	BE2	CE2	DE2	
AE3	BE3	CE3	DE3	
1 Manager (AM1)	1 Manager (BM1)	1 Manager (CM1)	1 Manager (DM1)	
1 Senior Manager (AS1)	1 Senior Manager (BS1)	1 Senior Manager (CS1)	1 Senior Manager (DS1)	

In order to maintain anonymity of the interview participants each was allocated an alphanumeric identifier which indicated the bank they worked for (A-D), their role (E = front-of-house employee, M = middle manager/line manager, S = senior manager). These identifiers were later used to accompany quotes from interviewees. Thus BE3 referred to the third employee who was interviewed in bank B.

Table 6.2: Length of interview

Employees	AE1	BE1	CE1	DE1
	30 minutes	40 minutes	50 minutes	39 minutes
	AE2	BE2	CE2	DE2
	35 minutes	43 minutes	40 minutes	60 minutes
Managers	AE3	BE3	CE3	DE3
	55 minutes	59 minutes	33 minutes	45 minutes
Senior Management	AM1	BM1	CM1	DM1
	36 minutes	30 minutes	39 minutes	43 minutes
Senior Management	AS1	BS1	CS1	DS1
	36 minutes	34 minutes	40 minutes	35 minutes

One hour was allocated per interview and interviews varied in length from 30 minutes to 60 minutes. As in the pilot study, only male interviewees participated in the main study for two reasons. Firstly, there are generally a much greater percentage of males working in the banking sector in Libya, particularly in management, although both clerical and administrative posts are open to females. Secondly, for cultural and religious reasons, there was a general reluctance by any female employees to be interviewed by a male researcher. Since the first set of interviews were conducted, there have been moves within certain areas of Libya to introduce a stricter approach to gender segregation within education and attitudes are becoming less flexible on the issue of male-female interaction, so there was even greater reluctance on the part of females to participate on this occasion.

All the interviews took place at the banks themselves using a room provided by the bank manager and they were conducted in Arabic, since this was the native language of all interviewees and the researcher. In addition, very few of the interviewees felt able to express themselves adequately in English, although a small number of the younger interviewees had studied English. All interviews were recorded with the consent of interviewees.

It is generally assumed that a common culture between interviewer and interviewee helps in gaining access, creating rapport, asking meaningful questions and reaching mutual understanding (Lee 2001). Johnson-Bailey

(2001: 406) comments that interviewers often find there are “silent understandings, culture-bound phrases that [do] not need interpretation, and non-verbalised answers conveyed with hand gestures and facial expressions”. However, according to Kondo (1990: 301) these cultural meanings need to be understood with “reference to historical, political and economic discourses”. Therefore, in analysing the interview transcripts this insider knowledge needed to be brought into play. This is particularly important, for example, when dealing with the unspoken rules concerning a concept such as *wasta*.

Thus, during the interviews, the researcher carefully watched for any facial and hand gestures which either indicated that the interviewee was emphasising what was being said or was providing information which offered additional details to what was said (for example, pointing to objects or nodding or shaking the head) and noted this on transcriptions later. The pilot study had demonstrated the need to pay particular attention to this aspect of the interview since interviewees often revealed the extent of their feelings about workplace issues by accompanying their speech with facial or hand gestures which they assumed needed no explanation since the researcher himself was Libyan.

It is also useful to reflect here briefly on the issue of position . Much has been written about the extent to which the interviewer is positioned as an ‘insider’ or ‘outsider’ can impact on the outcome of an interview (Coloma 2008). As Breen (2007) notes, more recently it has been argued that this insider/outsider distinction is too simplistic because researchers may find themselves adopting different positions within a single research project. According to Kezar (2002: 96) the researcher’s role as interviewer is “better conceptualised as a continuum since it is acknowledged that people have multiple overlapping identities and people make meaning from various aspects of their identity”.

It has also been argued that the degree of distance or closeness between researcher and interviewees can impact on the richness of the data. A number of factors can potentially influence the interaction between interviewer and interviewees and these can affect the research process. These factors can include gender, race, ethnicity, socio-economic status, culture, religion, and political ideology (Al-Natour 2011; Bourke 2014). There is evidence that sometimes if researchers do not share some categories with their participants they may find it more difficult to gain their trust (Bourke 2014).

Senior managers effectively act as gatekeepers for gaining access to other interviewees and wanted the researcher to establish his credentials before allowing the interviews to proceed. In this instance, establishing the reputation of the institution which the researcher was representing was important as was clearly explaining the purpose of the research and providing a commitment to ensure the anonymity of both the bank and of individuals.

The researcher was initially worried that interviewees might not wish to disclose information regarding working conditions since they were being interviewed in the workplace. However, once they understood the purpose of the interview, many employees appeared to enjoy the opportunity to reflect on their working conditions and experiences, and to escape briefly from what was clearly for some a stressful working environment.

All the interviews were conducted formally but the researcher found it easy to establish rapport with the younger bank employees. Some of these had also studied or travelled outside the country, and positioned him like themselves as insider/outsideers who understood Libyan society but also knew about how business was done differently outside Libya. Some of the older employees and most of the line managers tended to be more guarded in their responses, and seemed concerned to ensure they presented the bank in a positive light or simply cited company policy. This meant that follow-up questions often needed to be asked to encourage more detailed answers and provide their personal views. These interviewees clearly positioned the researcher as an outsider to Libyan banking culture and this made it harder to gain their confidence.

Although some potentially interesting areas which merited further investigation had been identified in the pilot study, in accordance with the grounded theory approach (Glaser and Strauss, 1967), no specific hypotheses were formulated prior to conducting the interviews in the main study. Instead, the results from the main study would be analysed using the constant comparison method and then contrasted with the categories of inhibitors and enablers of employee engagement which had originally emerged in the pilot study, the aim being to further refine inductive theoretical analyses about these factors. Particular attention, though, was paid to (a) potential linkages between inhibitors or enablers and (b) the role of managers since these had emerged as important elements in the pilot study.

In order to facilitate comparison with the pilot study findings, the same two open issue-focused questions were used with all interviewees:

- What, in your opinion, is an example of where employee engagement worked well?
- What, in your opinion, is an example of where employee engagement did not work as effectively?

In the pilot study, it was found that most interviewees responded well to this type of open-ended question which essentially served to prompt them to explore their opinions and feelings on this issue. In the main study, the same approach was taken, allowing the researcher to gather as much data as possible about attitudes towards engagement and lack of engagement in the working environment of the bank. When clarification was needed or elaboration required on particular points, follow-up questions were used. As previously noted, in some cases, it proved quite challenging to encourage some interviewees, particularly older employees and managers, to give their own viewpoints rather than citing company policy and this technique was a useful means of dealing with this difficulty.

6.3 Comparisons

The Constant Comparison Method was again used to analyse the data gathered in the interviews and as Table 6.3 shows, in the main study, the number of comparisons possible was increased by the participation of a third group of interviewees, namely, the senior management of Banks A, B, C and D. A further comparison will be made later in the discussion chapter, namely an inter-study comparison between the results of the pilot and the main study.

Table 6.3 shows the two principle types of comparison are intra-bank and inter-bank. In the former case, results are compared for the personnel *within* one of the banks using the rankings for each cluster, so that, for example, the perspectives of the four employees in bank A can be compared with those of the middle managers (who are likely to act as line managers to them) and senior management. This helps to reveal the organisational culture within each bank, what Schein (1984: 3) refers to as:

A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way perceive, think, and feel in relation to those problems.

It is these shared basic assumptions that will serve in large part to determine how engagement is understood and how it is shaped by particular enablers and inhibitors. The second set of comparisons, the inter-bank comparisons, in which the cluster rankings of the staff from one bank are compared with their counterparts within the hierarchy of another organization, may help to provide broader insights into how engagement as a concept is viewed across the banking sector in Libya and whether it has a distinctive features that are shaped and conditioned not only by the organizational culture of each bank but also national culture.

Boeije's (2002: 399) guidance concerning the types of questions to ask when focusing on group perspective offers a practical approach to analysis of this material and also looks beyond this to bigger issues that this may expose:

- What does group one say about certain themes and what does group two have to say about the same themes?
- Which themes appear in one group but not in the other group and vice versa?
- Why do both groups view issues similarly or differently?
- What nuances, additional detail or new information does the other group supply about the group of our interest?

The most important of these four questions, concerning the possible reasons that may explain why groups view the issue of engagement similarly or differently, will be explored in depth in the Discussion Chapter of this thesis.

Table 6.3 Possible comparisons

INTRA-BANK
perspective of employees vs. perspective of manager
perspective of manager vs. perspective of senior manager
perspective of employees vs. perspective of management
INTER-BANK
perspective of employees
perspective of managers
perspective of senior management
INTER-STUDY
Main study vs. pilot study

6.4 Coding by fragmenting

As previously, an initial coding of the text of each transcript was used which involved two basic types of activities, namely, fragmenting and connecting (Boeije 2002). The intention was to facilitate the process of comparison and analysis of the data which had been gathered. These two activities are intrinsically interconnected, since the text of each of the interview transcripts must be broken down into smaller components of meaning before these can be regrouped. It is connecting these which allows for identification of those issues which have emerged as key themes for the interviewees. Both types of coding then, fragmenting and connecting, are essential in order to produce a balanced result (Boeije 2002).

The principal aim of the open coding process is to start developing categories and subsequently, to determine the most appropriate codes which can be used to label these. It is these labels which will ultimately be used as part of the Constant Comparison Method. As previously explained in the methodology and pilot study analysis, the initial step is to read and re-read as many times as necessary the transcripts of the interviews, the intention being to understand

what each of the interviewees is saying and to identify and then interpret the core messages being conveyed by the bank personnel. Whilst reading the transcript, close attention must be paid to any passages which are unclear or contain inconsistencies, the aim being to clarify these. In these instances, the researcher may have to draw on additional information such as field notes or listen again to the original recording. The need to clearly understand the points being made and to pick up on any nuances in expression prompted the researcher to work initially with the original Arabic transcripts and only when the main analysis had been done to translate any quotations which were deemed relevant.

The process of fragmenting involves identifying the themes and issues which emerged during the interview. These fragments were then coded using a key word or phrase which reflected the main point being made and the concept it represented. The experience gained from the pilot study had showed that it would be difficult to code these fragments as being either exclusively inhibitors or enablers, since responses were often worded in a way which made straightforward categorisation impossible and in the space of one interviewee or even within one response interviewees could refer to one concept as being both, as in the following example:

*Not having in-house **training** is a big problem. How are we meant to learn how to cope with all the new technological developments the manager keeps threatening us with if we don't get **training**? Even then I'm not sure I'd cope. The big problem with **training** at the moment is that staff have to go to another bank where they've installed the new system. A member of staff is away for the whole day and that leaves the rest of us to cope. And sometimes we just don't have the expertise or knowledge to cover for that person and it's chaos. But I know that for the younger staff **training** is a real motivator – the more they learn, the more it increases their chance to get out and go work somewhere else. But I'm not planning on going anywhere! (AE2)*

This extract also illustrates the challenge which coding represents. Here the interviewee mentions the word 'training' four times but from the point of view of this employee, training can be both an enabler and an inhibitor of engagement

as he refers to it in both negative and positive terms. He acknowledges that training is necessary for dealing with technological change but due to the current system for training, this makes his own working conditions worse and thus he views it negatively. At the same time, he is aware that for his younger colleagues training is a powerful enabler. Focusing on training in this extract also reveals other underlying themes including resistance to or fear of change and a split between the worldview of older Libyans who spent most of their working lives in the bank under Gaddafi's regime and their younger colleagues who often have very different attitudes to issues both inside and outside the workplace.

Thus, when an individual key word or phrase is extracted from the context of the original interview as a whole for comparison within or across groups, it is important to return to the context it was used in to understand why it was viewed as both an inhibitor and enabler and also to be aware of the fact that it may be linked to broader themes which explain why this issue may be viewed negatively by some staff and positively by others.

Each of the transcripts was fragmented in this way into keywords, and any potential underlying themes which appeared to be emerging were tagged using the Comment function on Word, as a simple alternative to NVivo which is unable to work with Arabic text. The initial attempt at fragmentation can be seen in Appendix A which represents the first round of analysis of the employee interviews. Here the list records all those items which may potentially be keywords and phrases. Even though some were only mentioned once by a single member of staff in one bank they were added because the point made was either very forcefully put or the speaker made a point that linked to other key issues which appeared to be emerging. A profile of these keyword segments was produced for each of the interviewees on an Excel spreadsheet and the totals recorded for each transcript. Keyword totals were also produced across all twelve employees, all four managers and all four senior managers (Appendices A and B).

6.4.1 *Identifying clusters*

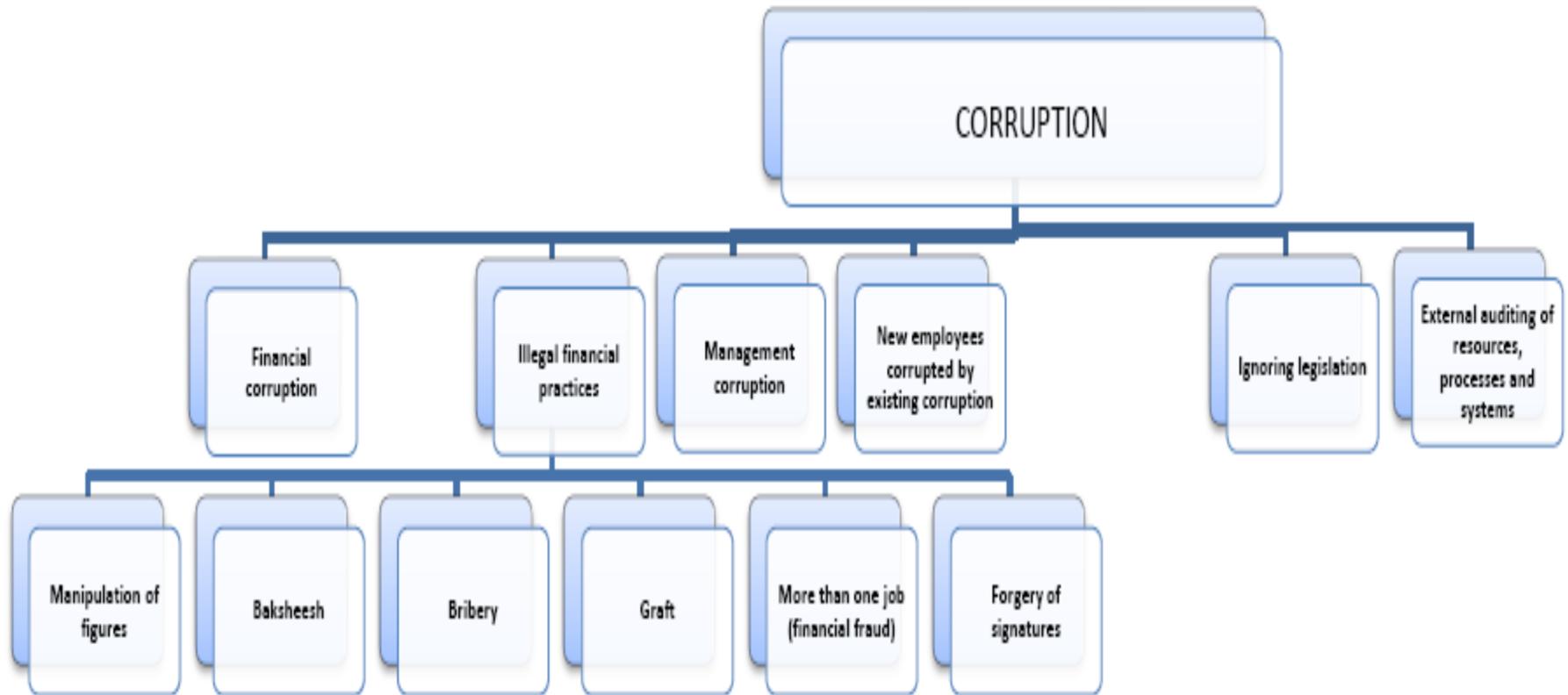
Clearly a much greater volume of data was produced than in the pilot study and attempting to begin ranking on the basis of this lengthy initial list would have produced too much data using the Constant Comparison Method. The next

step, therefore, was to start to create clusters from these items which would help to produce a smaller set of keywords and phrases. This entails identifying underlying common factors to produce fewer groupings which would help facilitate constant comparison by interbank and intrabank ranking of employee and managerial profiles. It also represents a vital step in beginning to identify those factors which might function as enablers and inhibitors of staff engagement.

As part of this process, the categories from the pilot study were also reconsidered as potential cluster titles. Thus, when 'corruption' was selected as a possible connecting theme, then a number of items could be clustered under this heading. Part of this clustering process also involved gaining an understanding of the relationships which existed amongst these items in the opinion of the employees who were interviewed.

An example of how this clustering was achieved is presented graphically in Figure 6.2.

Figure 6.2 Clustering items to produce a keyword



As Figure 6.2 illustrates, six items on the initial list mentioned by employees (manipulation of figures, baksheesh, bribery, graft, having more than one job,⁴ and forgery of signatures) were all judged to be examples of illegal financial practices and could be subsumed under this heading. Financial corruption was also a virtual synonym for illegal financial practices used by other interviewees. Two other items seemed to refer to different categories of staff involved in corrupt financial practices (management corruption and new employees corrupted by existing corruption). A further heading (ignoring legislation) related to comments from participants about anti-corruption legislation that was meant to be being enforced being ignored by many within the sector. The final heading (External auditing of resources, processes and systems) was used to group together all those comments about the need for closer external auditing of the banking sector in Libya. All of these words and phrases relating to corruption were mentioned by individual employees in the context of negative experiences which resulted in them feeling disengaged in the workplace.

When the clustering process was applied to the employee list (Appendix C), the following key clusters of concern relating to engagement were identified from the four banks:

Clusters for bank front-of-house employees

- Corruption
- Technology
- Relationship with colleagues
- Relationship with management
- Change
- Terms and conditions of employment
- *Wasta*
- Safety and security in the workplace environment

The clusters for middle management and senior management overlapped to a large degree but whereas employees drew a clear distinction between their relationship with colleagues (their equals) and with management (as superiors) both middle and

⁴ In the public sector, some managers appointed staff (usually family members) already employed elsewhere who simply turned up occasionally but were paid as full-time employees on the payroll.

senior managers framed their working relationships only in terms of their hierarchical distinction from others, seeing them as subordinates. Middle managers saw their job function as “telling front-of-house staff what to do and making sure they did it”. Senior managers spoke about their role in terms of strategic oversight and “making things happen” but rarely talked about leadership functions. Neither group seemed to see themselves as being connected to a part of a management team. A further distinct cluster emerged for both middle management and senior management that specifically focused on the relationship with customers, although each group viewed this relationship differently. For front-of-house employees, references to customers were largely related to them being seen as causes of safety and security concerns.

Clusters for middle and senior management

- Corruption
- Technology
- Relationship with subordinates
- Relationship with customers
- Change
- Terms and conditions of employment
- *Wasta*
- Safety and security in the workplace environment
- leadership

Clearly since some of the clusters contain more items than others, this means that some clusters are automatically likely to score more highly than others. However, the use of these rankings here is not intended to be statistically valid and rigorous but rather simply to inform the constant comparison method of analysis and to ‘take the temperature’ of each grouping to find out which issues are ‘hottest’.

6.5 Coding by connecting: Front-of-house employees

6.5.1 Aggregate ranking

When the totals for the clusters for bank employees were added together, these were then ranked by frequency in terms of how many mentions they were given by interviewees. These numerical totals are shown in Appendix A. However, it was realised in the pilot study that it is difficult to compare these rankings purely on the basis of numbers. Therefore in order to provide a general indication of what issues each of the groups was most interested in, the numerical rankings were colour coded on a kind of 'temperature' scale. Thus those issues that were ranked highest with the most mentions by interviewees were considered as being 'hot issues' of highest importance and coloured with red, next highest were colour coded in orange and so on down the scale with the lowest ranking issues being colour coded in blue. The value of using this approach is that when comparing ranking across groups, any mismatch in the importance that is given to a particular issue stands out clearly in terms of the ranking of importance it has received.

Figure 6.3: The issues temperature scale

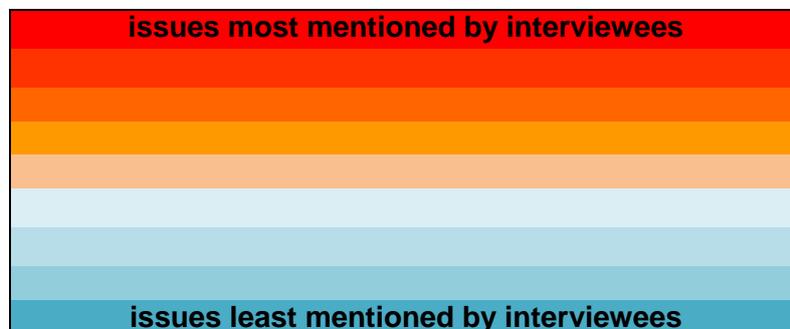


Table 6.4: Aggregated ranking for clusters for employee sample across four banks

Relationships with Colleagues
Technology
Change
Safety and security in the workplace environment
Relationships with Management
<i>Wasta</i>
Corruption
Terms and Conditions of employment

Table 6.4 shows the eight clusters arranged in order of numerical ranking established for banks employees across all banks. It should be noted that even when clusters share similar titles with those from the pilot study, these clusters do not necessarily correspond to the clusters previously identified in the pilot study and some new categories were established.

For bank employees it is clear that relationships with colleagues are a vital component in both positive and negative aspects of engagement in the workplace, often because interviewees felt that the way in which fellow workers behaved had an important impact on their own experiences in the bank and their ability to further their own career. For example, this interviewee mentioned many of the problems cited by other front of house bank employees (lack of teamwork, cooperation and skills) but drew a direct link between his own level of engagement and the attitudes of his colleagues:

Sometimes this place drives me crazy. People won't work as a team, either because they don't want to cooperate or they just don't have the ability or the confidence to cover for someone. I got the chance to go and attend a course at headquarters about transparency being delivered by a World Bank visitor. But none of my older colleagues would cover for me and when I suggested X, the manager told me he wouldn't give his permission so I missed my big

chance. When something like that happens, I don't feel like working here anymore. (BE3).

This interviewee also specifically mentions 'older colleagues' and a theme which merits further exploration is a possible generational split emerging amongst employees within the banks.

As in the pilot study, technology or rather lack of it was a common source of frustration and disengagement. Complaints were made about non-operational ATMs in all the banks and linked to the effect this had on increasing levels of customer frustration and ultimately aggression, making the workplace environment a more stressful one for staff. Most employees claimed to view the current state of IT in their workplace as a major inhibitor of engagement. However, as previously mentioned, a further potentially interesting discovery in employee interviews related to what might be referred to as a 'digital divide' between younger staff and older staff with many years experience of working in the banking sector, often within the same branch. This is well illustrated in the following quotation:

*It's **so** frustrating [ROLLS EYES UP]. I'm the only one from all the counter staff who knows what to do when the computer freezes – yet again. We only have one now – the other two just stopped working and we're waiting for them to be repaired but I don't think it's going to make any difference. They're just too old now to run the new programmes. I'm the only one here who knows anything about IT. A lot of my colleagues have been at this branch for years. When I try to show them what to do they just shake their heads and say "I'm too old to start learning all that new stuff now. What's wrong with how we always did things in the bank?". **They just don't get it** [PRONOUNCES EACH WORD INDIVIDUALLY FOR EMPHASIS]. Most of the IT-savvy kids are working in the private sector with international companies or trying to get jobs outside Libya .(CE1)*

For younger staff, aware of the advantages of IT, the lack of infrastructure and the lack of facilities such as online banking mark out the Libyan banking sector as being behind the times and inefficient. For older staff, it represents yet more unwelcome change. Thus for both, technology has negative associations in terms of engagement but for very different reasons.

Given what has just been said about the threat of change, it is perhaps not surprising that change should have featured so prominently in the interviews, with many employees feeling pessimistic both about the future of Libya as a country and that of the banking sector. Interviewees often made comparisons between what conditions in the workplace were like pre- and post-17 February revolution and seeing these conditions as growing worse in terms of safety and security concerns and also, perhaps surprisingly, in terms of the levels of corruption in the sector:

I've worked here for over twenty years and I thought I'd seen it all with regards to illegal financial practices in banking: forging signatures, baksheesh for special services. It was a way of life before the 17 February Revolution. I never liked it but like everyone else I just learned to live with it. I had high hopes after the revolution that things would change but now... [SHAKES HEAD IN DISBELIEF] it's even worse. (CE3)

Change seemed to be having a powerful negative impact on levels of staff morale and engagement. The rapidity of change following the Arab Spring followed by further internal conflict in Libya seems to be increasing resistance to change amongst certain employees, particularly those older employees who have been in their jobs for longer:

For the younger staff training is a real motivator – the more they learn, the more it increases their chance to get out and go work somewhere else. But I'm not planning on going anywhere, God willing! I've heard enough about "inloan" [SAYS THE WORD IN ENGLISH] banking and all the rest. (AE2)

One element of consistency was the problems with safety and security in the workplace environment, with staff reporting similar levels of concerns about aggressive customers and the threat of violence to those interviewed for the pilot study. As previously, this was often linked to problems with technology failing to work leading to customer frustration:

Management just don't see what we see. You get a really hot day, when the air conditioning's broken down and then the ATM stops working again, queues getting longer and longer. It doesn't take much. Just one crazy guy with a short temper and a gun and... [PRETENDS TO BE PULLING A TRIGGER] (CE3).

Two similar concerns emerged in the cluster relating to relationships with management as had previously arisen in the pilot study, namely mismanagement of staff and the need for leadership. As with the previous comment, employees often felt that their line managers did not really understand what conditions were like for front-of-house staff:

I'd like to see him out here coping with customers like that (AE1)

When the ATM machine breaks down my manager always says: 'Don't worry! We'll get it sorted' but then he just disappears back to his office. (BE2)

Wasta and corruption ranked equally as inhibitors of engagement and indeed one employee explicitly connected the two components:

If you make sure that you've appointed family members as those responsible for internal audits in the bank, who's going to complain if someone's skimming off the bank's profits for their personal pension fund? Is it any wonder that the bank doesn't have the money to pay our salaries?(CE2)

Although it was ranked least frequent as a topic mentioned in the interviews, terms and conditions of employment, in particular salary, was identified as a significant disincentive to engagement, which represented a change from the pilot study, due perhaps to the delays which many bank staff have experienced in salary payment. Some staff were also comparing their own benefits and entitlements to those of employees in other state companies.

6.5.2 Interbank ranking

The colour coding used for the numerical ranking of all four banks shown in Table 6.4 was then applied to the numerical ranking of each individual bank and the results are shown in Table 6.5. When the profiles for each of the four banks are compared by ranking using the 'temperature' colour coding used for the aggregated cluster ranking for bank employees, Bank C emerges with a distinctive profile. Firstly, technology and change relegate relationships with colleagues to third position. It is worth noting what one of the interviewees from this bank said in the pilot study as this may help to explain this:

The biggest source of frustration for workers here at the moment is technology. For younger staff, the IT system seems old, internet access is slow or non-existent and they compare with what they know exists elsewhere and they feel demotivated. For older staff, and that includes a lot of managers, computers are threatening. Their experience and knowledge used to be valued but now they feel it's a big change that they haven't been prepared for. (CE pilot study)

Table 6.5: Interbank ranking for clusters for employee sample across four banks

FACTORS BANK A	FACTORS BANK B	FACTORS BANK C	FACTORS BANK D
Relationships(C)	Relationships(C)	Technology	Relationships(C)
Change	Technology	Change	Technology
S & S	S & S	Relationships(C)	S & S
Technology	Change	Corruption	Change
Relationships(M)	Relationships(M)	S & S	Relationships(M)
Corruption	<i>Wasta</i>	Relationships(M)	<i>Wasta</i>
<i>Wasta</i>	T&C	<i>Wasta</i>	Corruption
T & C	Corruption	T & C	T & C

KEY = T & C = terms and conditions of employment S& S = safety and security in the workplace management Relationships(M) = relationships with management

Secondly, corruption is much higher placed than in the other banks, largely because one employee spoke at great length and with considerable passion about this topic; other interviewees were much less forthcoming.

6.6 Coding by connecting: Middle management

6.6.1 Aggregate ranking

When the totals for the clusters for middle management were added together, these were then ranked by frequency and colour-coded to create Table 6.6 which revealed nine clusters. It should be noted that even when clusters share similar titles with those from the pilot study, these clusters do not necessarily correspond to the clusters previously identified in the pilot study and some new categories were established.

Table 6.6: Aggregated ranking for clusters for middle management sample across four banks

Relationships (with subordinates)
Change
Terms and Conditions of employment
Safety and security in the workplace environment
Relationships with customers
Technology
<i>Wasta</i>
Corruption
Leadership

For middle managers, who act as line managers to the front-of house staff it is clear that relationships with staff were important but managers invariably referred to staff as ‘they’ or ‘them’ and rarely if ever chose to taught of ‘us’ or ‘we’. This is a small but important thing which seemed to reflect the lack of a common goal and a distancing from employees by middle management, two of whom had worked their way up the hierarchy from front-of-house positions. Observations made when the researcher was interviewing confirmed that this distancing was physically reflected in the fact that middle management often occupied offices with closed doors towards the back of the bank and rarely appeared front-of-house unless specifically called to deal with problems.

All the managers, like the staff they supervised, made comparisons between conditions in the bank pre- and post-17 February revolution and what they saw as a deteriorating situation. Although they made fewer references to problems with safety and security, all were clearly aware of growing staff concerns about this matter and one confessed to sometimes feeling overwhelmed by the difficulties, not having had to deal with this type of behaviour pre-Revolution. Another manager admitted that at times he deliberately remained in his office even if he knew there were problems front-of-house:

There's no respect anymore. People demanding their money, some even making threats. It didn't used to be like this. And kids my son's age carrying guns [SHAKES HIS HEAD AND SIGHS] sometimes I just sit in here and wonder how we got to this. (MC1)

Three of the managers felt there had been a shift in power relations and that in customers were now much more demanding than previously and this was another reason for trying to stay away from the front-of-house problems so that they did not run the risk of being treated with a lack of respect by customers in front of subordinates. For middle managers in the public sector in Libya, social standing and respect is seen as an important element of the job, as is their ability to offer help to family members and friends by securing them positions within their workplace as part of the *wasta* system. What they perceived as a significant change in the terms and conditions of their job was clearly deeply unsettling for one of the managers.

Another element mentioned overtly by one and alluded to by another two was another shift in power within the workplace relating to technology, and concerns were voiced about the changes that increased use of IT in the banking sector were likely to bring. Most felt they were on the wrong side of the 'digital divide' but were less immediately affected by front-of-house staff since they were able to rely on administrative assistance for routine tasks such as e-mailing or preparing reports as needed.

For three of the middle managers interviewed, these factors were powerful inhibitors of engagement for them personally and their general level of morale appeared low. Like their front-of-house colleagues, they talked pessimistically both about the future of Libya as a country and that of the banking sector. Sometimes they preferred not to address issues directly and initially sounded like they were quoting from policy documents when responding to questions and often needed to be probed for further information. (This was also the case to a lesser degree for some front-of-house employees).

There was one notable exception to this pattern: a recently appointed middle manager at Bank A. He freely admitted that he had gained the job at least in part due to a recommendation from his uncle (*wasta*) but was keen to point out that unlike most of his older peers, he was well-qualified for the post, having gained post-

graduate qualifications at a British university and job experience via an internship scheme, and was highly competent in both IT and English. He spoke about the challenges for the sector:

So, Libya's had a revolution but the banking sector is still waiting for the revolution to happen. Regulations are still the same, the old structures haven't changed and most importantly, many of those working in the sector still have the same mindset. But change has to come and new managers like me will make it happen: "wake up and smell the coffee, guys!" (SAYS PHRASE IN ENGLISH SMILING) (MA1)

He compared his work experience in a UK-based bank with what he had found on returning to Libya in terms of engagement:

In the UK banking sector, it's relatively easy to get rid of staff who just don't perform. Here, in the public sector, that's not an option at the moment. We've got too many unqualified or inexperienced staff, too many waiting to get their pensions, some who don't turn up at all. So we have to focus our efforts on training, particularly IT. I think that's a powerful engagement tool for most staff. Everyone can learn something and the sector as a whole will benefit. Some will be eager for training – they'll see it as their passport out of here. A lot will need encouragement or persuasion and some will resist, passively or actively. Our job in this situation as managers is to assess which of these categories employees fit into, then start training those who are eager, start working with those who need encouragement or persuasion, and the rest... well, one hand cannot clap! Some staff are never going to engage so in this bank we'll do what everyone does in the public sector in Libya: we'll just work round them while they sleep. (MA1)

6.6.2 Interbank ranking

When the profiles for each of the four banks are compared by ranking using the 'temperature' colour coding originally used for the aggregated cluster ranking for middle management shown in Table 6.6, Bank A emerges with a distinctive profile in terms of the ranking of Technology. This was due to a major emphasis on training

staff in preparation for the eventual rolling out of a new IT system which the bank had been chosen to pilot.

Table 6.7: Interbank ranking for clusters for middle management sample across four banks

FACTORS BANK A	FACTORS BANK B	FACTORS BANK C	FACTORS BANK D
Relationships (S)	Relationships (S)	Relationships (S)	Relationships (S)
Change	T&C	Change	Change
T&C	Change	T&C	T&C
Technology	S&S	S&S	S&S
S&S	Relationships (C)	Relationships (C)	<i>Wasta</i>
<i>Wasta</i>	<i>Wasta</i>	Corruption	Relationships (C)
Relationships (C)	Corruption	Leadership	Corruption
Leadership	Leadership	Technology	Technology
Corruption	Technology	<i>Wasta</i>	Leadership

6.7 Coding by connecting: Senior management

6.7.1 Aggregate ranking

When the totals for the clusters for senior management were added together, these were then ranked by frequency to create Table 6.8 which revealed the same nine clusters as for middle management. Since no members of senior management took place in the interviews during the pilot study, there is no point of comparison with previous clusters in this case.

Table 6.8: Aggregated ranking for clusters for senior management sample across four banks

Relationships with subordinates
Change
Corruption
Relationships with customers
Safety and security in the workplace environment
Technology
Terms and Conditions of employment
<i>Wasta</i>
Leadership

In theory, senior management’s contact with front-of house staff in the bank is very limited since there are no formal channels for these employees to make their voice heard. Although middle managers are aware of staff concerns, often they did not raise these with senior management, fearing they would be seen as “bothering the boss”. However, interviews revealed that senior management often knew what was going via relatives or friends who had direct access to them outside the workplace and made sure they were aware of any potential difficulties or problems. They clearly saw it as their responsibility to intervene personally at times if they thought middle managers were failing to deal with issues:

One of my cousin’s lads told me the air-conditioning in their office is broken. Poor guys- they’ve been sweating in there for over a week. Waiting for a part for the system, the manager told me. So, I just told my cousin’s son: “Take some money from petty cash. Get over to the souk and buy an electric fan or two”. You have to look after employees if you want them to engage. (SD)

Such comments show how *wasta* can have potentially negative effects since it is clear in this instance that the intervention meant that only one office would benefit, leaving other employees waiting for the air-conditioning system to be mended and probably causing frustration and resentment which might cause them to disengage.

All the senior managers made comparisons between conditions in the bank pre- and post-17 February revolution and were aware of the growing problems within the Libyan economy and the banking sector. However, unlike middle managers, they still felt secure in their position within the bank itself. For senior managers, change was also a key issue but they spoke of pressure coming from external sources to overhaul the Libyan banking system and having to deal with issues such as external auditing of resources, processes and systems as part of anti-corruption measures imposed to deal with problems from the previous regime was mentioned by all.

Islamic banking was originally meant to be introduced into all Libyan banks by 2015 after the General National Congress passed legislation in January 2013 giving banks just two years to become fully compliant with *shariah* law which forbids interest on financial transactions and all four senior managers mentioned this change, two expressing doubts about whether this was a positive development. For one senior manager this was linked to a more general concern about the quantity and speed of change within the sector which they expected to impact negatively on the engagement of many staff who felt unable to cope with the uncertainty which was part of life in post-Revolution Libya:

You know how it is in a family. The kids love shiny new playthings, they need something different every day to keep them entertained. Their parents still like the odd surprise to break up the routine but nothing too different, and then there's grandpa. Well, he's set in his ways. He's likes to do things the way they've always been done because that's the best way and the only way, as far he's concerned. And that's just how it is here in the bank, too. How do I tell someone's who has worked here for 30 years they need to take a course about the benefits of e-banking?(SC)

The senior manager of Bank A also talked about the effects of post-17 February Revolution change on the workforce. He felt that having been accustomed to the relative stability of the sector during Gaddafi's regime some of those who had been in the sector longest might disengage when faced with the changes which were needed but his attitude was firm:

All the post-revolution changes, such as Islamic banking and new legislation, have taken some employees and a good few managers by surprise. I think

we're one of the few banks that's trying to plan for change to help staff face the challenges with training. But they have to get on board. The sector can't stay like it has been, frozen in time. The only option is change.(SA)

6.7.2 Interbank ranking

The profiles for each of the four banks are compared by ranking using the 'temperature' colour coding used for the aggregated cluster ranking for senior management shown in Table 6.9.

Table 6.9: Interbank ranking for clusters for senior management sample across four banks

FACTORS BANK A	FACTORS BANK B	FACTORS BANK C	FACTORS BANK D
Relationships (S)	Relationships (S)	Relationships (S)	Relationships (S)
Change	Change	Change	Change
Technology	Corruption	Corruption	Corruption
Relationships (C)	Technology	Relationships (C)	S & S
Corruption	Relationships (C)	<i>Wasta</i>	T & C
S & S	S & S	S & S	Relationships (C)
T & C	Leadership	Technology	Technology
Leadership	<i>Wasta</i>	Leadership	Leadership
<i>Wasta</i>	T & C	T & C	<i>Wasta</i>

It is worth commenting here on the issue of relationships with customers which three senior managers saw as an important issue from a different angle to front-of-house staff. This was related to changes occurring in Tripoli regarding the growth in the so-called 'gold shops', unregulated outlets that increasing numbers of Libyans use for changing currency and sending cash overseas. This has left banks seriously concerned about money flow within the system and made them aware of the need to keep customers using their services (Crisp, 2013). All four senior managers talked about the need for prioritising the relationship with customers and improving and expanding services but were aware it would be difficult to implement this new

strategy when there were so many issues for front-of-house staff with safety and security.

It is also worth highlighting that two of the senior managers were clearly aware of the generational split which was emerging in the wake of the Revolution between younger staff with qualifications, often gained abroad, who were used to working with digital technology, and their older colleagues with many years service in the banking sector who were unable or unwilling to accept change. Only one bank, Bank A, appeared to have a strategy for coping for this.

6.8 Coding by Connecting: Intrabank ranking

The aim of this comparison was to see how staff and management approaches to engagement on the workplace differed. This time each of the groups has been colour-coded on the same basis to compare across the three sets of rankings what emerged as the ranking for each group within the bank. Clearly, these categories do not match up exactly. However, some of the categories can still be usefully compared. This is the case, for example, with 'relationships with management' and 'leadership' and 'relationships with colleagues' and 'relationships with subordinates'. The colour-coding makes it easy to see potentially interesting mismatches in priorities and these have been bolded.

6.8.1 Bank A

Table 6.10: Intrabank ranking for employee, middle managers and senior management clusters for bank A

BANK A		
EMPLOYEES	MANAGER	SENIOR MANAGEMENT
Colleagues	Relationships (S)	Relationships (S)
Change	Change	Change
S & S	T&C	Technology
Technology	Technology	Relationships (Cs)
Relationship (M)	S&S	Corruption
Corruption	<i>Wasta</i>	S & S
<i>Wasta</i>	Relationships (Cs)	T & C
T & C	Leadership	Leadership
	Corruption	<i>Wasta</i>

KEY Colleagues = relationships with colleagues = T & C = terms and conditions of employment
 S& S = safety and security in the workplace Relationship (M) = relationships with management
 Relationships (S)= relationships with subordinates Relationships (Cs)= Relationships with customers

Two differences seem potentially interesting here. Although terms and conditions of employment were not seen as a strong enabler or inhibitor of engagement for employees or senior management in Bank A, the middle manager emphasised the need to engage staff by offering them opportunities for development and saw this as the key way to boost staff morale when working conditions were generally deteriorating and saw this as a win-win situation for both individuals and the organisation.

The other feature which is interesting is that staff did not see their relationship generally with their supervisors as an enabling factor but talked in often enthusiastic terms about the potential power that the right form of leader might have to engage them in difficult times; however, neither of the managers perceived leadership as being a particularly strong enabler of engagement.

6.8.2 Bank B

Table 6.11 Intrabank ranking for employee, middle managers and senior management clusters for bank B

BANK B		
EMPLOYEES	MANAGER	SENIOR MANAGEMENT
Colleagues	Relationships (S)	Relationships (S)
Technology	T&C	Change
S & S	Change	Corruption
Change	S&S	Technology
Relationship (M)	Relationships (Cs)	Relationships (Cs)
Wasta	Wasta	S & S
T&C	Corruption	Leadership
Corruption	Leadership	Wasta
	Technology	T & C

KEY Colleagues = relationships with colleagues = T & C = terms and conditions of employment S & S = safety and security in the workplace Relationship (M) = relationships with management Relationships (S)= relationships with subordinates Relationships (Cs)= Relationships with customers

The most striking mismatch in the case of Bank B relates to the difference in ranking between the employees' identification of technological problems as a major inhibitor of engagement and the middle manager's apparent dismissal of this concern. This was reflected in a quote from one of the employees:

When the ATM machine breaks down my manager always says: 'Don't worry! We'll get it sorted' but then he just disappears back to his office. He has no idea what the impact of that will be on queues and levels of customer frustration. And we're the ones who have to put up with the insults from the customers – not him!(BE2)

Although staff mentioned salary, benefits and entitlements as an inhibitor of engagement, this manager talked at length about how the deteriorating working environment was impacting on his own morale. Like the middle manager in Bank C, he saw his back office as a refuge from the front-of-house staff he was meant to supervising, and he complained about younger staff who were “constantly pestering

him about opportunities for development” and older staff “desperately worried about their pensions and health insurance” (MB).

The mismatch between the ranking of corruption for employees and senior management was due to the fact that employees did not see this as an issue that impinged on them personally in terms of engagement whereas the senior manager was referring to the potential impact on staff engagement of ever stricter anti-corruption legislation that would mean more bureaucracy and the shift from paper-based administration to IT systems for audits trails.

6.8.3 Bank C

In Bank C, too, as Table 6.12 shows, the most striking mismatch relates to the difference in the employees’ ranking of technological problems as the key inhibitor of engagement and the middle manager’s refusal to acknowledge this issue. In this case, the senior manager was aware that there were some problems but did not really appear to have grasped the full impact of this not only on levels of staff engagement but also on the extent to which it was causing major divisions amongst different groupings of staff as his quote above suggests. His description likening the bank to one big extended family where everyone is different but still gets along no longer matched the reality.

Table 6.12: Intrabank ranking for employee, middle managers and senior management clusters for bank C

BANK C		
EMPLOYEES	MANAGER	SENIOR MANAGEMENT
Technology	Relationships (S)	Relationships (S)
Change	Change	Change
Colleagues	T&C	Corruption
Corruption	S&S	Relationships (Cs)
S & S	Relationships (Cs)	Wasta
Relationship (M)	Corruption	S & S
Wasta	Leadership	Technology
T & C	Technology	Leadership
	Wasta	T & C

KEY Colleagues = relationships with colleagues = T & C = terms and conditions of employment S & S = safety and security in the workplace Relationship (M) = relationships with management Relationships (S)= relationships with subordinates Relationships (Cs)= Relationships with customers

In the pilot study, a front-of-house employee pointed to the IT system as “*the biggest source of frustration for workers*” with younger staff feeling demotivated by outdated equipment and older staff, including managers, feeling threatened by new technological developments that mean their experience and knowledge no longer had the same value. As a result, staff were unable to pull together at a time when this was absolutely essential. One of the interviewees had very strong feelings about the current situation:

I used to enjoy my job and feel I belonged here. But now, everything has changed for the worse and I worry about what the future holds. I think I'm not the only one. We've given years of service to this bank and we're too old now to be having to go back to school again to learn about computers.

It is noticeable that in both Banks B and C middle managers talked at length about how the deteriorating working environment was impacting on their own morale but they did not seem to be aware that their own disengagement was in turn impacting significantly on the levels of engagement of those they were meant to be managing.

This perhaps points to the need to explore the importance of the role played by line managers in monitoring levels of staff engagement particularly in times of crisis.

6.8.4 Bank D

Table 6.13: Intrabank ranking for employee, middle managers and senior management clusters for bank D

BANK D		
EMPLOYEES	MANAGER	SENIOR MANAGEMENT
Colleagues	Relationships (S)	Relationships (S)
Technology	Change	Change
S & S	T&C	Corruption
Change	S&S	S & S
Relationship (M)	Wasta	T & C
Wasta	Relationships (C)	Relationships (Cs)
Corruption	Corruption	Technology
T & C	Technology	Leadership
	Leadership	Wasta

KEY Colleagues = relationships with colleagues = T & C = terms and conditions of employment S & S = safety and security in the workplace Relationship (M) = relationships with management Relationships (S)= relationships with subordinates Relationships (Cs)= Relationships with customers

Yet again in the final bank there was a similar high ranking given to technology as an inhibitor of engagement by front-of house employees whilst management and senior management did not rate this as being highly significant. In this case, whilst staff were also generally concerned about the bank's lack of IT facilities, at the time the interviewees were being conducted they all felt most strongly about a more basic aspect of the infrastructure. Unlike some other banks, they had no back-up generator that would allow them time to save work on IT systems during the periodic electricity blackouts that have been taking place in Tripoli since 2011. These have become increasingly frequent, partly as a result of the recent conflict but also because the electricity grid is outdated and the foreign companies that used to service it no longer operate in Libya. Sometimes these blackouts last for up to 18 hours at a time. In this bank since both the middle manager and the senior manager had their own administrative staff and neither was computer literate they were unable to

comprehend the difficulties of the situation or the stress and frustration that this was causing staff who were struggling to update online records that were needed for anti-corruption audit trail reports.

Here all three employees that were interviewed commented on the fact that there was effectively no system of supervision and complained that a lack of communication at all levels of the organisation meant they often felt they had no idea about what was going on. One longer serving member of staff admitted that before the Revolution, the lack of close supervision by a manager was often welcomed as it meant staff had a degree of flexibility and often made reciprocal arrangements for cover when needed but things were very different now:

It feels now like nobody knows what's happening. Everything keeps changing and we need someone to tell us what we should be doing, even just point us in the right direction. We need to feel that somebody somewhere has some kind of plan, some kind of strategy for the bank... and for Libya!. It's like moving around in the dark when we have a power cut in my neighbourhood- you can't get your bearings until you see someone with a torch to light the way.

The two other staff also talked about the need for leadership and felt this was urgently needed in the bank to re-engage staff, particularly given all the problems that front-of-house staff were facing. It is useful to highlight some of the key similarities and differences between the two studies.

Table 6.14: Bank employees: ranking of clusters for pilot versus main study

BANK EMPLOYEES	
PILOT STUDY	MAIN STUDY
Safety & security	Relationships with Colleagues
Teamwork	Technology
Technology	Change
Training	Safety and security in the workplace environment
Cooperation	Relationships with Management
Experience	<i>Wasta</i>
Leadership	Corruption
Nepotism	Terms and Conditions of employment
Corruption	
Trust	

As previously noted, although the clusters do not match exactly for the two studies as they were differently configured, a number of the factors clearly feature in both studies. Safety and security, technology and corruption can be easily matched, as can nepotism which was referred to in the main study by the Arabic word *wasta* to reflect the multiple dimensions of this concept. The cluster labelled ‘relationships with colleagues’ in the main study contains elements of teamwork, cooperation and experience identified in the pilot study. Similarly leadership and trust can be seen as two aspects of relationships with management, with interviewees regarding leadership as an enabler of engagement whilst lack of trust in middle management was an inhibitor. In the pilot study, training was considered to be a strong enabler of engagement. Although this was mentioned by interviewees in the main study also, the emphasis had shifted towards more general concerns about worsening terms and conditions of employment as inhibitors of engagement.

In the pilot study, the term 'experience' was used to refer to the time a member of staff had spent working within the bank or within a particular section of the bank and it was suggested that this could be both an enabler and an inhibitor of engagement depending on the individual. It was indirectly associated with the age of employees. In the main study, however, the experience that employees had gained only on the basis of their time spent in the bank was viewed in a more negative light by younger employees who linked it to an inability to cope with technology and resistance to change and viewed it as an inhibitor of engagement.

6.8.5 Factors affecting employee engagement according to employees

When the employee rankings of engagement factors identified in the pilot study and the main study were compared across the four banks (see Table 6.15), one clear pattern emerged for Banks A, B and D: that of the increased importance of technology in the rankings. As noted previously, in the case of Bank A, when the interviews were taking place, staff there were being trained in preparation for the eventual rolling out of a new IT system which the bank had been chosen to pilot. Whilst younger staff welcomed this change and viewed it positively, some older staff were unhappy about the introduction of a major change to their work routines.

In the case of Banks B and D, this increase can perhaps be partly explained by the fact that the aftermath of the revolution coupled with the decreasing price of oil has led to worsening problems with power cuts (particularly in Tripoli) and lack of spare parts for technology such as ATMs and computers, leading to increased levels of frustration amongst bank employees about technology that does not work, making technology an important inhibiting factor.

Bank C emerges with a distinctive profile in terms of the ranking of Technology. In this bank, both in the pilot study and the main study technology in the form of IT remained a major source of frustration for employees. As noted previously, although all the employees interviewed in Bank C felt negative about IT, different groups of staff within the bank felt IT was an inhibiting factor for different reasons. For younger staff who are computer literate, out-dated systems leave them feeling de motivated as they are aware of the changes going on elsewhere in the banking industry and know about the potential that IT can have for speeding up transactions. On the other hand, for older staff without IT skills, digital technology is intimidating.

In Banks A and C, then, technology was viewed as being closely related to change with some staff welcoming the challenge represented by new working practices and the opportunity to gain extra skills whilst others were at best ambivalent and at worst hostile to these new developments which were viewed as unnecessary and disruptive to well-established working routines in which they considered themselves experts.

6.8.6 *Factors affecting employee engagement according to middle managers*

The comparison between the rankings for middle managers in the pilot study and the main study is shown in Table 6.16. As previously noted, no comparison could be made for Bank D since no management interviewee was available for the pilot study. The most noticeable shift here is the appearance of change as a key theme amongst managers together with references to terms and conditions of employment which managers perceived as inhibitors to their own engagement since these were less favourable than had been the case in the past.

Although in theory middle management interviewees were meant to be focusing on factors that enabled or inhibited engagement amongst employees, most commented either directly or indirectly on their own position in terms of lack of engagement. They said they felt caught between two sets of demands. On the one hand, senior management were pushing them to implement post-revolution changes needed to meet agreed objectives within the sector such as anti-corruption legislation and the introduction of Islamic banking. On the other hand, they were meeting resistance to change from staff who were themselves facing ongoing stress as a result of the aftermath of the revolution, for example in terms of safety and security in the working environment, together with the need to adopt IT. With the exception of one manager at Bank A, the managers who were interviewed seemed to be disengaged.

One another striking change between pilot study and main study can be seen in the case of Bank B where technology went from being a key issue for the original manager who was interviewed to something that was barely mentioned in the main study. Firstly, it must be remembered that different managers were interviewed for each of the studies, with only one manager representing viewpoints in the pilot study. The original managerial interviewee was aware of employee frustration with inadequate IT systems and equipment which had led to disengagement amongst

younger staff (another indication of an emerging 'digital divide'). This issue was not viewed as an important source of disengagement by the main study interviewees although for staff it was an important concern.

There were no senior managers interviewed for the pilot study so it is not possible to carry out any comparisons for this group.

Table 6.15: Factors affecting employee engagement according to employees: pilot study versus main study

BANK A		BANKB		BANK C		BANK D	
PILOT	MAIN	PILOT	MAIN	PILOT	MAIN	PILOT	MAIN
S & S	Relationships(C)	S & S	Relationships(C)	Technology	Technology	S & S	Relationships(C)
Experience	Change	Experience	Technology	S & S	Change	Training	Technology
Leadership	S & S	Leadership	S & S	Training	Relationships(C)	Leadership	S & S
Training	Technology	Training	Change	Leadership	Corruption	Cooperation	Change
Cooperation	Relationships(M)	Teamwork	Relationships(M)	Experience	S & S	Experience	Relationships(M)
Teamwork	Corruption	Technology	<i>Wasta</i>	Teamwork	Relationships(M)	Technology	<i>Wasta</i>
Technology	<i>Wasta</i>	Nepotism	T&C	Cooperation	<i>Wasta</i>	Teamwork	Corruption
Nepotism	T & C	Cooperation	Corruption	Nepotism	T & C	Trust	T & C
Trust		Corruption		Corruption		Corruption	
Corruption		Trust		Trust		Nepotism	

Table 6.16: Factors affecting employee engagement according to middle management: pilot study versus main study*

BANK A		BANKB		BANK C		BANK D
PILOT	MAIN	PILOT	MAIN	PILOT	MAIN	MAIN
S&S	Relationships (S)	Technology	Relationships (S)	S&S	Relationships (S)	Relationships (S)
Cooperation	Change	Teamwork	T&C	Teamwork	Change	Change
Technology	T&C	S&S	Change	Experience	T&C	T&C
Teamwork	Technology	Cooperation	S&S	Cooperation	S&S	S&S
Training	S&S	Training	Relationships (C)	Training	Relationships (C)	<i>Wasta</i>
Experience	<i>Wasta</i>	Experience	<i>Wasta</i>	Leadership	Corruption	Relationships (C)
Leadership	Relationships (C)	Trust	Corruption	Technology	Leadership	Corruption
Corruption	Leadership	Leadership	Leadership	Corruption	Technology	Technology
Nepotism	Corruption	Nepotism	Technology	Trust	<i>Wasta</i>	Leadership
Trust		Corruption		Nepotism		

* No manager data available for Bank D for pilot study

6.9 Main study findings in relation to literature on enablers/inhibitors of employee engagement

6.9.1 Relationships with colleagues

As noted previously, there are a number of changes in the clusters produced in the main study and some items that appeared in the pilot study differed in terms of their ranking. In the main study, several of the previous clusters were put into bigger categories since they were seen to be interconnected in interviewee comments. This was the case with 'relationships with colleagues' which in the main study combined elements of cooperation, teamwork, training, experience and trust that had been categorised separately in the pilot.

In the main study it was noted that the lack of cooperation and teamwork amongst colleagues was seen to be connected to the fact that staff often did not possess the generic skills that would allow them to cover competently for colleagues. There appeared to be little if any systematic training or programmes of personal development. The inability of staff to cover for each other meant that possible training opportunities were sometimes lost, leading to frustration for individual employees and increased levels of disengagement since they saw chances to increase their knowledge and skills as an important means of improving their future career prospects. On a broader scale, this also meant that the bank was missing out on the opportunity to update staff skills and knowledge which are greatly needed at a time of major transformation within the Libyan banking sector.

6.9.2 Technology

Macleod and Clarke (2009) noted that the right kind of training will serve not only to engage individual employees but to benefit the organization as a whole. However there was some evidence that not all employees viewed training positively, particularly when this involved IT. One of the themes that emerged strongly in the main study was the existence of quite distinct employee groupings within the banking sector where there is evidence of a generational gap and 'digital divide' amongst both frontline and managerial staff and this may be impacting markedly on engagement levels. Morgan and Ogbonna (2008) found that in public sector organizations a multiplicity of sub-cultural groups could exist with their own identities and beliefs and ways of relating to broader

organizational aims. For this reason, Schein (1996) emphasised that it is essential for organizations, that these different cultures find a way of talking to each other and finding joint solutions to everyday problems. The existence of these different groupings was most apparent in two of the clusters: technology and change.

Although frontline staff who were interviewed spoke about being negatively affected when technology such as ATMs failed to work and this led to increased levels of customer frustration and aggression, the area that most clearly provoked the highest level of emotions amongst employees and highlighted the potential for disengagement was IT. It is generally accepted that the adoption of IT has numerous advantages and benefits for developing countries like Libya. Shirazi et al (2009) emphasise that IT can play a major role in enhancing effectiveness and efficiency, and thereby increasing productivity and competitiveness in finance, trade, and foreign direct investment. However, Acilar (2011) notes that there is still considerable evidence of an age-related 'digital divide' affecting IT usage and although this is a generational phenomenon that is likely to disappear as younger IT users replace older non-computer literate cohorts, it is still a phenomenon that merits attention. It is possible that in the Libyan case, this phenomenon as a factor affecting staff engagement may need careful consideration in the light of specific aspects of the country's history.

Ten years ago, Alterman (2006: online) wrote an article entitled 'Libya's generation gap' in which he commented on the damaging effects that had resulted from the country's period of isolation from the international community that lasted for over two decades from the late 1980s during Gadhafi's regime. He argued that the consequence was:

that an entire generation of Libyans has grown up cut off from international training, and from international exposure. More pointedly, the last generation of Libyans to spend extensive time overseas—the generation that obtained foreign graduate degrees in the 1970s—is on the verge of retirement. The push is on now to train a new generation to take their place before they all leave the scene.

Some of that new generation are now working in Libya's banks, like the young manager at Bank A. However, they are working alongside the in-between generation of their fellow citizens who never had the chance to benefit from opportunities outside Libya or even to learn English, the teaching of which was banned in 1980 at all levels of the education system by the then minister of education Ahmed Ibrahim (Chorin 2012). It could be argued that is this 'lost generation' of Libyans (Chorin 2012) who appear to be finding the abrupt socio-economic transition set in motion following the revolution the most challenging. This may also explain the prominence in the rankings of 'change' as a thematic cluster.

6.9.3 Change

Smollan (2006) argued that when a process of change transforms the culture of an organization this can produce different types of responses from employees who are affected by this, triggering powerful emotions and reactions. Frequently, one of those reactions can be resistance to change, a phenomenon that Chawla and Kelloway (2004: 485) define as "an adherence to any attitude and behaviours that thwart organizational change goals". In the former case, employees psychologically reject the need for change and in the latter case, they engage actively and/or passively in forms of behaviour intended to block change processes (Chawla and Kelloway, 2004). Comments from interviewees suggest that there was evidence of both types of resistance to change taking place in all the banks to a greater or a lesser degree both amongst employees and middle managers.

In their study of how technological change within a Malaysian banking setting affected employees, Chew and Choo (2008) noted that:

At a personal level change can arouse considerable anxiety about letting go of the known and moving to an uncertain future [...]. People may be unsure whether their existing skills and contributions will be valued in the future, or have significant questions about whether they can learn to function effectively and achieve benefits in the new situation.

They also observed that bank employees tended to perceive the introduction of the new IT programmer as:

A threat to job security and change to the much familiarised job description. As part of the manual work had been replaced by informational technology, employees [...] feared the management might reduce wages or benefits, or even assign greater job demands.

Chew and Choo's (2008) findings concerning the effects of change as experienced by employees are reflected in some of the fears expressed by the Libyan bank employees. The authors' case study also amply illustrated the potential for employee disengagement when the change process is handled badly.

There can be no doubt that the employees in the Libyan banking sector are experiencing a complex set of feelings in their attempts to manage various changes simultaneously and the great uncertainty to which they have been subjected since the fall of the Gadhafi regime. In such a context of change, exceptional demands are made of middle managers who are meant to act as a bridge between senior management and employees during change processes (Floyd and Wooldridge 1994). Caye et al. (2010: 3) argue that whilst "senior managers set aspirations and strategy, middle managers translate the strategy into concrete business plans, communicate with employees and manage the business – and most of the people within the business". According to Herzing and Jimmieson (2006), middle managers can play a key role in ensuring the success of the change process, by helping employees to understand the need for organizational change and developing readiness for change by creating an environment in which fears about change can be discussed openly.

Performing this role requires particular skills. Middle managers are required to be flexible and adaptable to meet the needs of a constantly changing environment. They "need to be able to understand the corporate vision and strategy, and communicate those concepts to their employees. They must know how to develop and motivate their staff and they must conduct difficult conversations with employees" (Caye et al, 2010: 7). However, responses from both employees and the middle managers themselves suggest that these are precisely some of the areas where these skills are perceived as being lacking by employees.

In defence of middle managers, Caye et al. (2010: 4) citing Ferguson argue that those in this position within an organization face a particular challenge: “They feel pressure from their bosses to achieve ever-challenging objectives and they feel pressure from their teams, which do not always understand the direction. They are squeezed in the middle”. This indicates the extreme difficulties faced by middle managers in the Libyan banking sector currently and comments made by some of the middle managers indicate that they themselves are clearly disengaged and unable to cope with the demands of change, yet alone motivate others.

Many of these middle managers are members of what Chorin (2012) referred to as the ‘lost-generation’ and as Alterman (2006: online) notes, many of those in positions of authority did not gain positions on the basis of their abilities since during Gadhafi’s rule, “the connection between personal excellence and success was often severed, with loyalty and lineage proving a better guarantor of good outcomes than performance”. This does not bode well for the sector given the challenging period of change that it faces. This also highlights the crucial role that may be played by younger managers who have benefitted from exposure to education and the banking sector outside Libya. They are likely to be more flexible and ambitious and also to have a desire to make a difference, as is common amongst those managers who are new to supervisory positions, according to Caye et al. (2010).

6.9.4 *Security and safety in the workplace environment*

Security and safety was previously identified in the pilot study as the single biggest factor most likely to inhibit engagement within the organization and this cluster shifted position downwards in the main study. However, it can still be considered a key inhibitor in terms of employee engagement since the incidents recounted show this remains a serious ongoing issue. It was clear from interviewees’ comments that post-revolution Libya presents some specific scenarios for frontline staff not usually found in other countries, as a result of the ongoing civil conflict and the prevalence of firearms within the population. Whilst there is currently little research specifically on the impact of lawlessness on the engagement of public sector employees the phenomenon of so-called ‘customer rage’ (McColl-Kennedy 2012: online) is now attracting attention from researchers. McColl-Kennedy (2012: online) notes that

if mild negative emotions are not corrected they build to boiling point and extreme emotions and rage behaviours emerge. [...] If front-line employees are not adequately trained to deal with customer rage, the situation is more likely to escalate to damaging behaviours towards the organisation's employees.

In this context, the study by Gong and Choi (2014) that focused on frontline staff in several service industries including banking provides some useful insights specifically into the impact of what they refer to as 'Dysfunctional Customers': and employee engagement. The researchers analysed which actions by the organization were most likely to be welcomed by frontline employees who had been involved in incidents in which they had been subjected to unacceptable behaviour from a customer, including verbal abuse, aggression or threatened or actual physical attack. Gong and Choi (2014) asked participants to rank four types of possible interventions by the organization in terms of which one they thought would be most supportive and ultimately therefore most likely to keep them engaged. The four alternatives were support from managers, participation in formulating corporate policy on customer behaviour, being empowered to solve customer problems without further consultation, or being rewarded for dealing with dysfunctional customers.

Gong and Choi (2014) found that if employees had to deal with a particularly difficult customer, their feelings about the incident are most heavily influenced by how their supervisor responds to the incident, whether by actively intervening at the time or offering support in the form of empathy, counselling or guidance afterwards. The researchers discovered that staff were most likely to disengage in organizations where they were routinely expected to deal with difficult customers, or were blamed for having caused the incident. In addition, they discovered that employees also appreciated being given the power to sort out customers' problems themselves without having to refer issues on to other colleagues. Findings also revealed that staff appreciated being rewarded in direct proportion to the level of the stress that they faced due to interactions with difficult customers. Whilst tangible recompense such as better pay or job prospects were mentioned by participants in this context, staff also welcomed relatively informal gestures such as public acknowledgment for doing a good job or a thank you letter. Employees said that they judged having a voice in

corporate policy regarding difficult customers as being of minimal importance in this context.

It is significant that interviewees in both studies specifically mentioned the lack of support from managers in dealing with difficult customers, and highlighted that they felt they did not receive any recompense, financial or otherwise, for their efforts in coping with customers who were often abusive, aggressive or threatening. In the light of Gong and Choi's (2014) findings, this failure to acknowledge the valuable role being played by frontline staff within the Libyan banking sector is likely to impact negatively on the level of commitment within the workplace.

6.10 Chapter summary

This analysis using the constant comparison method has provided a useful insight into the differing perspectives of the three groups within each banking organisation, namely front-of-house employees, middle managers who act as line managers or supervisors and senior management. It is clear from these colour-coded rankings that these perspectives may often differ very significantly, and that what may be seen as a 'red hot issue' in terms of its strong impact either positively or negatively on engagement at one level of the organization may fail to be acknowledged by other levels of the hierarchy.

It has also highlighted a number of similarities and differences between the four banks that are being studied in this research. One of the most obvious of these are the extent to which the same factor may be viewed as an inhibitor of engagement with one group of employees but serve as an enabler for another group within the same organization. This appears to be the case with training in this sample of banks since younger staff view this as a highly desirable motivator whereas older staff may describe the need for further training as demotivating. IT is more complex still, since the current problems with digital technology are leading to strong feelings of disengagement with younger staff within the banks but there is potential for this to be an enabler in the future. For older staff and middle managers this factor is also currently viewed as an inhibitor but for completely different reasons.

These results may also tell us something about organizations during times of crisis. Similar profiles for three of the banks concerning a significant difference in viewpoints between employees and middle managers point to the possibility that middle managers may need special training to cope with the extra pressure of trying to engage staff during period of crisis and maintaining their own focus.

This analysis has also suggested that there may be some factors that management have underestimated in terms of their ability to engage staff, strong leadership being viewed as particularly crucial at such times by employees but its importance underestimated by management at both levels.

Chapter Seven : Framework

7.1 Introduction

The main aim of this chapter to develop framework to improve employee engagement to the researcher need to develop interventions related to employee engagement and also to identify interventions that can be applied in order to improve engagement. The interventions identified through interviews ,focus groups, literature review and case studies this interventions facilitated to developed the fram work and finally the out come of the chapter is the framwork to improve employees engagment in libyan banks sector.

There are five main sections will be discussed in this chapter .

- 1.(7.2) Focus group
- 2.(7.3) Interventions developing a taxonomy of intervention
- 3.(7.4) Developing the interventions
- 4.(7.5) Developing the framework to improve employee engagement
- 5.(7.6) Chapter summary

7.2 Focus group

7.2.1 *Participants*

In total, seven employees participated. These participants were selected randomly by managers from the four banks. Originally two employees were meant to attend from Bank C but one was unable to attend on the day due to illness. All participants worked as front-of-house employees and their length of experience in the banking sector in Libya varied from three years to 18 years. Three of the participants had only worked in the branch they were working in at the time the focus group was held. The other three all had experience of at least one other branch of the bank. As previously, all participants were male for the cultural and socio-demographic reasons explained elsewhere.

Table 7.1 Profile of focus group participants

	BANK A		BANK B		BANK C	BANK D	
	E1A	E2A	E1B	E2B	E1C	E1D	E2D
Years in banking sector	5	8	18	7	10	22	3
Year in branch	5	3	1	7	2	17	3

7.2.2 Procedure

A recently appointed middle manager at Bank A had been particularly helpful when trying to organise the interviews there and had offered to help in any way he could with the research. Contact was re-established with him and after consulting the senior management, he offered to provide a suitable room to hold the focus group for employees from all four banks involved in the study since this had to be held during normal working hours. Since this manager had extensive professional and family connections in the banking sector in Tripoli, he was also able to persuade colleagues to allow employees to take part. Without his help, this part of the research would have been impossible and demonstrates the potential power of *wasta* within the business sector of Libyan society.

Following consent from the bank, a postgraduate student from the Department of Management at the University of Tripoli was used to help prepare the necessary materials to run the activity, which were sent to him by e-mail and then printed out and delivered to the focus group *in situ*. In addition, he briefed participants on the purpose of the session, reading out an introduction and instructions prepared by the researcher. He also distributed written consent forms. The postgraduate also directly liaised with the bank manager to ensure everything ran smoothly.

Using Skype, the researcher facilitated the focus group activity remotely. After reminding attendees that their participation was voluntary and that any information from the session was to be used for research purposes only, the researcher answered any questions that they had. He also sought each participant's permission for the session to be recorded and this was given in all

cases. Each participant was also asked to state (a) how long he had worked in the banking sector in Libya and (b) how long he had worked in the branch of the bank where he was now based. As previously with the interviews, the focus group was conducted in Arabic, the native language of the participants, the postgraduate facilitator and the researcher. At the end of the session, participants were thanked by the researcher.

The researcher then transferred the groupings and titles that had been produced onto a Word document in tabular form and then transcribed the discussion and recommendations concerning interventions from the participants at the end of the session. The tabulated results of the grouping exercise were translated into English together with relevant comments from the discussion that concluded the focus group session.

The researcher firstly produced a list of all factors that had previously been identified from the pilot study and main study interviews. Then the original total of 80 items were then combined to remove any duplication in ideas wherever possible to produce a list of 64 items and wrote them down, each on a single page and was emailed to the postgraduate facilitator who then printed out the 64 pages. The facilitator then spread out the factors on the table and the researcher asked the participants to group them together in categories by what they perceived as similarity. It took 35 minutes to group them together in categories, with participants proposing several different versions until all were satisfied.

After that, participants were asked to give a name to each of these categories that they thought accurately summarised its contents. It took the group a further 10 minutes to produce these titles with participants discussing alternative versions until all participants were happy with the proposed labels. Each of these titles was written on a Post-It note and placed at the top of the appropriate group.

Finally, participants were asked to rank these labels in terms of what they believed to be the most important factors that affected employee engagement and to provide reasons for their ranking. This took a further five minutes. The researcher concluded the session by asking participants to offer suggestions about how the organization they worked for could improve the engagement of employees.

Table 7.2 List of enablers and inhibitors

1. Absenteeism
2. Bank staff obtaining jobs for friends
3. Bank staff obtaining jobs for relatives
4. Blaming current problems on dictatorial government
5. Comparison of conditions pre- and post-17 February revolution
6. Constantly changing corruption legislation
7. Coping with problems from previous regime
8. Corrupt practices by management
9. Cronyism
10. Deteriorating conditions for customers (e.g. long queues, broken ATM)
11. Deteriorating work environment (e.g. inoperative air conditioning, power cuts)
12. Employees do not receive thanks or bonus
13. Employees make suggestions but no action is taken.
14. Failure to communicate organizational strategy
15. Failure to implement legislation
16. Favouritism
17. Fears that things will get worse in Libya
18. Frequency and type of communication with employees
19. Growing levels of customer aggression
20. Growth of the illegal financial sector in post-2011 Libya.
21. Illegal financial practices (e.g. forgery of signatures, bribery, baksheesh)
22. Inability of employees to cover for each other.
23. Inability to meet customer needs, causing them to go elsewhere
24. Introduction of external auditing of resources, processes and systems
25. Introduction of Islamic banking
26. IT-related issues (including lack of IT infrastructure)
27. Lack of adequate protection in workplace (e.g. inoperative CCTV, no alarms, panic buttons, or armed security)
28. Lack of customer protection
29. Lack of progress with online/E-banking
30. Lack of sanctions for bad behaviour amongst employees
31. Lack of scheduled meetings
32. Level of benefits and entitlements for staff
33. Level of competency of colleagues
34. Level of cooperation amongst colleagues

Table 7.2 List of enablers and inhibitors

35. Level of efficiency of colleagues
36. Level of effort by colleagues
37. Level of employee qualifications
38. Level of generic skills amongst co-workers
39. Level of opportunities for personal development
40. Level of staff morale
41. Level of transparency
42. Level of trust in colleagues
43. Induction training
44. Training courses
45. Loss of confidence in government post-2011
46. Management need to listen to employees
47. Managers take credit for efforts of lower level employees
48. Need for external auditing of bank's resources, processes and systems
49. New employees corrupted by the corruption around them
50. New employees pick up bad habits
51. No respect for internal procedures and rules
52. No teamwork
53. No uniform for staff
54. Opportunities for staff to voice opinions
55. Overstaffing
56. Preferential treatment for bank customers with right connections
57. Reciprocity amongst co-workers as disruptive behaviour
58. Resistance to change
59. Smoking in the workplace
60. Staff lacking necessary experience to do job.
61. Supervision system that is inadequate or non-existent
62. Technology that does not work
63. Time wasting by employees
64. Uncertainty about the future

7.2.3 Results

Table 7.3 shows how the participants grouped the factors identified previously from the study and the titles that they then chose. There was a lot of discussion about the wording of the labels. Some categories were quickly established such as corruption, IT and safety. However, others were debated at more length.

Group members wanted to split two broader categories that originally emerged (which were about relationships with co-workers and with management respectively) into smaller groupings that they thought reflected different aspects of these broader themes. These were later labelled as 'workers in the wrong job', 'commitment', 'communication' and 'motivation'. One participant explained:

I think the groupings are like three groups of workers we've all come across. There's the ones who you can try to get along with, even though they're sometimes a pain. Then there's a group of co-workers in the bank who just shouldn't be in the jobs they're in. Usually, they got there due to wasta. Often, they're OK as individuals but they just shouldn't be doing that job because they don't have what it takes to do the job properly in the bank. That makes a problem for other staff. Then there's another group of workers who just don't want to work at all but because they're in the public sector or because they've got the right kind of connections they know they won't be sacked. They don't have any sense of commitment to their co-workers or the bank. They irritate everyone because they do what they like and they make everyone else wonder why we bother.

They also wanted to make a different group from issues relating to communication because they thought this related to both line managers and senior management and stressed that this needed to be a two-process:

Supervisors and senior management need to listen to employees. Often we know more than they do about what's going on with customers but either we just don't get the chance to tell them about it or they don't want to listen to what we say.

Group J also involved both line managers and senior management and related to different ways in which the contribution of staff is acknowledged or not. As one participant put it:

It's about someone realising that my contribution makes a difference.

Finally two separate groupings relating technology problems and safety and security issues were then rethought because it was argued that IT issues were so important that this should be a completely separate category whilst a range

of other items impacted on the physical, mental and emotional well-being of frontline workers. The label added later 'Welfare in the workplace' was chosen to reflect this dimension:

These all link in together. Aggressive customers, power cuts, air-conditioning that doesn't work- they all cause real stress and that's made worse when you know you don't really have the kind of security protection that you need. Personally, I don't care about smoking but I guess that it irritates some people [P1]

It's a health issue, isn't it? Of course, it's about welfare![P2]

	Table 7.3 Groups and titles added later
GROUP A. Corruption	<p>Corrupt practices by management Illegal financial practices (e.g. forgery of signatures, bribery, baksheesh) Introduction of external auditing of resources, processes and systems Level of transparency Levels of corruption pre- and post-2011 Need for external auditing of bank's resources, processes and systems Resistance to change Resistance to change New employees corrupted by the corruption around them</p>
GROUP B. Training	<p>Induction training Dealing with customer problem Improving employees skills</p>
GROUP C. IT	<p>IT-related issues (including lack of IT infrastructure) Lack of progress with online/E-banking</p>
GROUP D. Relationship with customers	<p>Deteriorating conditions for customers (e.g. long queues, broken ATM) Inability to meet customer needs, causing them to go elsewhere Lack of customer protection Preferential treatment for bank customers with right connections Introduction of Islamic banking</p>
GROUP E. Relationship with co-workers	<p>No teamwork Inability of co-workers to cover for each other. Level of cooperation amongst colleagues Level of efficiency of co-workers Level of generic skills amongst co-workers Reciprocity amongst co-workers as disruptive behaviour</p>
GROUP F. Workers in the wrong job	<p>Level of competency of colleagues Level of employee qualifications Staff lacking necessary experience to do job. Bank staff obtaining jobs for friends Bank staff obtaining jobs for relatives</p>
GROUP G. Commitment	<p>Level of effort by co-workers Absenteeism Level of staff morale Level of trust Time wasting by employees</p>
GROUP H. Relationship with line manager	<p>Lack of scheduled meetings Supervision system that is inadequate or non-existent Cronyism Favouritism Level of opportunities for personal development Lack of sanctions for bad behaviour amongst employees No respect for internal procedures and rules New employees pick up bad habits</p>
GROUP I. Communication	<p>Employees make suggestions but no action is taken. Frequency and type of communication with employees Management need to listen to employees Opportunities for staff to voice opinions</p>
GROUP J. Motivation	<p>Employees do not receive thanks or bonus Level of benefits and entitlements for staff Managers take credit for efforts of lower level employees</p>

	Table 7.3 Groups and titles added later
GROUP K. <i>Role of senior management</i>	Failure to communicate organizational strategy No uniform for staff Overstaffing Failure to implement legislation
GROUP L. <i>Safety in the workplace</i>	Deteriorating work environment (e.g. power cuts) Growing levels of customer aggression Lack of adequate protection in workplace (e.g. inoperative CCTV, no alarms, panic buttons, or armed security) Smoking in the workplace Technology that does not work (e.g. inoperative air conditioning)

When it came to ranking the factors, the group wanted to re-unite the three group E, F, and G on the grounds they were simply different facets of the same issue. This produced the following ranking:

Table 7.4 Group ranking of enabler/inhibitor categories

- 1 *Relationships with co-workers*
- 2 *Workers in the wrong job*
- 3 *Commitment of workers*
- 4 *Safety in the workplace*
- 5 *Relationship with line manager*
- 6 *IT*
- 7 *Motivation*
- 8 *Communication*
- 9 *Relationship with customers*
- 10 *Role of senior management*
- 11 *Corruption*
- 12 *Training*

Participants quickly established the extremes of the ranking. The relationship with co-workers was unanimously given top ranking on the grounds that it was the factor that had the biggest immediate impact on employees. The same was also argued for welfare and relationship with line manager. Although they all agreed that corruption and political change were undeniably important factors that caused real difficulties for bank staff, they felt that there was effectively nothing that a single organization could do about those issues that would make an immediate difference to levels of employee engagement. With regard to

senior management, most employees felt they had so little relationship with those at the top of the organization that they were unsure to what degree they might be able to influence levels of engagement in the workforce. One participant commented.

I suppose if someone was the right kind of individual, you know, someone who was really... [SEARCHES FOR RIGHT WORD] who had the right qualities that make a real leader, then that could make a big difference. But they're just all men in expensive suits.

Items ranked 5,6,and 7 respectively were grouped closely together even though several participants thought recognition in the form of salary increases would be a potentially important factor in engaging staff. However, one participant pointed out:

I agree that money could be a really important motivation. But you have to give money as a reward to those who did well to motivate them more. And how do you decide who gets that bonus? We don't have a fair system to allocate a bonus. A line manager could just give a bonus to his friends and relatives. That would make other employees disengage.

All participants agreed that IT was an important factor currently inhibiting engagement but there was an interesting discussion about the reasons for this ranking. As in previous studies, there was a generational dimension in their reactions. The two participants who had been in the sector longest argued that most older employees felt threatened by the increasing use of IT due to their lack of skills in this area and this would be likely to lead to high levels of disengagement and even active resistance to change in the short-term from some staff and on that basis should be ranked very highly. Younger staff also felt that IT was an important source of disengagement but they viewed this in terms of levels of frustration at the inadequate resourcing of technology that could revolutionise the sector.

7.3 Interventions: Developing a Taxonomy of Interventions

To achieve the aim of this research to develop framework to improve employee engagement to the researcher need to develop interventions related to employee engagement and also to identify interventions that can be applied in

order to improve engagement. These interventions will be described and organised according to the 12 themes, and will form part of the framework being developed.

Three sources of information will be used in order to identify different types of interventions that have been used by businesses and organisations to increase employee engagement. These sources of information include a systematic literature review, an analysis of the focus group outcomes, and an analysis of relevant case studies.

Any interventions that may have a positive impact upon one or more of the 12 themes, and upon employee engagement, will be described in this section. These will then be incorporated into the thematic framework, and associations will be made between interventions and the themes that they help to address.

7.3.1 *Interventions: Literature Review*

In the earlier literature review section of this research report, a wide range of topics, theories and frameworks were discussed. While the literature review section mostly focuses on theories, cultural effects and relationships between factors, some pieces of existing research have also mentioned steps that can be taken by organisations to improve employee engagement. This section will identify and describe interventions that have been highlighted by researchers included in the literature above. These interventions will then be included as factors in the employee engagement framework that this research aims to develop, alongside interventions identified through the focus group and analysis of case studies.

The following interventions were identified through a systematic review of relevant literature:

❖ Socialisation among New Employees

Effort should be made to provide time for socialisation among new employees. This would seek to help them to adjust to and assimilate certain ways of doing things within the new corporate environment. Rituals within corporations are a means of demonstrating the organisation's principles and beliefs, and thus underscoring the manner in which workers within the organisation interact, and also the organisation's culture and priorities (Rowe et al., 1994:472).

❖ **Develop a clearly defined mission for the organisation**

Organizations should have a clearly laid out mission statement that reminds employees why they are doing the work they do, and how the work they do each day contributes to this. The mission trait of an organisation should address three core areas: Strategic direction and intent, short-term goals and objectives, and vision (Deshpande & Farley, 2004).

❖ **Capability Development**

Build employee capability through measures such as skills training, mentorship and coaching, and giving employees exposure to new roles and responsibilities (Denison and Mishra, 1995).

❖ **On-boarding of New Employees**

Organisations should take steps to engage new employees by re-affirming their decision to join an organisation (Martin and Bourke, 2010)

7.3.2 Interventions: Focus Groups

The focus groups provided an insight into topics relating to engagement and working conditions within a Libyan organisation. These focus groups included a group task where group members discussed and categorised factors into associated groups. These groups formed the basis for developing a framework of 12 key themes that are important and distinct factors in the development of employee engagement.

The following 12 themes were identified:

1. *Relationships with co-workers*
2. *Workers in the wrong job*
3. *Commitment of workers*
4. *Safety in the workplace*
5. *Relationship with line manager*
6. *IT*
7. *Motivation*
8. *Communication*
9. *Relationship with customers*

10. *Role of senior management*

11. *Corruption*

12. *Training*

The focus groups also involved an extensive discussion about the factors affecting employee engagement, both as part of the factor-sorting task, and as part of a broader general discussion within the group.

Focus group participants mentioned a range of interventions that could be used to improve employee engagement and which could impact upon the themes and factors identified above. Recordings and transcripts from the focus group were analysed in order to identify interventions that might have a positive impact upon specific themes and overall employee engagement.

The following interventions were identified through analysis of focus groups:

❖ **Employment of HR professionals to improve recruitment and matching of skills to job roles**

Use of HR professionals to assist line managers in designing and defining job roles effectively, and in developing appropriate recruitment policies and selection processes that discourage nepotism and match individual skills to job roles.

❖ **Continued monitoring of employee skills development and job-role suitability.**

The matching of skills and job roles should continue to be monitored and the outcomes of successful and unsuccessful job-matching should be evaluated in order to improve engagement.

❖ **Training in management of customers and handling difficult situations**

Provide team training in how to manage customers and de-escalate difficult or dangerous situations. This will ensure that employees feel able to deal with difficult circumstances and that they are supported by colleagues with these skills.

❖ **Improved security infrastructure**

Improve security infrastructure so that it is consistently in place and operational. This includes improvements in centralized security provisions for all banks.

❖ **Staff training in use of security infrastructure**

Staff should be training regularly in the use of security equipment, infrastructure and related procedures.

❖ **Improve reliability of electricity supply**

Ensure that backup generators are in good working order, so that they can provide electricity when regional networks are not working.

❖ **Provide first aid equipment and training**

Make first aid equipment available to employees and provide training in its use.

❖ **Clear guidelines and policy for staff behaviour**

Develop clear guidelines for expected behaviour and a system for enforcing rules consistently and punishing bad behaviour.

❖ **Training and monitoring of line management**

Pay close attention to the selection, development and performance management of well-trained line managers who show fairness and efficiency and express a clear strategy to staff, in order to ensure they maximise their potential as engaging leaders.

❖ **Improvement in online banking systems**

Make improvements to online banking systems, to support staff in their role and provide improvements in customer service.

❖ **Staff training in IT**

Provide training and education for staff so that they can effectively use online and computerised banking. This will also allow them to educate customers in its use.

❖ **Financial Incentives for Staff Performance**

Provide financial incentives and benefits for staff within appropriate performance management framework to ensure distributive justice. Training for management staff should lead to fairer outcomes in this process.

❖ **Regular Team Meetings**

Improve employee communication by providing structured opportunities to express their views and receive timely feedback. Provide opportunities for opinions and concerns to be voiced and reassure employees that they are taken seriously.

❖ **Management training to ensure shared objectives**

Ensure that senior managers are aware of the important role they must play in creating a vision for the organisation and sharing this with employees. Manager should be able to inform employees about the links between their job and the broader organisational aims and vision.

❖ **Develop clear policies for Sanctioning corruption.**

Clearly set out policies on expected ethical practice and set up a system for sanctions when unethical practices are used.

❖ **Implement a Whistle blowing Policy to Help Identifying Corruption**

Develop a 'whistle blowing' policy and put organisational systems in place for its use. Set out policies regarding illegal practices, with a system for reporting illegal practice and clear guidelines for any punishment.

❖ **Regular Audits to Identify Corruption**

Conduct regular audits and checks by senior central office staff which will uncover any corruption and also deter it in the future.

❖ **Equal Opportunities Policy for Recruitment.**

Develop policies for recruitment which ensure that potential staff members have equal employment opportunities.

7.3.3 Interventions: Identifying Cases

A systematic search was conducted using Google Scholar search engine in order to identify case studies which discussed interventions aimed at improving employee engagement. Internet and database searches were conducted using a selection of keywords. These related to the 12 themes identified through analysis of the focus group discussions and tasks. A full description of the search terms and keywords included in the case study search are shown in Table 7.5.

Table 7.5. Search terms and key words included in case study search

Document type	Case study, review, report, business, article,
Topics	Management, strategy, organisation, goals, performance
Themes	Safety, security, work environment, motivation, technology, training, communication, corruption, embezzlement, bribery, relationship, commitment, electricity, infrastructure, IT, leadership, teamwork, recruitment, manager, customer, training, nepotism, <i>wasta</i> , engagement, staff
Locations	Middle east, North Africa, Africa, MENA, Islamic, Arabic, Libya, bank

7.3.3.1 Case Study 1: Dubai Islamic Bank (Hashem, 2016)

Dubai Islamic Bank is a private banking organisation founded in 1975 and based in Dubai. It is the first Islamic bank to have incorporated the principles of Islam in all its practices. It is particularly relevant to this study because of many cultural aspects that it may share with banking organisations in Libya. This case study focussed on the United Kingdom arm of the company and explored factors relating to employee engagement. A number of key strategies, objectives and values were identified as being held by Dubai Islamic Bank, including:

- A focus on recruiting the right people for each role
- Emphasis on the importance of management systems
- Meeting of ISO standards for consistency, professionalism and simplification of policy
- Identifying champions (leaders) who could communicate goals to other staff
- The idea that it is easier to teach Islamic values to skilled people, than to hire unskilled people with these values already
- The Importance of retain key talent and identify people with potential
- The need to give employees an opportunity to develop and be promoted in order to increase staff retention
- Measuring staff retention and resignation, and analysing data to find problems, including the identification of poor management, long working hours or low motivation

7.3.3.2 Case Study 2: Enterprise (Business Case Studies: A & B, 2016)

Enterprise is a car rental company based in the United States, with subsidiaries in other countries including the UK. This case study is particularly relevant to the current research because it focuses upon the organisational changes involved in combining two companies (as part of an acquisition) and the challenges faced when reconciling two company cultures into a single organisation. This case study focussed on the United Kingdom arm of the company and explored factors relating to employee engagement. A number of key strategies, objectives and values were identified as being held by Enterprise, including:

- The importance of leadership & transparent communication, particularly when merging company cultures
- Valuing employee satisfaction, serving the local community and providing quality customer service
- Rewarding hard work
- Communicating new ideas effectively throughout the company
- Promoting the values of fairness and teamwork, driven by leadership
- The importance of leadership during management of change
- Holding regular meetings, where managers and colleagues can listen and respond to concerns
- Emphasising similarities between employees
- Providing training for skills development & introducing employees to company values
- A need to gradually integrate teams when merging companies
- Managers are encouraged to try to understand motivations of different staff, and are given training in this endeavour
- The importance of high motivation in order for staff to provide good customer service
- The need for management of employee and company goals, by developing relationships, providing equipment and information, setting personal targets and rewarding performance
- Providing clear directions and defining expectations
- A focus on working towards goals

- Developing a motivating company culture, with motivational training for all so that they can 'buy into' business goals
- Use of feedback systems such as 'The Vote': All employees are given feedback on customer service, for themselves and colleagues. This feedback is only constructive and improvement is valued
- The importance of regarding staff by giving praise and additional training opportunities
- Monitoring and feeding back progress at mid-day every day
- Managers thank everyone for their work every day

7.3.3.3 Case Study 3: Balfour Beatty (Hayward, 2016)

Balfour Beatty is an infrastructure development and construction company based in the United Kingdom. It operates internationally and has annual revenue of more than £11 billion. This case study is particularly relevant to the current research because it focuses upon processes and interventions aimed at addressing problems with corruption. This case study explored factors relating to employee engagement. A number of key strategies, objectives and values were identified as being held by Enterprise, including:

- The use of BSI guidance and standards to guide the implementation of anti-corruption policy
- Steps need to be taken to prevent corruption in a number of medium and high corruption risk territories
- International consensus on best practice is followed
- The anti-bribery compliance policy developed by the company has been independently assessed and certified
- A clear anti-corruption policy is communicated to clients, employees and supply chain, and it is posted publicly on the organisation's web site
- A business practices committee meets three times per year to discuss and review practices and policy in this area
- The Head of Ethics and Compliance also attends these meetings and is responsible for implementing policy
- Risk assessments are conducted before appointing agents, suppliers, sub-contractors and partners in medium and high risk corruption territories
- Gifts and hospitality are controlled, and facilitation payments are prohibited

- Internal audits are used to monitor compliance
- Records are kept regarding implementation of anti-corruption policy and all risk assessments and details of medium or high risk business dealings are stored
- A pilot study was conducted to assess the use of BSI standards and to ensure they were suitable for preventing corruption and bribery
- The cost of implementing anti-bribery policies such as this are likely to be far less than any potential damage caused by corruption

7.3.3.4 Case Study 4: Kellogg's (Business Case Studies: C, 2016)

Kellogg's is a food manufacturing company based in the United States, which sells goods internationally and has annual revenue of more than \$14 billion. This case study is particularly relevant to the current research because it focuses upon the methods used to improve motivation and employee engagement. The company was recently placed in the top 100 Best Companies to Work for list in the Sunday Times, UK. This case study explored factors relating to employee engagement. A number of key strategies, objectives and values were identified as being held by Kellogg's, including:

- Values and goals are highlighted and defined as the company's "K-values"
- Employees are encouraged to speak positively about each other and focus on strengths
- Employees are motivated by cash alternatives such as the option to buy or sell holiday days
- The company encourages staff to be creative and contribute to positive change. They avoid rewarding employees based purely on productivity because this would overemphasise output at the expense of quality and imagination
- Competitive salaries are offered so that employees can satisfy their basic needs, as identified by Maslow's hierarchy of needs
- Employees can choose benefits that suit them, such as childcare vouchers, cash alternatives to company cars, and discounts on life assurance schemes. These incentives help salaries to go further and increase company loyalty

- The company provides a safe working environment, with all employees being accountable for maintaining safety
- Working time options are offered, with different levels of part-time and full-time work available flexibly, to ensure a healthy work-life balance
- Social needs are met through informal employee 'huddle' meetings, where people can share concerns and request information
- Employees are given opportunities to take on challenging roles and projects so they can develop themselves
- Work spaces are designed to allow open communication, with an open lobby space for 200 people. This acts as an informal venue for sharing information
- The WK Kellogg Values Award is set up with the intention of recognising and rewarding performance
- Suggestion boxes are used so that employees can pass on new ideas. The "snap, crackle, and save" scheme is encourage employees to identify savings that can be made throughout the supply chain
- Personal development plans are used, and employees are given opportunities for secondments within the company, as well as study leave for personal development
- A "Fit for Life" programme offers access to fitness centres and free annual health checks
- Sales teams meet weekly to discuss and reward those who go above and beyond the company's "K-values"

7.3.4 Case Studies: Identifying Interventions

The following interventions were identified through analysis of the above case studies:

- ❖ Use of ISO and BSI standards for development and implementation of policy
- ❖ Identifying leaders to communicate goals to other employees
- ❖ Measuring and analysing staff retention data to identify problems
- ❖ Management identify motivations of individual staff
- ❖ Setting of personal targets and goals for development

- ❖ Opportunities to give and receive constructive feedback from colleagues
- ❖ Daily feedback on team performance from managers
- ❖ Independent assessment of anti-corruption policy
- ❖ Defining and communicating a clear anti-corruption policy
- ❖ Specialist committees set up to oversee business practices and ethics
- ❖ Prohibition and punishment of gifts, hospitality and facilitating payments
- ❖ Reliable record keeping practices and regular audits
- ❖ Corruption risk assessments with all new suppliers, clients and partners
- ❖ Free health checks and schemes to promote fitness
- ❖ Definition of explicit company values
- ❖ Offering a variety of cash incentives and benefit options
- ❖ Opportunities for challenging projects and personal development
- ❖ Design of work spaces to improve sociability and open communication
- ❖ Suggestion boxes and rewarding of new ideas
- ❖ Personal development planning, with study leave and secondments

7.4 Developing the Interventions

Having identified a total of 42 interventions described in the literature review, case studies and focus group, these will be grouped into intervention types. A process of thematic analysis was used to categorise each intervention into a smaller number of intervention types. The aim of this was to identify which interventions might be delivered or implemented in similar ways or within similar situations. These intervention types therefore provide a practical framework for organisations and managers to improve employee engagement.

Some of the interventions identified above are relevant to more than one of these intervention types.

The seven intervention types identified are:

1. Team-level meetings and within-team communication
2. Individual management meetings and career development
3. Shared organisational goals and employee motivation

4. Recruitment of employees
5. External controls
6. Internal policy and procedures
7. Physical needs and infrastructure

These intervention types will now be defined and described in detail, and suggestions will be made regarding the interventions that need to be delivered in this area to improve employee engagement and organisational culture.

7.4.1 *Intervention Type 1: Team-level meetings and within-team communication*

Improvements in team communication, relationships and team-working culture can be made through regular team meetings. These meetings should allow a time and setting for open communication that is separate from the day-to-day interactions required to get the job done. It should provide a structured time for employees to give and receive constructive feedback to and from each other. These meetings may be facilitated by management staff.

Managers would use this time to highlight immediate goals for the day or week, and to update employees regarding business targets or long-term goals. It will also be used as an opportunity for managers to identify good working practices and behaviour that is consistent with the company expectations and value, as well as to give praise and to reward positive attitudes and behaviour.

Furthermore, managers should identify leaders within the team to take on a more proactive and communicative role. These people within the team should show leadership qualities and set a good example for other employees. This good example would involve behaving according to company values, goals, policy and procedure. They would also provide support and make themselves open and available to communication with other members in the team.

These meetings will also provide time to relax and take time out from the usual procedures involved in the working day. It will give space for relationships and rapport between team members to develop.

This will be a particularly important part of welcoming new employees to the company, and introducing them to their team. It should provide a quick way for them to become familiar with company culture and goals, as well as to ask questions or receive advice and feedback.

These regular meetings will also give time for managers to communicate new policies and developments in the company. For example, implementation of new anti-corruption policy may be communicated and discussed. Employees will also have the opportunity to ask questions about changes in how they work, and it is important to ensure that all employees have the same understanding of topics such as this.

The use of team meetings should also develop a wider expectation of open communication and transparency, which should improve behaviour in a number of areas by preventing hidden practices and allowing people to expose possible problems.

Individual attitudes and values should be developed, so that employees share a similar approach and set of beliefs. They should be encouraged to question and challenge their existing beliefs or behaviours, and to also challenge those of others. By discussing problems and how to solve them as a team, they will be able to re-use and re-frame knowledge from a number of areas and to apply it to whatever topic they are currently discussing.

7.4.2 Intervention Type 2: Individual management meetings and career development

Communication is a key aspect in improving information sharing, relationships and behaviour. People require feedback and useful information in order to change their behaviour, values or motivations. In addition to team-level meetings there should be regular opportunities for individuals to receive tailored feedback and to talk about topics relevant to their own development. All employees should have one-to-one meetings with their immediate managers, or someone else superior to them who has a good understanding of their job role, their skills and their motivations.

This process is important for both the employee and the manager, and for developing company procedures, policy and culture. It is a chance to give and receive honest appraisals and to find solutions to problems. One of the key goals should be to increase the capabilities of the individual employee, by assessing their ability to do their job, by identifying how their skills can be improved and by making arrangements for training.

Training should include topics such as the management of customers and handling of difficult situations, with the intention of bringing all employees up to a higher skill level so that they can support each other in their roles. This should also increase confidence throughout teams and thereby increase the likelihood that colleagues collaborate and help each other with tasks or difficult situations. Training should also be given in the use of security and information technology systems. This will ensure that the full value is gained from investments in infrastructure and make sure that time is saved and employees feel empowered to do their jobs effectively. The same is true for safety and first aid. If all employees are aware that their colleagues have received the same level of training in topics such as safety and security then this may potentially increase the confidence of the rest of the team because they know that others are able to support them.

Personal development planning should be formalised, with a set organisational structure that can be developed as part of policies and procedures. This will provide a framework for managers to oversee the long-term development of staff and to monitor their suitability for the role. By doing this, they will also be able to provide praise and incentives for improvement and development. Promotions, movements within the company or secondments may be used to motivate employees in their development. Individuals should work with line managers to set goals and targets. These will provide short, middle or long term motivations that are personalised to individuals.

A one-to-one private forum also allows employees and managers to discuss topics that might otherwise be difficult to address. Personal problems are more likely to be expressed in a private situation and this makes it more likely that problems affecting work will be identified. The privacy of a face to face meeting may also allow more constructive and honest feedback to be given, both to the employee and the manager. This can help to improve relationships with managers, although there is also the possibility for insensitive communication to have a negative effect on relationships.

These meetings also allow managers to identify the motivations of staff so that they can provide reminders, encouragement and praise that are in line with the goals of the individual. Good managers will be able to use these motivations to stimulate development and improve working performance. Managers may offer

opportunities for staff to take on more challenging projects and to push themselves beyond their current role, thus improving engagement and motivation.

7.4.3 Intervention Type 3: Shared organisational goals and employee motivation

Building an organisational culture and an associated set of values, beliefs and behavioural norms requires thought about what the organisational culture should be like. The methods used to develop an outline of the company culture may come from senior leaders, or they may be developed collaboratively and iteratively by employees throughout the organisation. The most important aspect is consistency and communication of these clearly defined and explicit values and ideas.

This process should begin by clearly outlining the organisation's mission. This can be further developed into a formal set of behavioural expectations, motivations, targets or values. Future decisions regarding policy and procedure should all be in line with the overall values and goals of the company. Over time the communication and reinforcement of these values will change the internal values and attitudes of individual employees, as well as perceptions of how they should behave.

Leaders within each team should be identified to communicate and promote these values. These should be chosen based on leadership qualities and the pre-held attitudes and values of these people. Regular feedback should be given to all employees in an informal manner, either from the leaders within their team or from managers.

Praise can be used to encourage people who act according to the company values, and financial incentives may also be offered. This may take the form of a weekly or monthly prize for employees who follow the company's values or who perform according to targets. Cash incentives may be offered for employees who meet the targets set as part of their individual development plans, or as part of team-wide goal setting.

It is also important to collect feedback from employees at all levels and to allow them the opportunity to be creative in their work. This can yield improvements in

methods of working. One way of encouraging creative input is to use suggestion boxes, and also to reward good ideas with prizes or bonuses.

New employees should be welcomed to the company and encouraged to engage with the company culture. This can be done through training, but is more likely to have a positive effect on values and attitudes if it comes from a wide range of people working collaboratively with new staff. Once these values are shared by a team they will become self-perpetuating, and new employees will be motivated to align themselves with the people around them.

It is important that managers are given explicit training in the company values so that they can provide oversight and set the best example for other employees. If managers do not behave consistently with the values of the company then this will undermine them and may prevent lower level staff from taking them on board.

7.4.4 Intervention Type 4: Recruitment of employees

Employee recruitment processes need to be improved to ensure that the correct people are brought into the organisation. This is a way of making sure that staff have many of the skills they need to do their job, and more importantly to ensure that they hold similar values of what is expected in the role. As highlighted by the case study of Dubai Islamic Bank, “it is easier to teach Islamic values to skilled people, than to hire unskilled people with these values already”.

Recruitment should focus on the skills and experience of staff, but also seek to understand the perspectives, beliefs and attitudes held by staff to see that they are compatible with the values of the organisation. Human resources teams and recruiters should not only be looking for employees who have already developed the cultural norms, but should expect most potential employees to hold attitudes and values which might not be ideal. The focus of recruitment should be on understanding individuals and then making use of other interventions outlined here to bring these people into the new organisational culture.

Human resources professionals should be employed to oversee the recruitment process and to compare prospective staff with job roles and skills criteria, to make sure they are a good fit. A structured, impartial and unbiased process is

needed to ensure that selections are skills based. This process should be as transparent as possible and all documents should be included in record keeping procedures in order to guard against nepotism or corruptions in employment.

An equal opportunities policy should be developed and implemented. This would include steps to make sure that a representative cross section of applicants has an equal chance of getting into a role. Clear job role specifications would also need to be developed so that applicants can be compared to the requirements of the job role they are applying for.

The human resources department would also be responsible for monitoring staff developments in the company, such as resignations, dismissals and movements between roles. This information would be recorded, along with factors relevant to these processes, and this would allow HR to analyse the factors affecting employment. Feedback from this process should then be used to improve policies and procedures.

7.4.5 Intervention Type 5: External controls

Some elements of company culture need to be independently controlled and monitored to ensure that high standards are met. All employees within a company should be subject to the same expectations, values, policies and practices. This is particularly important for legal issues and any decision making processes which may be influenced illegally through bribery.

International standards and frameworks should be used to provide a model for setting up company corruption policy and procedures. These may be based on international standards such as ISO or BSI, or by making use of examples from other similar companies.

Issues such as corruption have the potential to influence decision makers throughout the entire company structure and hierarchy. The damage caused by corruption may be even more pronounced for higher ranking employees, managers, directors and those with executive power. It is therefore essential that transparency of processes is increased and that independent checks are carried out.

An independent assessor should be employed to check anti-corruption policy and to monitor its application. This policy should prohibit clients, partners, contractors or suppliers from giving gifts, hospitality or facilitating payments that

might influence decision making. These may not be outlawed entirely, but limits should be put in place and punitive measures should be taken in order to punish people who breach these rules.

Independent auditors should be allowed to investigate company records and complete thorough checks for corruption. To do this successfully they must have free access to company records, and these records must be kept up to date and as complete as possible. Development of record keeping policy and infrastructure will therefore be necessary to make this possible.

All business meetings and dealings with new contractors, partners, suppliers or partners should be risk assessed. This is common practice for international companies, such as Balfour Beatty (outlined in the case study) and is particularly important in regions rated as medium or high risk for corruption. Libya is included in this group and therefore all business deals should include a risk assessment, as well as clear communication on the topic of corruption and how it will be monitored and prevented.

7.4.6 Intervention Type 6: Internal policy and procedures

Many of the interventions discussed here will require explicit formulation and development. They should be clearly defined and recorded as part of company policy and procedure. This process should be iterative, and take feedback from a number of sources to ensure their effectiveness. Policies should clearly define expectations regarding behaviour, so as to give managers and those responsible for enforcing expectations a formal and legal basis for any judgements or decisions they make. Behavioural policy should include systems of punishment and reward which will encourage and reinforce good behaviour, in line with company culture.

One of the key areas for policy development is corruption, as this requires the greatest level of independent, structured and legal control. It should set out procedures for preventing and handling corruption, as well as put sanctions in place for anyone who does not work in the expected manner. Furthermore, a whistle blowing policy should support those who share information which helps to identify those breaking the rules. Consistent and appropriate responses are needed in order to change behaviour and all staff within the company should buy into new policies so that they can be called on to help enforce them.

Part of the anti-corruption policy should be to explicitly prohibit the acceptance of gifts, hospitality or facilitating payment, or the use of controls. A risk-assessment procedure should also be used to identify problems, and also to communicate expectations with those who are external to the company.

Independent oversight is necessary for the control of legal issues, and one way to do this would be to set up a specialist committee responsible for ethical business practices. This committee should be ultimately responsible for ensure the development of policy and its enforcement, as well as for handling any issues that arise.

7.4.7 Intervention Type 7: Physical needs and infrastructure

In order for people to do their jobs and to feel comfortable in their work it is necessary to have the right tools and also an environment which is conducive to the work they do. Banking is a relatively high risk business because of the value of products and services, and in particularly the handling of currency. One of the key areas where infrastructure is important is security. This should include security hardware, for the purposes of monitoring customers and staff, and for the protection of staff. The purpose of this is not simply to protect against dangerous acts or to protect business interests. The perception of safety is essential for employees to work productively and to develop a sense of commitment to the organisation. A lack of safety can have negative effects on motivation, and in the case of Libya security is even more essential. Banking organisations should invest in security equipment, building design and technology to improve the security of its staff. There must also be development of procedures for using this equipment effectively, and this may require new policies in the same area.

In order for much of the company's infrastructure to operate, an electricity supply is required. In regions where national grid supply is unreliable it is important to have a back-up source of power in order to keep security systems in place. This power is also necessary for use of information technology, communication technology and creature comforts. All of these elements have an influence on employee engagement and the effectiveness of staff. Secondary generators and electricity supplies need to be used to ensure consistent delivery of power to all buildings.

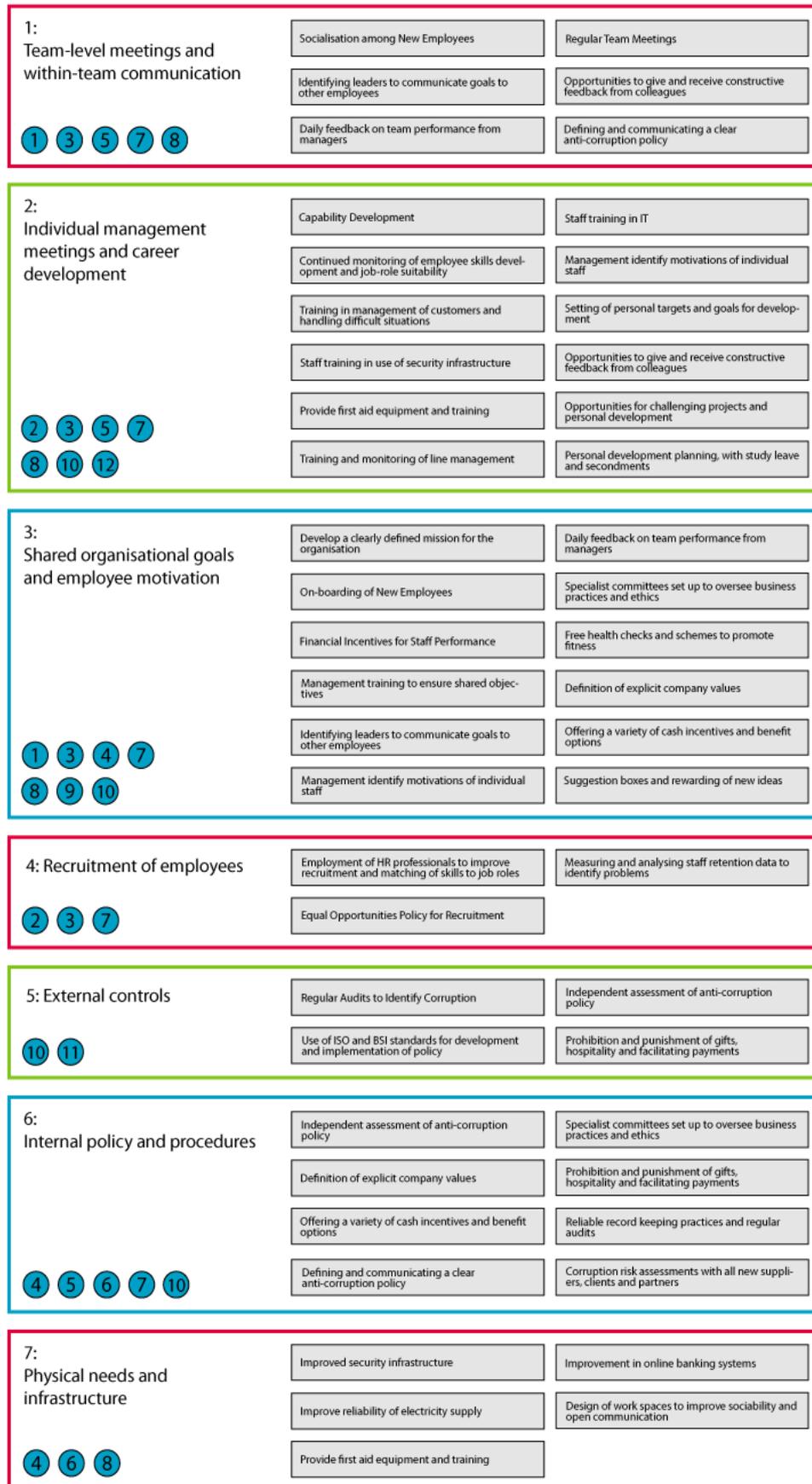
Information technology can be used to vastly improve processes. This is particularly important for banking and the use of online banking systems. Online platforms such as these should be developed and maintained so that customers and staff can collaborate more effectively and also save time. IT is an essential part of record keeping, which is necessary for improving the company in many other areas. A reliable and fit-for-purpose computer system is needed, along with staff who are trained in its use.

Safety equipment should be provided to staff in order to ensure their wellbeing and to reassure them that the company has their wellbeing in mind. The design of work spaces can also be improved to encourage socialisation between staff, and also with customers. This can help to improve relationships, engagement and the delivery of services to customers.

7.5 Framework to improve employee engagement

Figure 7.1 shows the seven intervention types identified as part of the employee engagement framework. The 42 interventions identified through focus groups, literature review and case studies were categorised into these seven intervention types. The numbered circles identify which of the 12 themes each of these intervention types apply to.

Figure 7.1 Framework of interventions to improve employee engagement



Key

1	<i>Relationships with co-workers</i>	7	<i>Motivation</i>
2	<i>Workers in the wrong job</i>	8	<i>Communication</i>
3	<i>Commitment of workers</i>	9	<i>Relationship with customers</i>
4	<i>Safety in the workplace</i>	10	<i>Role of senior management</i>
5	<i>Relationship with line manager</i>	11	<i>Corruption</i>
6	<i>IT</i>	12	<i>Training</i>

7.6 Chapter summary

This chapter has presented the main part of this research to identify interventions which could be used to improve engagement. These were identified through reviewing of the literature in this area, through analysis of the interview and focus group transcripts, and through case studies into a selection of organisations. After identifying interventions for improving employee engagement, they were categorised through thematic analysis, based on their similarities and differences.

The final framework developed included 12 themes and 42 interventions, with the interventions being grouped into 7 organisational areas. This framework provides a clear and concise set of interventions that can be used to improve engagement by targeting each of the 12 themes. The interventions are grouped into organisational areas: team meetings, individual meetings, recruitment, organisational goals & motivation, external controls, internal policy, physical infrastructure. This framework provides a much-needed guide for organisations and managers who work within Libyan banking organisations. Not only is it useful within this specific context, but may also be applied to other organisational sectors, especially in Islamic cultures, regions and organisations.

Chapter Eight: Validation

8.1 Introduction

This chapter presents the final stage of the research process entails the validation of the framework that was developed from the results of the interviews and focus groups carried out with bank employees, managers during the previous stages of this study. For this research, validation of the framework was achieved by two means. The first of these involved responses to a validation questionnaire administered to three experts, namely, managers with extensive working experience in the Libyan banking industry who was representative of the population under study. The same three Libyan bank managers were also recruited to take part in the second part of the validation process in which the panel of experts took part in a group interview providing comments on a ranking task. Two of the experts had originally been interviewed at a previous stage of the research process. The third was from a bank that had not been represented in the earlier interviews. The final version of the framework was developed on the basis of the questionnaire responses and comments provided during the validation process.

This chapter describes validation process and presents the results of the validation questionnaire and the group interview followed by the final version of the framework. It begins by explaining the objectives of validation,

8.2 Objectives of Validation

In accordance with the aim and objectives of this research and the research questions to be addressed by this study, the objectives of this validation were as follows:

- 1.To determine whether the validation respondents agreed with the findings of this research as represented in the framework.
- 2.To gather opinions from validation respondents that would serve to improve the content and presentation of this framework.
- 3.To produce a final versions of framework incorporating the input of the validation respondents.

8.3 Validation process

The validation process consisted of two components: the validation questionnaire and validation interview.

8.3.1 Validation questionnaire

The objective of the validation questionnaire was to find out whether the intervention framework that represented the findings gathered from previous stages of this research was congruent with the opinions of the validation respondents (Bryman: 2008). The first part of this validation was to send a self-report questionnaire to each of the three bank managers separately, together with the framework and a guide that explained its content and the context for the study. The questionnaire was delivered and collected via direct email. The validation questionnaire consisted of seven sections reflecting the areas for development identified in the framework, namely:

1. Team-level meetings and within-team communication
2. Individual Management Meetings & Career Development
3. Shared Organisational Goals and Employee Motivation
4. Recruitment of Employees
5. External Controls
6. Internal Policy & Procedures
7. Physical Needs & Infrastructure

The validation respondents were asked to review each of the interventions identified by the framework and to provide their opinion on whether they thought it was useful or not. The aims of this questionnaire were to decide whether any of the interventions included in the framework should be removed and also to collect evidence to support their inclusion. Respondents were asked to indicate their opinion on the perceived usefulness of each proposed intervention using a three-point scale consisting of 'Definitely important', 'Might be useful', and 'Not useful'. The criterion for removal of any item was if at least two of the three managers decided that an intervention was not useful. The questionnaire can be found in the Appendices.

The profiles of the three validation experts are shown in Table 7.1 They have between 24-28 years of experience of working in the banking sector in Libya.

Table 8.1: Profiles of the validation experts

	VEA	VEB	VEE
Place of employment	Bank A (Tripoli)	Bank B(Tripoli)	Bank E (Tripoli)
Nationality	Libyan	Libyan	Libyan
Sex	Male	Male	Male
Age	55	60	52
Professional qualifications	MBA	BSc (Economics)	PhD
Job title	Bank Manager	Bank Manager	Bank Manager
No. of years in sector	24	30	28

8.3.2 Validation Interview

In the second part of the validation, the same three bank managers took part in a group interview, ranking task and discussion. The session was facilitated by the researcher using Skype. The managers were firstly asked to discuss which three of the interventions in each of the areas for development they would rate as most important and to then rank these as first, second or third. They were also asked to identify if they thought that any of the interventions were definitely not useful and should not be included in the final framework.

The seven areas of development identified by the framework and the proposed number of interventions per area discussed by the panel of experts are shown in Table 8.2:

Table 8.2 Areas of development and interventions in framework

AREAS OF DEVELOPMENT	NO. OF INTERVENTIONS PROPOSED
Team-Level Meetings and Within-Team Communication	6
Individual Management Meetings & Career Development	12
Shared Organisational Goals and Employee Motivation	12
Recruitment of Employees	3
External Controls	4
Internal Policy & Procedures	8
Physical Needs & Infrastructure	5

Then, the three managers were asked to rank these seven areas of development in order of importance. Finally, they were asked to provide their overall impression of the framework and whether they thought it represented a useful set of guidelines for developing employee engagement.

8.4 Results of validation

This section reviews the responses to the validation questionnaire and the outcomes of the validation interview and ranking exercise and also discusses the comments from the panel of experts concerning the potential usefulness of the intervention framework.

8.4.1 Questionnaire results

Questionnaire responses from the three Libyan bank managers (VEA, VEB and VEE) were analysed as part of the validation process for the framework (see Table 8.3). They were asked to rate each of the interventions included in the framework as “definitely important” (indicated by 2), “might be useful” (1) or “not useful” (0).

As Table 8.3 shows, the responses to the proposed intervention framework showed a relatively small degree of variation amongst the validation experts. Some 32 of the total 50 interventions in the framework were rated as “definitely important” by at least two of the three expert validators. The remaining 18 interventions were rated as “might be useful” by at least two of the three experts.

- 12 interventions were rated as “definitely important” by one of the experts.
- 4 interventions were rated as “might be useful” by all of the experts.
- 2 interventions were rated as “not useful” by one of the experts.

In total, only two interventions received a rating of “not useful” from one of the validation experts (VEB). These two interventions were:

- Personal development planning, with study leave and secondments
- On-boarding of New Employees

However, as both of these interventions were only rated as not useful by a single validation expert, this did not meet the established criterion for removal and they remained part of the framework. Using the point score for each intervention, it was also possible to gain an insight into the relative priority for each intervention thus:

- Score 5-6 = Important
- Score 4 = Useful
- Score 2-3 = May be useful

Table 8.3 Validation expert responses to questionnaire

FRAMEWORK: AREAS OF DEVELOPMENT AND PROPOSED INTERVENTIONS	VALIDATION EXPERT RESPONSES			TOTAL
	VEA	VEB	VEE	
Team-level meetings and within-team communication				
<i>1: Socialisation among new employees</i>	1	1	1	3
<i>2: Regular team meetings</i>	2	1	2	5
<i>3: Identifying leaders to communicate goals to other employees</i>	2	2	2	6
<i>4: Opportunities to give and receive constructive feedback from colleagues</i>	2	2	1	5
<i>5: Daily feedback on team performance from managers</i>	2	1	2	5
<i>6: Defining and communicating a clear anti-corruption policy</i>	1	1	1	3
Individual Management Meetings & Career Development				
<i>1: Capability development</i>	1	1	2	4
<i>2: Continued monitoring of employee skills development and job-role suitability</i>	2	2	2	6
<i>3: Training in management of customers and handling difficult situations</i>	2	2	2	6
<i>4: Staff training in use of security infrastructure</i>	2	2	2	6
<i>5: Provide first aid equipment and training</i>	2	2	2	6
<i>6: Training and monitoring of line management</i>	2	2	2	6

FRAMEWORK: AREAS OF DEVELOPMENT AND PROPOSED INTERVENTIONS	VALIDATION EXPERT RESPONSES			TOTAL
<i>7: Staff training in IT</i>	1	2	1	5
<i>8: Management identify motivations of individual staff</i>	1	2	1	5
<i>9: Setting of personal targets and goals for development</i>	2	2	1	5
<i>10: Opportunities to give and receive constructive feedback from colleagues</i>	1	1	1	3
<i>11: Opportunities for challenging projects and personal development</i>	2	1	2	3
<i>12: Personal development planning, with study leave and secondments</i>	1	0	1	2
Shared Organisational Goals and Employee Motivation	VEA	VEB	VEE	
<i>1: Develop a clearly defined mission for the organisation</i>	2	2	2	6
<i>2: On-boarding of new employees</i>	1	0	1	2
<i>3: Financial Incentives for staff performance</i>	2	2	2	6
<i>4: Management training to ensure shared objectives</i>	2	2	2	6
<i>5: Identifying leaders to communicate goals to other employees</i>	2	2	1	5
<i>6: Management identify motivations of individual staff</i>	1	2	1	5
<i>7: Daily feedback on team performance from managers</i>	2	1	2	5
<i>8: Specialist committees set up to oversee business practices and ethics</i>	1	1	1	3

FRAMEWORK: AREAS OF DEVELOPMENT AND PROPOSED INTERVENTIONS	VALIDATION EXPERT RESPONSES			TOTAL
<i>9: Free health checks and schemes to promote fitness</i>	1	2	1	4
<i>10: Definition of explicit company values</i>	2	2	2	6
<i>11: Offering a variety of cash incentives and benefit options</i>	1	1	2	5
<i>12: Suggestion boxes and rewarding of new ideas</i>	1	2	1	4
Recruitment of Employees	VEA	VEB	VEE	
<i>1: Employment of HR professionals to improve recruitment and matching of skills</i>	1	2	1	4
<i>2: Equal Opportunities Policy for Recruitment</i>	2	2	2	6
<i>3: Measuring and analysing staff retention data to identify problems</i>	2	1	2	5
External Controls	VEA	VEB	VEE	
<i>1: Regular Audits to Identify Corruption</i>	1	2	1	4
<i>2: Use of ISO and BSI standards for development and implementation of policy</i>	2	2	2	6
<i>3: Independent assessment of anti-corruption policy</i>	2	2	2	6
<i>4: Prohibition and punishment of gifts, hospitality and facilitating payments</i>	1	2	1	4
Internal Policy & Procedures	VEA	VEB	VEE	
<i>1: Clear guidelines and policy for staff behaviour</i>	1	2	1	4

FRAMEWORK: AREAS OF DEVELOPMENT AND PROPOSED INTERVENTIONS	VALIDATION EXPERT RESPONSES			TOTAL
<i>2: Develop clear policies for Sanctioning corruption</i>	2	2	2	6
<i>3: Implement a whistleblowing policy to help identifying corruption</i>	2	2	2	6
<i>4: Defining and communicating a clear anti-corruption policy</i>	2	2	2	6
<i>5: Specialist committees set up to oversee business practices and ethics</i>	2	1	2	5
<i>6: Prohibition and punishment of gifts, hospitality and facilitating payments</i>	2	1	1	4
<i>7: Reliable record keeping practices and regular audits</i>	1	2	1	4
<i>8: Corruption risk assessments with all new suppliers, clients and partners</i>	2	2	2	6
Physical Needs & Infrastructure	VEA	VEB	VEE	
<i>1: Improved security infrastructure</i>	2	2	2	6
<i>2: Improve reliability of electricity supply</i>	2	2	2	6
<i>3: Provide first aid equipment and training</i>	2	2	2	6
<i>4: Improvement in online banking systems</i>	1	2	1	4
<i>5: Design of work spaces to improve sociability and open communication</i>	1	1	1	3

The validators thought that one potentially useful addition to the framework might be to colour-code interventions according to prioritisation or to present them in order of their perceived usefulness, according to the experts validating the framework.

8.4.2 Interview results

After they had completed the questionnaire, the same three expert validators (VEA, VEB and VEE) took part in a group interview. For each of the seven areas of development, the three bank managers were firstly asked to briefly discuss the proposed interventions in relation to how useful they thought they would be in improving employee engagement and then to rank these, providing their own individual ranking. These were later collated by the researcher (see Tables 8.4-8.10)

8.4.2.1 Team level meetings and within-team communication

The most useful intervention, as identified by the managers was “Daily feedback on team performance from managers”. The least useful was “Identifying leaders to communicate goals to other employees”. The full rankings of interventions for this area of development are shown in Table 8.4. The only major variation in individuals opinions here was the ranking for “Defining and communicating a clear anti-corruption policy” with VEA ranking this last while his fellow experts both ranked this as first. VEA agreed it was an important issue generally but commented “*I don’t think it would enhance employee engagement to the same extent as the other interventions would*”.

Table 8.4: Ranking of “Team level meetings and within-team communication” interventions

		VEA	VEB	VEE	TOTAL
1	Daily feedback on team performance from managers	2	2	2	6
2	Defining and communicating a clear anti-corruption policy	6	1	1	8
3	Socialisation among New Employees	3	3	3	9
4	Regular Team Meetings	1	2	4	7
5	Opportunities to give and receive constructive feedback from colleagues	4	4	5	13
6	Identifying leaders to communicate goals to other employees	5	5	6	16

8.4.2.2 Individual Management Meetings & Career Development

In this case, there was very little variation amongst the individual rankings and for seven of interventions the experts were fully in agreement about the ranking. The intervention that was perceived to be most useful by the managers was “Provide first aid equipment and training” and this was rated as the most important intervention by all three experts. The least useful was “Personal development planning, with study leave and secondments”. The overall ranking for the twelve interventions in this category and the individual rankings of the experts are shown in Table 8.5. In his questionnaire responses VEB thought the item “Personal development planning, with study leave and secondments” was not useful and in this ranking exercise this intervention was ranked in final position by all members of the validation team.

Table 8.5: Ranking of “Individual Management Meetings & Career Development” interventions

		VEA	VEB	VEE	TOTAL
1	Provide first aid equipment and training	1	1	1	3
2	Staff training in use of security infrastructure	2	2	2	6
3	Capability Development	3	4	3	10
4	Staff training in IT	4	3	4	11
5	Training in management of customers and handling difficult situations	5	5	5	15
6	Training and monitoring of line management	6	6	6	18
7	Opportunities for challenging projects and personal development	7	7	7	21
8	Management identify motivations of individual staff	8	8	8	24
9	Opportunities to give and receive constructive feedback from colleagues	9	9	9	27
10	Continued monitoring of employee skills development and job-role suitability	10	10	11	31
11	Setting of personal targets and goals for development	11	12	10	33
12	Personal development planning, with study leave and secondments	12	11	12	35

8.4.2.3 Shared Organisational Goals and Employee Motivation:

Once again, there was very little variation amongst the individual rankings and the experts were fully in agreement for all but the top two rankings and even there, the degree of difference was only by one place. Overall, “Develop a clearly defined mission for the organisation” was judged to be the most useful intervention by the managers with “Suggestion boxes and rewarding of new ideas” being judged least useful. Table 8.6 shows the final rankings for interventions in this category. VEB had originally deemed “On-boarding of new

employees” as not useful and commented “*originally it meant nothing to me, I’m afraid but on reflection I can see the value of this*”.

Table 8.6: Ranking of “Shared Organisational Goals and Employee Motivation” interventions

		VEA	VEB	VEE	TOTAL
1	Develop a clearly defined mission for the organisation	1	2	1	4
2	Free health checks and schemes to promote fitness	2	1	2	5
3	Daily feedback on team performance from managers	3	3	3	9
4	Management training to ensure shared objectives	4	4	4	12
5	Management identify motivations of individual staff	5	5	5	15
6	Financial Incentives for Staff Performance	6	6	6	18
7	On-boarding of New Employees	7	7	7	21
8	Specialist committees set up to oversee business practices and ethics	8	8	8	24
9	Identifying leaders to communicate goals to other employees	9	9	9	27
10	Offering a variety of cash incentives and benefit options	10	10	10	30
11	Definition of explicit company values	11	11	11	33
12	Suggestion boxes and rewarding of new ideas	12	12	12	36

8.4.2.4 Recruitment of Employees

Responses here from all the managers were wholly consistent for all three interventions, giving the unanimous ranking shown in Table 8.7.

Table 8.7: Ranking of “Recruitment of Employees” interventions

		VEA	VEB	VEE	TOTAL
1	Employment of HR professionals to improve recruitment and matching of skills	1	1	1	3
2	Equal opportunities policy for recruitment	2	2	2	6
3	Measuring and analysing staff retention data to identify problems	3	3	3	9

8.4.2.5 External Controls

As Table 8.8 shows, individual rankings showed little variation in this category, with “Regular audits to identify corruption” being ranked most useful as an intervention while “Prohibition and punishment of gifts, hospitality and facilitating payments” was ranked least useful. All three experts in discussion had reservations about the inclusion of the word ‘gift’ in this intervention since this could potentially cover everything from “*a perfectly innocent batch of home-baked pastries from a grateful customer to a new car from a corporate client with strings attached*”(VEE).

Table 8.8: Ranking of “External Controls” interventions

		VEA	VEB	VEE	TOTAL
1	Regular Audits to Identify Corruption	1	1	1	3
2	Independent assessment of anti-corruption policy	2	3	2	7
3	Use of ISO and BSI standards for development and implementation of policy	3	2	3	8
4	Prohibition and punishment of gifts, hospitality and facilitating payments	4	4	4	12

8.4.2.6 Internal Policy & Procedures

Again, experts were almost unanimous in their ratings, and in this area of development the intervention “Prohibition and punishment of gifts, hospitality and facilitating payments” was also ranked least useful, for the same reason as before. The most useful intervention as identified by the managers was “Corruption risk assessments with all new suppliers, clients and partners”. The full ranking for interventions in this category together with individual responses is shown in Table 8.9.

Table 8.9: Ranking of “Internal Policy & Procedures” interventions

		VEA	VEB	VEE	TOTAL
1	Corruption risk assessments with all new suppliers, clients and partners	1	1	2	4
2	Clear guidelines and policy for staff behaviour	2	2	1	5
3	Develop clear policies for sanctioning corruption	3	3	3	9
4	Implement a whistleblowing policy to help identifying corruption	4	4	4	12
5	Defining and communicating a clear anti-corruption policy	5	5	5	15
6	Reliable record keeping practices and regular audits	6	6	6	18
7	Specialist committees set up to oversee business practices and ethics	7	7	7	21
8	Prohibition and punishment of gifts, hospitality and facilitating payments	8	8	8	24

8.4.2.7 Physical Needs & Infrastructure

The experts were unanimous that most useful intervention to encourage staff engagement was “Improved security infrastructure” and that this was “*an absolute priority*” (VEA). Unsurprisingly given the obvious strength of feeling about this intervention, “Design of work spaces to improve sociability and open communication” was ranked last with one expert commenting “*none of my employees wants open communication with an impatient customer carrying a*

gun!” (VEE). Table 8.10 provides the full rankings of interventions in this category together with the breakdown by expert.

Table 8.10: Ranking of “Physical Needs & Infrastructure” interventions

		VEA	VEB	VEE	TOTAL
1	Improved security infrastructure	1	1	1	3
2	Improve reliability of electricity supply	2	2	2	6
3	Provide first aid equipment and training	3	3	3	9
4	Improvement in online banking systems	4	4	4	12
5	Design of work spaces to improve sociability and open communication	5	5	5	15

8.4.3 Ranking of intervention types

When all these rankings of the interventions across the seven areas of development were complete, the participants were then asked to rank the importance of the seven areas of development themselves, prioritising them in terms of their perceived usefulness in improving employee engagement. The final ranking of these seven areas is shown in Table 8.11

Table 8.11: Ranking of the seven areas of development

		VEA	VEB	VEE	TOTAL
1	Physical Needs & Infrastructure	1	1	1	3
2	External Controls	2	2	2	6
3	Team-level meetings and within-team communication	3	3	3	9
4	Shared Organisational Goals and Employee Motivation	4	4	3	11
5	Individual Management Meetings & Career Development	5	5	5	15
6	Internal Policy & Procedures	6	5	6	17
7	Recruitment of Employees	7	7	7	21

The three experts unanimously agreed on the ranking of first, second and final areas of development. The area ranked most important of all seven of these categories was “Physical needs and infrastructure” and within this area, the most important intervention was “Improved security infrastructure”. Two of the members of the validation panel stressed the importance of prioritising this factor in relation to employee engagement:

In my opinion, to engage employees “Physical needs and infrastructure” has to be the number one priority in terms of interventions in post-2011 Libya. Better security means safer staff and happier staff. (VEB)

I agree with VEB. Employees are going to be more engaged if they think you are putting their safety first by improving security. Physical needs & infrastructure has to be ranked as top priority. We know that staff need training and motivation but most important is safety and security in our banks. In fact, it's not just important, it's essential. (VEE)

All the experts also agreed that the second most important factor was “External controls”, again largely as a result of developments in Libya post-2011 that meant there was more potential for corruption and that this could act as powerful demotivating force for employees who maintained ethical standards and saw others effectively being rewarded for failing to do this. Commenting on the ranking of “Recruitment of Employees” which was placed in final position and rated least useful, VEA noted: “In theory, all three of interventions are useful but the reality is we’re still shedding staff at the moment in the banking sector- not recruiting. Currently, we have to put our efforts into motivating the staff we have”. The other two experts agreed with this opinion. The full ranking for the intervention categories is displayed in Table 8.11.

8.4.4 Suggestions for enhancement

Finally, all three experts were asked to provide any general feedback about the framework and any specific suggestions for enhancing aspects of it. All three members of the validation team were generally positive about the framework and did not think that any key dimensions were missing from the framework. VEE’s major reservation about the applicability of the framework related to the worsening situation in Libya and to the challenges that this presented to the sector, reiterating a point he had made previously:

In an ideal scenario, I would implement all of these interventions here, sooner or later. Every manager worth his salt knows that interventions of this kind are likely to improve staff engagement and that this will have a positive impact on business. Unfortunately, at the moment, the scenario for the Libyan banking sector is far from ideal so that makes ranking interventions all the more crucial and at least for the foreseeable future, improved security infrastructure out-ranks every other intervention in terms of improving employee engagement.

Aside from agreeing that security was the most important factor, the other two experts made more specific comments relating to the framework. VEB stated:

It took me a while to understand how it works as a structure so the guidelines to accompany the framework have to be clear and concise. Most managers won't want to spend time trying to figure it out- they want something that they can use for planning and implementation to be easy to understand.

VEA made a brief comment about the presentation of the framework: “*Are the colours round the frames meant to have any meaning? Pink, green, blue... They don't seem to provide any extra information and I think they're just distracting*”.

8.5 Final framework

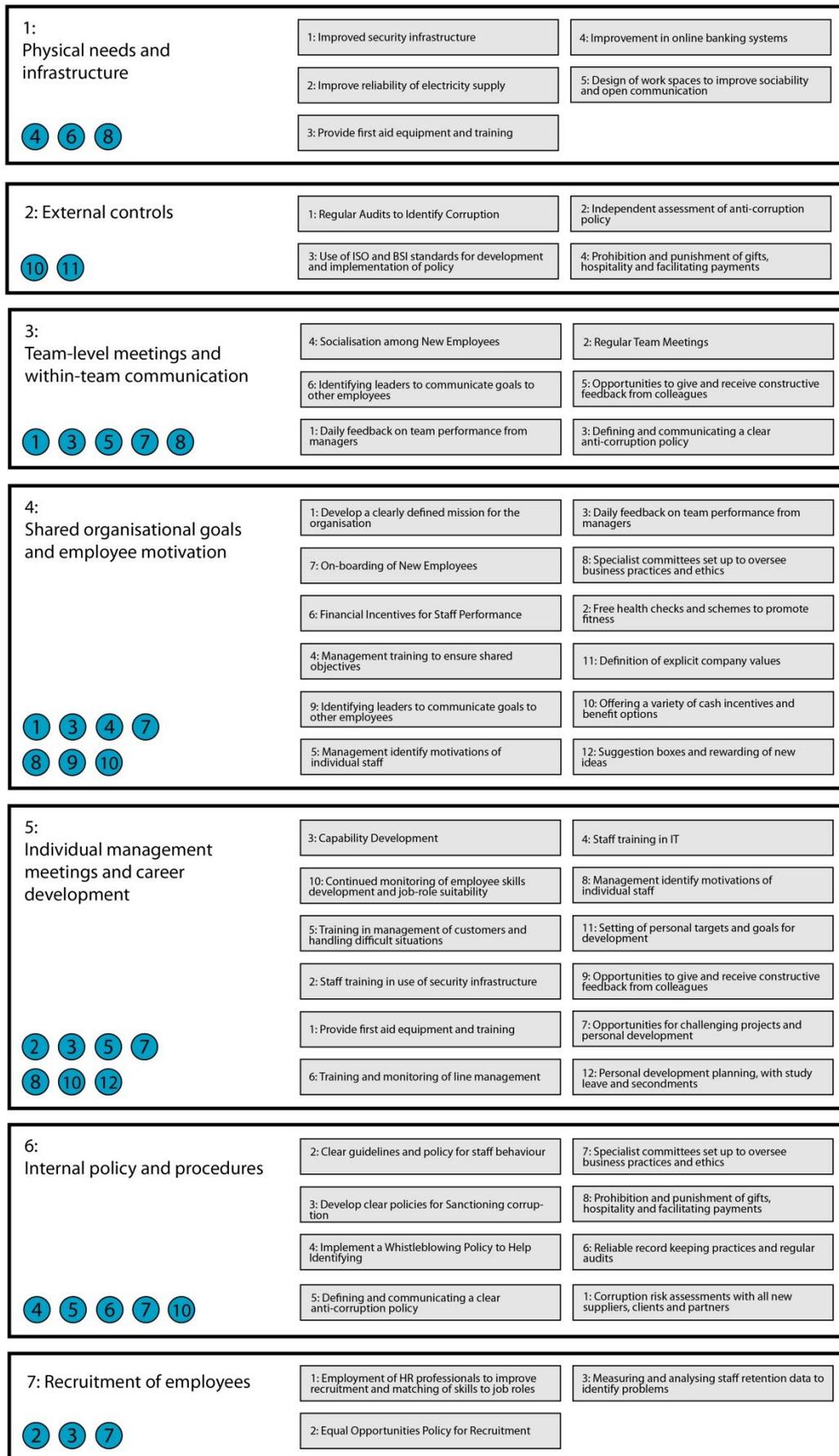
All of the interventions included in the framework were validated having been rated as “might be useful” or “important” by the majority of the experts. All of the interventions from the initial framework were therefore included in the final framework. However, it was clear that these results showed that there are different priorities for improving employee engagement and that the final version of the framework should show this.

The seven intervention types will therefore be presented in order of their rankings as determined by the validation experts. Within each intervention type, the interventions will also be ranked from most important to least important, based on the feedback from the validation questionnaire and the banking experts. The final version of the framework depicted in Figure 8.1 represents the collective outcome of the validation process, which includes framework enhancements on the basis of validation questionnaire responses and comments from the validation experts.

8.6 Chapter summary

This chapter presented the validation process and findings for the initial framework together with the final framework following the validation process. The final framework is expected to provide Libyan banking managers with a clear and simple set of interventions that will improve the chances of increasing employee engagement in the current context of post-2011 Libya. This chapter concluded with a discussion of the implications of the final framework.

Figure 8.1 The final framework of interventions to improve employee engagement



Chapter Nine: Discussion

9.1 Context for the interventions

The Libyan banking sector, like Libya itself, continues to face huge challenges following the political chaos that ensued following the revolution in 2011. Despite the growing destabilisation within the country, frontline staff in state-owned banks must maintain customer service and play a vital role in keeping the system running, in an economy where cash is still essential to the functioning of society. At the same time, there is widespread acknowledgement within Libya itself, within international organisations and the wider global community that the country's financial institutions must implement changes if the nation is to survive, let alone thrive.

Under these conditions, it is essential that senior management and line managers adopt measures and practices that leverage employee engagement in enhancing the effectiveness of organisational performance. It's also crucial that front-of-house staff feel valued in light of the increasingly demanding nature of their role in the current environment and the circumstances in which they operate.

9.2 Developing the interventions

The intervention framework developed for the banking sector in Libya has drawn on theory of organisational culture, and literature and case studies concerning employment engagement. It has also built on the data gathered from employees and management to develop a series of inter-linked interventions designed to leverage employee engagement.

It is important here then to briefly return to some of the theoretical principles that underpinned the development of these interventions. Firstly, although definitions of organisational culture vary, there is common agreement amongst academics and practitioners that the nature and type of culture within an organisation strongly influences the engagement of individuals embedded within that culture, their response to change and, ultimately, organisational productivity (Abdul Rashid et al., 2004; Fey and Denison, 2003).

Secondly, Schein's (1985) tripartite model provides a possible explanation as to why and how organisational culture may influence individuals at a number of

levels. It also suggests that interventions can not only help to change individual behaviours but also impact on more fundamental values and underlying assumptions and beliefs within an organisation, bringing positive transformative change. In the terms of Schein's model of culture, an intervention may be a single action taken at the artefact level which involves a change in the day-to-day activities of the organisation. Then, as the value relating to the artefact created by the intervention develops, this in turn produces a behaviour which begins to solve the problem which prompted the intervention. Over time, this value is transformed into an underlying assumption about how things are within the organisation and this is increasingly taken for granted by all members of the organisation. Eventually, staff within the organisation no longer view a practice, policy or process as new and different, and it becomes a normalized and routine element of life at work. However, a significant shift in the organizational culture has taken place as a result of the intervention. Shifts of this kind can facilitate the transition towards improved employee engagement.

The interventions proposed in the framework presented in this thesis are intended to impact on organisational culture at different levels and will probably require different time scales to produce the desired results. Some interventions will entail an immediate change to overt behaviour of particular individuals, for example, managers providing daily feedback on team performance. Other interventions such as making it clear to members of the organisation what it stands for by, for example, defining explicit company values and producing a mission statement. Interventions are also aimed at reshaping existing deeply embedded, taken-for-granted assumptions that unconsciously guide behaviour and determine how staff think, act and feel, for example, by having a policy that explicitly states that accepting gifts, hospitality and financial payments from customers and clients in return for performing services or offering preferential treatment is no longer tolerated.

Although all of the interventions that emerged from primary and secondary research were included in the framework, some were evidently seen as being more important. Both the employees taking part in the interviews and focus groups, and the experts conducting the validation of the framework, provided feedback on which interventions were most important to improving employee engagement.

Overall, the need for improved security infrastructure was the most pertinent, as would be expected based on the current context of banking in Libya. In terms of both internal policy and external controls, anti-corruption interventions were highlighted as being the most essential. This is also in-line with existing literature which identifies fraudulent activity as being damaging to motivation, job satisfaction and engagement. In terms of communication within employee teams, many people felt the need for regular meetings, regular feedback from colleagues and superiors and the need for on-boarding of new employees. These interventions are already common in many organisational structures and are often cited as best practice and a way for improving team relations. This study provides further evidence of their importance and again highlights the need for good communication.

At the individual development level, many employees mentioned the need for training of many kinds, including IT, first aid, individual development and in the use of security infrastructure. All of this was framed as part of on-going employee development programs, which should involve line managers and should involve regular feedback, planning and reflection. Recruitment was one of the less frequently discussed areas for intervention, although the need for human resources department to carefully employee skills to their roles was highlighted. In summary, it seems that matters relating to security, corruption, team communication and individual skills development were the most popular and highly requested.

9.3 Implementing the interventions

Although it is instructive to read case studies about interventions aimed at improving employment engagement as part of broader processes of change within organizational culture, it is rarely if ever beneficial to attempt to simply reproduce interventions that may have been successfully adopted elsewhere. This is particularly true if differences in national cultures are involved, given what Hofstede's work concluded about cultural differences. Interventions that work well in an individualistic western context may not succeed in a collectivist society. However, it is possible to glean from case studies and literature on employee engagement some general guidelines that can be used to maximise the chances of the intervention being a successful management tool.

When implementing these interventions in the specific context of contemporary Libya, particular attention must be made to the country's immediate political past and its current situation. Over four decades of Gaddafi's regime a very specific set of ideas, techniques and habits were passed on successively from one generation of state employees to another and embedded within different levels of the organisation and institutionalized in the business processes and practices of public sector banks. Many of the learned behaviours associated with this culture are now impeding the kinds of change and innovation that are vital in this sector and are also inhibiting employee engagement.

Furthermore, Libya's recent and ongoing social, economic and political upheavals are likely to mean that staff may be apprehensive of being faced with further uncertainty in the workplace. Data gathered from focus groups and interviews from employees, middle managers and senior management suggested that staff morale is low. Interviews also revealed a digital divide and a generational gap which may mean that while some employees will welcome change, others may be extremely resistant. Thus, in order to help guarantee that all employees are able to make that journey of change successfully, it is important to ensure that staff, particularly those who are customer-facing, do not feel overly challenged and subsequently disengage. In order to provide a degree of psychological security for bank employees during what will be a period of organizational change and to encourage their active participation, it will be absolutely crucial to take time to communicate to them what the changes in policies, practices and processes designed to provide control over employees' actions and behaviours will consist of and why they are needed.

As the literature review established, trying to ensure that employees engage in the workplace and then sustaining the level of that engagement at times of change can be a very difficult and sometimes daunting task. Case studies of successful organisational change show that it is important for an organization to know not only where it currently is and where it wants to be but also to have a clear idea of the steps that must be taken to facilitate this journey and to evaluate progress made towards the desired objectives. In order to ensure that the new practices, processes and policies contained in these interventions become successfully embedded within organizations, reviews to evaluate the degree of progress made towards implementing all the interventions will need to

be scheduled at regular intervals while regular staff surveys will help management to gauge engagement levels and assess whether they are having the desired effect on organisational culture.

It must also be recognised, however, that while it may be possible to implement some interventions fairly easily and enact relatively rapid organisational change intended to enhance employee engagement, it can be predicted that some of these policies, processes and practices may meet with widespread resistance, since they effectively challenge deeply embedded assumptions that form part of Libyan and Arab culture. In particular, it can be anticipated that some of the anti-corruption measures may be difficult to implement but it is likely that the banking sector will come under increased pressure externally from various international organisations and that major change in this area is inevitable if Libya wishes to remain part of the international economic community.

Research on links between organizational culture and staff engagement has found that organizations that have “a compelling vision, [...] a clear mission that guides an individual’s work” (Denison Consulting 2010: 3) also have a highly engaged workforce. It is crucial then that the policies, practices and processes outlined in the interventions must also be reinforced by aligning them with banking sector strategy and integrating them fully with this in order to ensure that they become embedded in the organisational culture and bring about the desired change in employee engagement levels. This alignment and integration will help to convey the message that these are not simply temporary measures intended to provide a quick-fix solution for short-term problems but are an essential part of the values and assumptions that underpin the organisation.

Both case studies and existing literature also clearly indicate the importance of the leadership element. Support for and commitment to these interventions from senior management is vital as it sends a clear message to all staff, particularly middle managers, that enhancing employee engagement is a priority for the banking sector. It is also important for senior management to whole heartedly endorse the implementation of these interventions in order to signal to employees, particularly those in customer-facing operations, that they are a valued resource that is of central importance to the success of the organization.

However, top management must not simply pay lip service to the desire for organisation change but must practice what they preach, ensuring that these

policies, processes and practices become an integral part of the day-to-day actions and behaviour of the whole organisation, including senior executives, thus reinforcing appropriate values at the highest level. This will add legitimacy and credibility to the interventions.

Focus groups and interviews with bank staff indicated that while senior management were expected to provide leadership and strategic vision within the organisation, for front-of-house employees, line managers had the most potential to more directly influence behaviours and attitudes and ultimately levels of staff engagement. Therefore, while vocal and visible support is needed from top management who must provide the leadership necessary to push forward organisational change, it must not be forgotten that this process also needs to be sustained by middle managers who are expected to play a key role in communicating new policies, processes and practices to staff, enabling them to interweave their personal efforts meaningfully to achieve organisational goals and targets and thus facilitating engagement.

The experienced senior bank managers who were involved in the validation pointed to the fact that the Libyan banking sector is still shedding staff at the moment rather than recruiting. However, there was evidence from the focus groups and interviews that some of the newer and younger employees may act as a catalyst for bringing about organisational change. They have often been educated outside Libya and exposed to different world views. They do not view new technology as a threat but an opportunity that they have enthusiastically embraced. They are more willing to challenge existing rules and are less bound by custom. Line managers have a crucial role to play in identifying employees of this type. If these qualities can be harnessed and these individuals can be incentivised by personal development packages, their levels of engagement will increase and they will also act as powerful allies in pushing the organisational change agenda.

Chapter Ten: Reflections on the Study

10.1 Limitations of the study

As a result of the methods used and the resources available when conducting this study, there are a number of limitations and areas in which it could be improved. An important area of limitation relates to the participants who gave their input and provided a source of data. Participants were recruited from four Libyan banks, all of which are based in Tripoli. There are therefore limitations in terms of the diversity of the sample, as it is constrained to a single sector, and to a single region. This is in line with the focus and objectives of the study, but this also means that findings lack external validity and cannot be easily generalised to other regions. There may also be variation across Libya, which may not be reflected in the data. It is not necessarily a problem that this study focuses solely on the banking sector, although this is relevant when making comparisons with other industries and types of organisations. Employees who took part in interviews and focus groups were recruited from the four biggest banking companies in the country. It is therefore possible that the problems faced by smaller banks are not reflected in the findings and they may face different problems as a result of their size and the resources they have available.

The use of qualitative methods meant that this study was resource intensive, in terms of the time taken and the costs involved in conducting interviews and focus groups. The sample size and diversity of the sample may be too small to fully reflect different opinions across the whole industry sector and region. It was necessary to limit the number of participants and to use a qualitative method, as the topic of organisational culture requires an in-depth and subjective understanding of working within these organisations.

One important area where the study could be improved would be to conduct a number of focus groups, which would allow findings to be compared across the groups. When using a focus group method it is possible for more dominant members to express attitudes and ideas more than others in the group, and by having several smaller focus groups it may be possible to mitigate this problem. It would also allow for comparison of findings across the group, to ensure consistency and reliability.

When arranging interviews and focus groups the researcher encountered some cases of drop-out or lack of availability. This was largely due to conflicting schedules, lack of time, or due to security considerations. This not only limited the number of participants, but also may have introduced systematic errors in the data collected. Employees who were unable to attend may have encountered more problems with factors relating to security, staffing and organisation than those who were able to attend.

All of the participants in this study were male, meaning that the attitudes of females were not represented at all. This is may be due to cultural beliefs and customs. In particular some females perhaps did not feel comfortable being interviewed by a male researcher, within a private room. There may have also been concerns about the privacy of the topics discussed and whether there might be repercussions of talking candidly about the organisation or other colleagues.

As interviews were conducted in Arabic, and then translated into English, there is a possibility that some information was lost in translation, especially where meanings were subtle or nuanced. However, the translations, analysis and interpretation were conducted by the lead researcher, and so understanding of the content of the data is likely to be good.

Lastly, it is important to note that the focus of the study is very much dependent on the context in which the Libyan banking sector operates. This context is constantly changing, and is influenced by a number of economic, political, environmental, technological, social and legal factors. There is therefore a historical context to the research which means that some findings may only be applicable to the current contexts, and may change in the future.

10.2 The Position of the Researcher

It is also important to consider the position of the researcher and how the interpretation of results may have been influenced by their expectations and motivations. As with any qualitative methods, there is an element of subjectivity, and it is important for the researcher to reflect on this. All interviews were conducted by a single researcher, which helps to ensure consistency in questioning and data collection methods. When interpreting the data, a second

researcher was employed to help with encoding and to provide a second opinion on the interpretation of the data. Several of the interviews (20%) were analysed a by a secondary researcher, and factors were identified by both researchers. These encodings were then compared, to ensure inter-rater reliability, and a significant level of agreement was found.

10.3 Need for Further research

- In the future research data collection sample can be increase it this should lead to an in-depth understanding of factors affecting employee engagement across regions, organisations and also over time. It should also be a basis for monitoring organisational change and identifying and refining successful interventions which ultimately will improve employee engagement in the Libyan banking industry and beyond.
- The factors influencing engagement, and the interventions that may be used to improve engagement. In order to develop this framework, a qualitative method was suitable, future research can build upon these finding, and can make use of these factors and interventions by using quantitative methods.
- One important area for future research to conduct a number of focus groups, which would allow findings to be compared across the groups.
- The overall goal of the framework is to provide a basis for improvement in engagement by leveraging organisational culture. It may therefore provide a basis for researchers for future research to measure factors relating to organisational culture across various companies.

10.4 Personal reflections on the research

Completing this research has been an extremely demanding but fascinating journey, and provided me with satisfaction knowing I am one step further to graduation. Starting this journey, I was unclear about what I wanted to go into career-wise but now have an awakened interest in management research; something which has continued to influence my future career aspirations.

My academic knowledge has been woven throughout this thesis and shows how I have grown academically, practically and professionally in different life aspects. In fact, my personal and professional development has undoubtedly

changed during the course of this research and my ability to think critically, to evaluate and to write incisive papers has substantially improved during this doctoral research. Despite developing these skills, I have also identified a need to be more critical of myself and to be more aware of my own assumptions and conclusions. By doing so, I can now reflect more on the events around me, both professional and social, and can consider the validity of any explanation and its robustness. I have also become more receptive to alternative perspectives of a given situation and am alert to contradictory explanations. I have, therefore, learned that each perspective can have validity and yet be related to other perspectives, and that the co-existence of multiple viewpoints, plurality and paradoxes are natural and are necessary to life and survival. Lastly, my country also benefited from my doctoral research, as it showed organisational staff how to engage and work together as team through my own personal study.

Chapter Eleven: Conclusion

11.1 Introduction

This concluding chapter starts by presenting an overview of the research process that led to the production of the interventions. This is followed by a summary of the key findings on employee engagement and a review of the research questions. The contributions made by this research for academics and practitioners are then addressed. It concludes by outlining some of the limitations of this study, and indicating future directions for research into employee engagement.

11.2 Overview of the research process

Chapter one contextualised and defined the research issue, and presented the aim of this study. In order to achieve this, specific objectives was identified. Finally, an overview of the contents of the thesis was provided.

The literature review in Chapter Three focused on the basic concepts underpinning this thesis, organisational culture, national culture and employee engagement. a range of influential theoretical frameworks concerning culture in organisational and national contexts were outlined and discussed before detailed attention was paid to Schein's (1984) three-level model and a rationale was provided for choosing this as the most appropriate conceptual model for understanding the connections between external artefacts and underlying beliefs and attitudes that underpin and influence employee behaviour within an organisation.

A review of the existing literature on employee engagement revealed that these topics were of major interest to both academics and practitioners and that there was a considerable body of research aimed at defining this concept and identifying the enablers and inhibitors of employee engagement. However, relatively little has been written about this topic in Arab Islamic countries in general and, at the time of writing, nothing of note in the Libyan banking context, indicating a gap in knowledge in this area.

Chapter four outlined the research methodology, approach, and design used to achieve the aims and objectives of this study and to respond to the research questions to be addressed. After discussing the rationale for the philosophical

approach that underpins the research, various types of research methods were considered before offering a detailed discussion of grounded theory which was chosen as the most suitable approach for this thesis. Grounded theory can be used iteratively to identify patterns and themes, and to approach the data from different perspectives depending on the patterns and themes that emerge. Boeije's (2002) version of the Constant Comparison Method were used to analyse the qualitative data gathered from interviews. This involved fragmenting and connecting concepts to identify distinct themes and explore the relationships between them. Interviews with bank employees, managers and senior executives, together with focus group discussions and ranking tasks in addition to observation by the researcher were used to gather data from the four participating banks, with the aim of determining those factors that are thought to enable or inhibit employee engagement.

After outlining the processes of sampling, data collection and analysis, presents the results of the pilot study designed to gather opinions from a sample of Libyan bank employees and managers concerning factors that enable or inhibit engagement in the workplace. These findings are then discussed in reference to relevant literature from this field. In the case of grounded theory, the pilot study forms an integral part of the research project as a whole since it helps to provide an initial mapping of key concepts which are identified by the constant comparison method (Boeije 2002). It also provided the researcher with valuable experience in the techniques of coding using a smaller initial sample to gain confidence in using this technique.

Chapters five six presents the results of analysis of the two phases of fieldwork which together form the main study, which was also conducted in Tripoli. Interviews and focus group activities were designed to gather opinions from a sample of Libyan bank employees together with middle and senior managers concerning factors that enable or inhibit engagement in the workplace. These were also analysed by the Constant Comparison method.

in Chapter Seven, three sources of information were used to develop a final framework which is expected to provide Libyan banking managers with a clear and simple set of interventions that can be applied in order to enhance employee engagement in Libyan banks . This involved examination of the outcomes that emerged from the focus group which in turn had drawn on the

themes from both the pilot and main studies, together with a further review of relevant literature. Case studies were also analysed to identify different types of interventions that have been used by businesses and organisations to increase employee engagement. The final framework consisted of 12 themes and 42 interventions that can be used to improve engagement by targeting seven organisational areas, namely team meetings, individual meetings, recruitment, organisational goals and motivation, external controls, internal policy, and physical infrastructure.

Once the framework and interventions had been established, these was subjected to a validation process, as described in Chapter Eight. This two-part validation of framework involved, firstly, analysis of responses to a validation questionnaire administered to three Libyan banking industry experts. Then, the same panel of three experts took part in a group interview providing comments on a ranking task. A final revised version of the framework was developed on the basis of the questionnaire responses and comments provided during the validation process.

11.3 Summary of key findings

The Libyan banking sector is currently facing huge challenges following the political chaos that ensued after the regime change in 2011 and ongoing conflict. More recently, economic difficulties caused by the collapse in oil prices have added further complications. After decades of relative stability and then some limited attempts at reform of Libya's financial sector, the state-controlled banking sector is now facing an unprecedented situation of change. This is placing enormous pressure on managers and chief executives to adopt measures and practices that will help them to obtain the best output from employees, leveraging organisational culture to enhance performance and enable change.

There is large body of evidence that organisational culture, those shared values, beliefs, assumptions and practices that shape and guide the attitudes and behaviour of those within an organisation (Hofstede, 1980), strongly affects levels of employee engagement and ultimately productivity. Although Hofstede's work provides interesting insights into national cultural traits and their impact on organisational culture, this research explained Schein's model (1985) as it

provided a useful means of exploring and understanding the various levels of organisational culture that exist within the Libyan banking sector and also suggested how interventions may be designed. Although the current framework was not structured in the same way, Schein's model provided a basis for helping managers to improve employee engagement within a specific context, as was the aim of the current research.

The results of the pilot study suggested that a number of the factors which have been highlighted as inhibitors and enablers of engagement in the literature from Western countries also appear to be relevant in the context of the Libyan banking sector. In particular, it highlighted the vital importance of the role that middle management have to play in engaging staff and also suggested that employees felt they were failing in this respect for various reasons. Interviews also revealed that employees placed great emphasis on the need for leadership.

In addition to factors previously discussed in Western literature regarding enabling or inhibiting engagement, the pilot study results also demonstrated that closer attention needed to be paid to the more culturally specific phenomenon of *wasta*, to the various roles which this plays in Libyan organisational culture and to the other factors to which it appears to be linked ranging from its more positive manifestations in mutual support and reciprocity to its negative influence in terms of nepotism, cronyism and corruption. The pilot study confirmed that *wasta* is an ever-present part of Libyan's working life and is deeply embedded in the fabric of organisational culture (Barnett, Yandle and Naufal, 2013).

The main study provided triangulation of the grounded research findings from the pilot study, and also additionally explored the perspective of senior management in an attempt to discover how they view their influence on engagement in the respective banks. One of the themes that emerged strongly in the main study was the existence of quite distinct sub-cultural groups within the banking sector where there is evidence of a generational gap and 'digital divide' amongst both frontline and managerial staff. This suggests underlying differences in values and basic assumptions in relation to broader organizational aims which will ultimately impact on engagement levels.

It was argued that this phenomenon merits particular attention in the Libyan context. Alterman (2006) highlighted the damaging effects of Libya's period of isolation from the international community which meant that during Gadhafi's regime, for over two decades from the late 1980s, an entire generation of Libyans grew up without any chance of benefitting from opportunities outside Libya or learning English. Members of that 'lost generation' of Libyans (Chorin, 2012) are now in middle management. This may explain why some in this group appear to be finding the abrupt socio-economic transition set in motion following the revolution particularly challenging. It may also account for the levels of both active and passive resistance to the changes being made in organisational culture, revealed by interviews with both banking employees and middle managers.

Employees in Libyan banking sector is clearly experiencing a complex set of feelings in their attempts to manage various changes simultaneously and the great uncertainty to which they have been subjected since the fall of the Gadhafi regime. In such a context, exceptional demands are made of middle managers who need to be flexible and adaptable to meet the needs of a constantly changing environment. Responses from interviewees suggest that some middle managers lack these skills and are clearly disengaged and unable to cope with the demands of change, let alone motivate others. This also ends to support the views of Alterman (2006: online) and Chorin (2012) that many of those now in positions of authority in the public sector did not gain their posts on the basis of their abilities since during Gadhafi's rule appointments were often made on the basis of loyalty to the regime and family connections (*wasta*). This does not bode well for the sector given the challenging period of change that it faces. This also highlights the crucial role that may be played by younger managers who have benefitted from exposure to management training outside Libya and also feel at home with the new technology that will shape the future direction of the banking sector.

Interviews and observation also revealed that post-revolution Libya presents some particularly challenging scenarios for frontline staff not usually found in other countries, as a result of the ongoing civil conflict and the prevalence of firearms within the population. Therefore, findings from this with research were compared with those on 'Dysfunctional Customers' (Gong and Choi, 2014). It

was concluded that the current failure to acknowledge the valuable role being played by frontline staff within the Libyan banking sector who routinely deal with customers who were often abusive, aggressive or threatening is likely to impact negatively on their level of engagement. This was likely to be compounded by their feelings that they did not receive any recompense, financial or otherwise, for these efforts.

Comparison of the perspectives of frontline employees, middle managers and senior executives showed that these often differed very significantly in terms of the importance they gave to issues in relation to their impact on engagement. It was also clear that the same factor may be viewed as inhibiting engagement by one group of employees but serve as an enabler for another group within the same organization. Thus, younger staff viewed training as a highly desirable motivator whereas for their older colleagues the need for further training was viewed negatively. In the case of IT, current **inadequate resourcing of digital technology that they felt could revolutionise the sector** has led to strong feelings of disengagement amongst younger staff but there is clearly potential for this to be an enabler in the future. For older staff and middle managers this factor is also currently viewed as an inhibitor but for completely different reasons.

These results provide useful insights into organizational culture during times of crisis. Similar profiles for three of the banks concerning a significant difference in viewpoints between employees and middle managers point to the possibility that middle managers may need special training to cope with the extra pressure of trying to engage staff during period of crisis while maintaining their own focus.

This analysis has also suggested that there may be some factors that management have underestimated in terms of their ability to engage staff. Thus, strong leadership was viewed as particularly crucial at such times by employees but its importance was underestimated by both middle management and senior executives.

Together these two studies formed a starting point for developing a framework of interventions that would be likely to facilitate employee engagement in the state controlled banking sector in Libya. Twelve themes were identified from the focus group:

1. Relationships with co-workers
2. Workers in the wrong job
3. Commitment of workers
4. Safety in the workplace
5. Relationship with line manager
6. IT
7. Motivation
8. Communication
9. Relationship with customers
10. Role of senior management
11. Corruption
12. Training

In addition, a total of 42 interventions designed to facilitate, encourage, and enhance employee engagement were identified from the literature review, case studies and focus group and these were then grouped into seven intervention types:

1. Team-level meetings and within-team communication
2. Individual management meetings and career development
3. Shared organisational goals and employee motivation
4. Recruitment of employees
5. External controls
6. Internal policy and procedures
7. Physical needs and infrastructure

11.4 Review of the research questions

Employee engagement is an important concept for understanding and improving the way that organisations and teams of employees work together. Many previous studies have identified a range of factors involved in improving the way that employees work together to make successful, efficient and productive companies. However, little research exists on organisational engagement in Arab Islamic cultures although it is generally acknowledged that cultural differences impact on how people operate in the workplace. The aim of

this research was to contribute to filling this gap by developing a framework for understanding and improving employee engagement in Libyan banking organisations, and identify specific interventions for use by organisations. A summary response to the questions is outlined in Table 11.1

Table 11.1 Review of research questions

RESEARCH QUESTION	REVIEW
1. Does organisational culture affect employee engagement?	A review of the literature both on organisational culture and on employee engagement suggests that there is a strong link between these. By gathering data direct from employees, this research has illustrated that different sub-groups can exist within the organisational culture and that these can respond in different ways to factors within the work environment.
2. Which characteristics of national and organisational culture enable and inhibit employee engagement in Libyan banks?	A review of the literature on Libyan culture suggested that this would have specific characteristics, some which would be common to Islamic Arab countries and other which would be specific to the Libyan context. These included the strong influence of Islamic practices and values and the Arab concept of <i>wasta</i> . Data collected from employees suggested that <i>wasta</i> paid a particularly important role in the organisational culture of Libyan banks and that this concept has many different dimensions. On the positive side, it was seen as something that could help someone to secure employment and make progress within the organisation. However, many staff recognised the potentially harmful effects it could have in terms of facilitating

	<p>corruption and other illegal or unfair practices.</p> <p>The data gathered also identified twelve themes (see above) that reflected the characteristics of organisational culture that were most likely to act as either enablers or inhibitors. Research showed that it was not possible to classify these simply as one or the other as they impacted differently on the various sub-groups within the organisational culture.</p>
<p>3. How can employee engagement be improved to leverage organisational culture enablers as a change-mechanism?</p>	<p>A change programme in the form of a series of interventions was developed. These interventions are based on literature, case studies and employees' experiences. Based on Schein's model, the interventions are designed to shift the underlying values and beliefs, closer to a desired position, through the application of suitable artefacts.</p>

11.5 Contributions of this research

This research makes a valuable contribution to research on employee engagement by confirming previous findings about the key role of managers in development. The concept of employee engagement has generated growing interest among both scholars and practitioners who recognise its impact in promoting organisational performance leading to improved performance and profitability. However, this concept lacks sufficient consideration or application in the context of the organisational culture of the Arab Islamic world which still differs in many fundamental ways from that of the western world, despite globalisation. It thus makes a valuable contribution to comparative perspectives on enablers and inhibitors that may impact upon employee engagement.

11.5.1 *Practical Contributions*

Due in part to its political isolation for a good part of the Gaddafi regime and the problems posed by gaining access to state-controlled enterprises, very little

work to date has focused on organisational culture in Libya. Moreover, the few existing studies on Libya's banking sector have tended to focus on technological innovations as the solution to the problems facing the sector. Unfortunately, these have largely neglected the fact that the 'people factor', in the form of employee engagement, is of central importance in leveraging organisational culture to maximise productivity, improve levels of service and customer satisfaction, and bring about the much needed change within this sector. To date, no research using the innovative methodological approach used here has explored the role of organisational culture in the Libyan context from the viewpoints of customer-facing employees, middle managers and senior executives and used these data to suggest interventions suitable for developing employee engagement in Libya's banking sector. This framework, the first of its kind in the Libyan context, provides a much-needed guide for organisations and managers working within the rapidly developing banking sector there. Its usefulness is not confined to this specific context, but may also be applicable to other organisational sectors, in Islamic cultures, regions and organisations.

It has been common practice for Western consultants to be brought into developing nations, particularly in post-conflict situations, to help them create a more competitive business culture. Sometimes these well-intentioned and costly interventions fail due to a lack of consideration of cultural differences. For practitioners of this type, the research findings can be used to help understand aspects of organizational culture that facilitate or inhibit employee engagement in developing Arab Islamic countries, particularly those emerging from the euphoria of the Arab Spring and facing the often harsh realities following that revolutionary change. Parker argued that 'all organizational cultures are unique, yet at the same time they share similar features' (2000: 222). Thus, the enablers and inhibitors influencing employee engagement in the Libyan banking sector may also have a degree of generalizability outside that context in regime-change countries where previously state-controlled industries are now struggling to adapt to the conditions of the market. Some of the issues that emerged such as the impact of *wasta* and the generational and digital divide revealed in the workforce within the Libyan banks investigated are likely to be relevant to the conditions prevailing within state-controlled enterprises in many of the countries in the region.

11.5.2 Academic Contributions

The current research and the developed framework also contribute to both the availability of empirical evidence and theory in this area. Firstly, the research has consolidated evidence from exiting literature and case studies with new qualitative research data. Use of focus groups, interviews and feedback from Libyan banking experts have provided a rich source of data, which has been encoded as part of the development of this framework. The framework not only provides a practical tool for interventions in organisational culture, but also identifies and defines themes and interventions which contribute to the academic understanding of this topic. The 12 themes are based primarily on the primary data and their definition is useful in understanding concepts of employee engagement, not only in the current region or sector, but in a wider understanding of organisational culture. Interventions identified by this research have also been categorised and defined in a similar way, resulting in the identification and definition of 7 areas for intervention. These novel contributions to academic understanding also help to understand the link between interventions and the themes they may have an effect upon.

References

- Abdalnasr, A. *A critical perspective on social accounting in banking: the case of the Libya commercial banking sector*. PhD thesis, University of Dundee.
- Abukhzam, M., & Lee, A. (2010). Factors affecting bank staff attitude towards e-banking adoption in Libya. *The Electronic Journal of Information Systems in Developing Countries*, 42.
- ACAS (2011). The People Factor – engage your employees for business success.
- Acılar, A. (2011). Exploring the Aspects of Digital Divide in a Developing Country, *Issues in Informing Science and Information Technology*, 8 2011, 1-14.
- Admasachew, L. & Dawson, J. Employee Engagement – A brief review of definitions, theoretical perspectives and measures, Aston Business School.
- Agnaia, A. A. (1997). Management Training and Development within its Environment: the Case of Libyan Industrial Companies, *Journal of European Industrial Training*, 21(3), 117-23.
- Ahmed, P. K. (1998) Culture and climate for innovation, *European Journal of Innovation Management*, 11(1), 30-43.
- Akgam, H. A. *Study of customer satisfaction in the banking sector in Libya*, MSc, University Utara Malaysia.
- Albrecht, S. L. (ed) 2010 *Handbook of employee engagement: Perspectives, Issues, Research and Practice* Cheltenham: Edward Elgar.
- Alderfer, C. P. (1985) An intergroup perspective on group dynamics. In J. Lorsch (Ed.) *Handbook of Organizational Behavior* (pp.190-222) Englewood Cliffs, N.J.: Prentice-Hall.
- Ali, A. 1996, Organisational development in the Arab World, *Journal of Management Development*, 15(5), 4-21.
- Ali, A.J. & Al-Owaihyan, A. (2008) Islamic work ethic: A critical review, *Cross Cultural Management*, 15(1), 5-19.
- Ali, T. (2006). *Influence of National Culture on Construction Safety Climate in Pakistan*, PhD thesis, Griffith University.
- Alimo-Metcalfe, B. & Alban-Metcalfe, J. (2009) *Engaging leadership: creating organisations that maximise the potential of their people*, CIPD.
- Alterman, J. B. (2006) *Libya's generation gap*. Center for Strategic and International Studies Available online: www.csis.org/mideast Accessed 5/5/2013
- Altameem, T. A. (2007), *The critical factors of e-government adoption : An empirical study in*

- the Saudi Arabia public sectors* (Ph.D. thesis), Brunel University, Uxbridge.
- Amaratunga, D. Baldry, D., Sarshar, M., & Newton, R. (2002) Quantitative and qualitative research: application of 'mixed' research approach, *Work Study*, 51(1), 17-31.
- Ang, Z. & Massingham, P. (2007). National culture and the standardization versus adaptation of knowledge management. *Journal of Knowledge Management*, 11(2), 5-21.
- Attridge, M. (2009). Employee Work Engagement: Best Practices for Employers. *Research Works: Partnership for Workplace Mental Health*, 1, 1-11.
- Balain, S. & Sparrow, P. (2009). Engaged to Perform: A new perspective on employee engagement. Centre for Performance-led HR. Lancaster University, Lancaster.
- Balogun, J., (2003). From blaming the middle to harnessing its potential: creating change intermediaries. *British Journal of Management*, 14(1), 69-83.
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership: A response to critiques. In M. M. Chemers & R. Ayman (Eds.) *Leadership theory and research: Perspectives and directions* (pp. 49–80). San Diego, CA: Academic Press.
- Belaid Kridan, A. & Steven Goulding, J. (2006). A case study on knowledge management implementation in the banking sector. *Vine*, 36(2), 211-222.
- Bennis, W., Schein, E.H., Berlew, D.E., & Steel, F.I. (1964) *Interpersonal dynamics: Essays and Readings on Human Interaction*. Homewood, Ill.: Dorsey Press.
- Berg, B. L. (2004) *Qualitative Research Methods for the Social Sciences*, 6th edn. Boston: Allyn & Bacon.
- Bilmes, L.J. & Gould, W.S. 2009 *The People Factor: Strengthening America by investing in Public Service* Washington, D. C.: The Brookings Institution
- Bjerke, B., & Al-Meer, A. (1993). Culture's consequences: management in Saudi Arabia. *Leadership & Organization Development Journal*, 14(2), 30-35.
- Black, C. *Working for a Healthier Tomorrow: Review of the Health of Britain's Working Age Population* London: TSO Available online: <http://www.workingforhealth.gov.uk/documents/working-for-a-healthier-tomorrow-tagged.pdf> (Accessed on: 22/08/2013).
- Blaikie, N. (2000) *Designing Social Research: The Logic of Anticipation*. Cambridge: Polity Press.

- Boeije, H.R. (2002) A Purposeful Approach to the Constant Comparative Method in the Analysis of Qualitative Interviews, *Quality and Quantity*, 36, 391–409.
- Branson, R. (2011) When all news is good news, June 8 2011 Available online at: www.entrepreneur.com/article/219760 (Accessed on: 08/11/2013)
- Brown, A. D. (2008) Managing Understandings: Politics, Symbolism, Niche Marketing and the Quest for Legitimacy in IT Implementation. *Organization Studies* 16(6). 951-969
- Bryman, A. (2001; 2004) *Social Research Methods*, 2nd edn. Oxford: Oxford University Press
- Bryman, A. n.d. Triangulation. Available online at: www.referenceworld.com/sage/socialscience/triangulation.pdf Accessed 5/6/2014
- Bryman, A. & Bell, E. (2007) *Business Research Methods*. Oxford: Oxford University Press.
- Business dictionary.com. (online) "Organization" Available online at <http://www.Businessdictionary.com/definition/organization.html> Accessed 5/6/2014
- Business dictionary.com. (online) "Culture" Available online at <http://www.businessdictionary.com/definition/culture.html> Accessed 5/6/2014
- Business dictionary.com. (online) "Organizational culture" Available online at <http://www.businessdictionary.com/definition/organizational-culture.html> Accessed 5/6/2014
- Cameron, K. & R. E. Quinn. (2006). *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*. Beijing: China Renmin University Press.
- Cameron, K. S. & Quinn, R. E. (1999) *Diagnosing and changing organizational culture*. Reading: Addison-Wesley.
- Cameron, K. S., & Quinn, R. E. (2006). *Diagnosing and changing organizational culture*. Revised edn. SF: Jossey-Bass.
- Cassell, C. & Symon, G. (1994) *Qualitative Methods in Organizational Research: A Practical Guide*. London. Sage.
- Caye, J.-M. Strack, R., Orlander, P. Kilmann, J., Espinosa, E.G., Francoeur, F. & Haen, P. 2010. *Creating a new deal for middle managers: empowering a neglected but critical group* Boston Consulting Group/WFPMA.
- Chami, R., Al-Darwish, A., Cevik, S., Charap, J., George, S., Gracia, B., Gray, S., & Pattanayak, S. (2012). *Libya Beyond the Revolution: Challenges and Opportunities*. Middle East and Central Asia Department. Washington, D.C. International Monetary Fund. Retrieved from

<http://www.Imf.Org/External/Pubs/Ft/Dp/2012/1201mcd.pdf>. (Accessed on 04/03/2015)

- Chartered Institute of Personnel and Development (CIPD) (2006). Reflections on employee engagement: Change Agenda. London: CIPD.
- Chawla, A. & Kelloway, E. K. (2004). Predicting openness and commitment change *Leadership and Organizational Development Journal*, 25 (6), 485-498.
- Chew, Y. T. & Choo, S. M. (2008). A Study of the Change Management and Challenges in a Bank, *Research and Practice in Human Resource Management*, 16(2), 100-118.
- Churchill, G. A. (1992) *Basic Marketing Research*. Chicago: Dyan Press.
- Churchill, G. A. & Iacobucci, D. (2002) *Marketing Research: Methodological*
- Chorin, E. (2012). *Exit the Colonel: The Hidden History of the Libyan Revolution*. New York: Public Affairs.
- Clegg, S. (2009) *The Sage Handbook of Organization Studies*, 3rd edn. London: Harvester Wheatsheaf.
- Clifton, J.K. (2002). Engaging Your Employees: Six Keys to Understanding the New Workplace. Society of Human Resource Management.
- Colbert, A. E., Mount, M. K., Harter, J.K., Witt, L., & Barrick, M. R. (2004). Interactive effects of personality and perceptions of the work situation on workplace deviance. *Journal of Applied Psychology*, 89, 599-609.
- Collis, J. & Hussey, R. (2003) *Business Research: A Practical guide for undergraduate and postgraduate students*. 2nd edn. Basingstoke: Palgrave Macmillan.
- Colbert, A. E., Mount, M. K., Harter, J.K., Witt, L., & Barrick, M. R. (2004). Interactive effects of personality and perceptions of the work situation on workplace deviance. *Journal of Applied Psychology*, 89, 599-609.
- Cook, S. (2008). *The essential guide to employee engagement; better business performance*. London; Philadelphia: Kogan Page
- Cooper, D. R. & Emory, W. (1995) *Business Research Methods*. Boston: Irwin.
- Corporate Leadership Council (2004) *Driving Performance and Retention through Employee Engagement: a quantitative analysis of effective engagement strategies*, London: Corporate Executive Board
- Creswell, W. J. (2003) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 2nd edn. London: SAGE.
- W. Crisp, 'Libya's banks struggle to escape Gaddafi's shadow'. *Euromoney*, 29 May 2013. <http://www.euromoney.com/Article/3211071/libyas-banks-struggle-to-escape-Gaddafis-shadow.htm>

- Deal, T. E. & Kennedy, A.A. (2008). *Corporate Cultures: The Rites and Rituals of Corporate Life*. 6th ed. Reading, MA: Addison-Wesley.
- Denison, D. R. (1984). Bringing corporate culture to the bottom-line. *Organisational Dynamics* 13(20), 4-22.
- Denison, D. R. (1990). *Corporate Culture and Organisational Effectiveness*. New York: Wiley.
- Denison, D. R. (1996) What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars, *Academy of Management Review*, 21(3), 619-654.
- Denison, D. R. & Mishra, A. K. (1995). Towards a theory of organisational culture and effectiveness. *Organisation Science* 6(2), pp. 204-215.
- Denison, D. R., Haaland, S. & Goelzer, P. (2004). Corporate culture and organisational effectiveness: Is Asia different from the rest of the world? *Organisational Dynamics* 33(1), 98-109.
- Denison Consulting. (2010) Organizational Culture & Employee Engagement: What's the Relationship? *Denison Research Notes*, 4 (3), 1-4
- Denscombe, M. (2014) *The Good Research Guide: for Small Scale Research Projects*. 5th edn. Maidenhead: Open University Press.
- Dicke, C. 2007. Employee Engagement and Change Management. In Dicke, C., Holwerda, J. & Kontakos, A-M. *Employee Engagement: What Do We Really Know? What Do We Need To Know To Take Action?* Paris: Centre for Advanced Human Resource Studies, 49-58 Available online at www.uq.edu.au/vietnampdss/docs/July2011/EmployeeEngagementFinal.pdf
- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A Field experiment. *Academy of Management Journal*, 45, 735-744.
- Easterby-Smith, M. Thorpe, R. & Lowe, A. (2012) *Management Research: An Introduction*. 4th edn. London: SAGE.
- Ednams A. (2011) Does the Stock Market Fully Value Intangibles? Employee Satisfaction and Equity Prices. *Journal of Financial economics* 101 621-640.
- Eisenhardt, K. M. (1989) Building theories from case study research. *The Academy of Management Review*, 14(4), 532-550.
- Ekvall, G. (1996) Organizational Climate for Creativity and Innovation, *European Journal of Work and Organizational Psychology*, 5(1), 105-123.
- Elewa, T. F. (2013) *Globalising Employee Engagement, Myths and reality: A Middle East Perspective*. PhD thesis, Robert Gordon University.

- Eljaaidi, N. M. (2012) *Commitment and Organisational Citizenship Behaviours in the Libyan Banking Sector: Insights from Managerial and Non-Managerial Employees – An Interpretivist Exploration*. PhD thesis, University of Hull.
- Ellis, C.M. & Sorensen, A. (2007). Assessing employee engagement: the key to improving productivity. *Perspectives* 15 (1).
- Elmayar, A. (2011). *Assessing the Perceived Service Quality Levels in the Libyan Private and Public Banking Sectors: A Customer Perspective*. PhD thesis, Northumbria University.
- El-Shukri, A. S. (2007). *Non-financial performance measurement in the Libyan commercial banking sector: four grounded theory case studies*, PhD thesis, University of Dundee.
- Federman, B. (2010). Reengaging the workforce during tough times. *Employment Relations Today*, 37(1), 27-34.
- Fey, C. F., & Beamish, P. W. (2001). Organizational climate similarity and performance: International joint ventures in Russia. *Organization Studies*, 22(5), 853-882.
- Fielding, N. & Thomas, H. (2008) Qualitative interviewing. In Gilbert, N. (ed.) *Researching Social Life*. 3rd edn. London: Sage. pp. 245-265.
- Finestone, N., & Snyman, R. (2005). Corporate South Africa: making multicultural knowledge sharing work. *Journal of Knowledge Management*, 9(3), 128-141.
- Floyd, S.W. & Wooldridge, B. (1994). Dynosaurs or dynamos? Recognising middle management's strategic role. *Academy of Management Executive*, 8(1) 47-57.
- Ford, D. P., & Chan, Y. E. (2003). Knowledge sharing in a multi-cultural setting: a case study. *Knowledge Management Research & Practice*, 1(1), 11-27.
- Gatenby, M., Rees, C., Soane, E. & Truss, C (2009) *Employee engagement in context*. London: Chartered Institute of Personnel and Development.
- Geertz, C. (1973) *The Interpretation of Cultures*. Basic Books: New York.
- Ghauri, P. Gronhaug, K., & Kristianslund, I. (1995) *Research Methods in Business Studies: A Practical Guide*. New York: Prentice Hall.
- Gill, J. & Johnson, P. (2002) *Research Methods for Managers*. London: Paul Chapman.
- Glaser, B. G. & Strauss, A. L. (1967) *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine Publishing Company.
- Goffee, R. & Jones, G. (1998) *The Character of a Corporation*. London: HarperCollins Business.

- Gong, T., Yi. Y., & Choi, J.N., Helping Employees Deal with Dysfunctional Customers: The Underlying Employee Perceived Justice Mechanism. *Journal of Service Research*, 2014, 17 (1)
- Gonrig, M. P. (2008). Customer loyalty and Employee Engagement: An Alignment for Value. *Journal of Business Strategy*, 29, 29-40.
- Goulding, C. (2002) *Grounded Theory: A Practical Guide for Management, Business and Market Researchers*. London: SAGE.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989) Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11(3), 255-274.
- Gruman, J. A., & Saks, A. M. (2011). Performance management and employee engagement. *Human Resource Management Review*, 21(2), 123-136.
- Guba, E. G. & Lincoln, Y. S. (1989) *Fourth Generation Evaluation*. Newbury Park, CA: SAGE.
- Guest, D. (2006) *Smarter ways of working – the benefits of and barriers to adoption of high performance working*, *SSDA Catalyst*, 3.
- Hackman, J.R. & Oldham, G. R. (1980). *Work redesign*. Reading, Mass. Addison–Wesley.
- Haid, M. & Sims, J. 2009 *Employee Engagement: Maximizing Organizational Performance* Philadelphia: Right Management Available online at: www.right.com/thought-leadership/research/employee-engagement---maximizing-organizational-performance
- Hales C. (2005) Rooted in Supervision, Branching into Management: Continuity and Change in the Role of First Line Managers, *Journal of Management Studies*, 42 (3), 471-50.
- Hamed, E. B. & Berger, H. (2012) Shar'ia Compliant Electronic Payment Systems – Libyan Case Study. UKAIS DOI: 10.5829/idosi.mejsr.2013.13.1875
- Hammersley, M. (1992) *What's Wrong With Ethnography? – Methodological Explorations*. London: Routledge.
- Handy, C. (1985) *Understanding Organisations*, 3rd, Edn, Penguin, London.
- Harrad, K. (2006). Employee engagement: An interview with David Sharpley. Nelson Consulting. From www.nelsonconsulting.co.uk/Articles/engagement (Accessed 22/10/15).
- Harrison, R. & Stokes, H. (1992) *Diagnosing Organizational culture*, San Diego, CA: Pfeiffer.
- Harter, J. K., Schmidt, F. L., Killham, E. A., & Asplund, J. W. (2006). *Q₁₂ Meta-Analysis*. Gallup: Omaha, NE.

- Harter, J.K., Schmidt, F.L. & Hayes, T.L. (2002) Business-Unit-Level Relationship Between Employee Satisfaction, Employee Engagement, and Business Outcomes: A Meta-Analysis. *Journal of Applied Psychology*, 87, 268-279.
- Harter, J. K., Schmidt, F. L., & Keyes, C. L. M. (2003). Well-being in the workplace and its relationship to business outcomes: A review of the Gallup studies. In C. L. M. Keyes & J. Haidt (Eds.), *Flourishing: Positive psychology and the life well-lived* (pp. 205-224). Washington, DC: American Psychological Association.
- Hasse-Biber, S. N. & Leavy, P. L. (2010) *The Practice of Qualitative Research*. 2nd edn. London: SAGE.
- Herriott, R. E. & Firestone, W. A. (1983). Multisite qualitative policy research: Optimizing description and generalizability. *Educational Researcher*, 12(2),14-19.
- Herzing, S. E., & Jimmieson, N. L., 2006. Middle managers' uncertainty management during organizational change. *Leadership & Organization Development Journal*, 27(8), 628-645.
- Hochschild, A.R. (1983). *The managed heart: Commercialization of Human Feeling*. Berkeley: University of California Press.
- Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*, 3rd edn. Thousand Oaks, CA: Sage.
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online readings in psychology and culture*, 2(1), 8.
- Hofstede, G., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill.
- Hofstede, G., Minkov., M., & Vinken, H. (2008). *Values Survey Module 2008 Handbook 36*
- Holbeche, L., & Springett, N. (2003). *In Search of Meaning in the Workplace*. Horsham: Roffey Park.
- Hunaiti, Z. Masa'deh, R. Mansour, M. & Al-Nawafleh, A. (2009) Electronic commerce adoption barriers in small and medium-sized enterprises (SMEs) in developing countries: The case of Libya. *IBIMA Business Review*, 2(5), 37-45.
- Hussey, J. & Hussey, R. (1997) *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*. 2nd edn. Basingstoke: Palgrave Macmillan.
- House, Robert J., et al. "Understanding cultures and implicit leadership theories across the globe: an introduction to project GLOBE." *Journal of World Business* 37 (2002): 3- 10

- Ismail, M. A. & Osman, M.A.Y. (2012) Factors Influencing the Adoption of E-banking in Sudan: Perceptions of Retail Banking Clients. *Journal of Internet Banking and Commerce*, 17, 3, 1-16.
- Janesick, V. J. (2004) *Stretching Exercises for Qualitative Researchers*. 2nd edn. London: SAGE.
- Jones, G., & Goffee, R. (1998). *Character of a corporation: how your company's culture can make or break your business*. Londres: HarperCollinsPublishers.
- Johnson, R. B. & Onwuegbuzie, A. J. (2004) Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Kahn, W. A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work. *Academy of Management Journal*, 33, 692-724.
- Kamel, S. (Ed.) *Electronic Business in Developing Countries: Opportunities and Challenges*, Hershey: Idea Group, 283-302.
- Kamla, A. A. R. (2013). *A critical perspective on social accounting in banking: the case of social accounting in the Libyan commercial banking sector*, PhD thesis, University of Dundee
- Kamla, R. & Rammal, H. G. (2013). Social reporting by Islamic banks: does social justice matter?. *Accounting, Auditing & Accountability Journal*, 26(6), 911-945.
- Katz, D., & Kahn, R. L. (1978). *The Social Psychology of Organizations*, 2nd Edn. New York: Wiley.
- Keeton, W.R. *The Transformation of Banking and Its Impact on Consumers and Small Businesses Economic Review 2010*, 29, 25-53.
- Kelemen, M. L. & Rumens, N. (2008) *An Introduction to Critical Management Research*. London: SAGE.
- Khafafa,, A. J. & Shafii, Z. 2013 Customer Satisfaction and Islamic Banking Awareness in the Islamic Banking Window System in Libya. *Middle-East Journal of Scientific Research: Research in Contemporary Islamic Finance and Wealth Management* ,13:12-17,
- Kinn, S. & Curzio, J. (2005) Integrating qualitative and quantitative research methods,. *Journal of Research in Nursing*, 10, 317.
- Kochanski, J., Sorensen, A. & Ellis, C. (2006) *Rewards of Work: First Report of 2006 Results*. Available online at: [http://www.segalsibson.com/publications/Accessed 9/6/2014surveysandstudies/ 2006ROWsupp.pdf](http://www.segalsibson.com/publications/Accessed%209/6/2014surveysandstudies/2006ROWsupp.pdf) (Accessed November 20, 2008).

- Krumbholz, M., & Maiden, N. A. M. (2000, January). How culture might impact on the implementation of enterprise resource planning packages. *Advanced Information Systems Engineering* Berlin;Heidelberg: Springer, 279-293.
- Kutschker, Michael, und Stefan Schmid. Internationales Management. 6th ed. München: Oldenbourg Verlag, 2008.
- Kular, S., Gatenby, M. Rees, C. Soane, E. & Truss, K. 2008. *Employee engagement: A Literature review* Kingston Business School Working paper Series, 19, 28 pages. Available online at: eprints.kingston.ac.uk/4192/1/19wempen.pdf (Accessed 08/07/2014)
- Laroche, L. (2003). *Managing Cultural Diversity in Technical Professions*. Burlington, MA:Butterworth-Heinemann.
- Macey, W.H. & Schneider, B. 2008. The meaning of employee engagement, *Industrial and Organizational Psychology*, 1, 3-30.
- Macleod, D. & Clarke, N. (2009) *Engaging for success: enhancing performance through employee engagement* London: Department for Business, Innovation and Skills.
- Martin, K. D. & J. B. Cullen: 2006, Continuities and Extensions of Ethical Climate Theory: A Meta-Analytic Review, *Journal of Business Ethics* 69, 175–194.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001).Job Burnout. *Annual Review of Psychology*, 52, 397-422.
- May, D. R., Gilson, R. L., & Harter, L. M. (2004). The Psychological Conditions of Meaningfulness, Safety and Availability and the Engagement of the Human Spirit at Work. *Journal of Occupational and Organizational Psychology*, 77, 11-37.
- McColl-Kennedy, J. (2012) Customer rage. *Momentum* May 2012 <https://www.business.uq.edu.au/momentum/customer-rage>
- Mohamed, A. E. A. (2013). *Improving the Libyan customers' trust and acceptance for online banking technology*. Unpublished PhD, University of Salford
- Montana, P. & Charnov, B. *Management: A Streamlined Course for Students and Business People*. New York: Hauppauge.
- Morgan P.I., & Ogbonna E., 2008. Subcultural dynamics in transformation: a multi-perspective study of healthcare professionals. *Human Relations*, 6(1), 39-65.
- Munro, D., Schumaker, J. & Carr, S. (1997), *Motivation and Culture*, Routledge, New York, NY.
- Nau, D. (1995), *Mixing methodologies: Can bimodal research be a viable post-positivist tool?*

- Qualitative Report, online serial, Vol. 2 No. 3, www.nova.edu/ssss/QR/QR2-3/nau.html. Accessed 5/8/2015
- OECD. (2004). *Principles of Corporate governance*. Available online at: www.oecd.org/corporate/ca/corporategovernanceprinciples/31557724.pdf
- OECD. (2012). *Better skills, better jobs, better lives; A strategic approach to skills policies*, OECD
- Paul, J. (1996) Between-method triangulation in organizational diagnosis. *International Journal of Organizational Analysis*, 4, 135-156.
- Playfoot, J. (2011). *Employer Engagement in Libya; Challenges and Recommendations* London: Whiteloop.
- Porter, S. (1996) Qualitative research. In *The Research Process in Nursing*. 3rd edn. Oxford: Blackwell Science.
- Pratten, J.D. & Mashat, A.A. (2009) Corporate social disclosure in Libya Social Responsibility in Libya, 5 (3), 311-327
- Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B & Swart, J. (2003) *Understanding the People and Performance Link: Unlocking the Black Box*. London, CIPD
- Quinlan, C. (2011). *Business Research Methods* Cengage learning Available online at: www.cengage.co.uk/quinlan. (Accessed 20/08/2014)
- Rabaai, A. (2009). The Impact of Organisational Culture on ERP Systems Implementation: Lessons from Jordan: *Proceedings of the Pacific Asia Conference on Information Systems* Available at: <http://aisel.aisnet.org/pacis2009/14>
- Reigle, R. F. (2001) Measuring organic and mechanistic cultures. *Engineering Management Journal*, 13(4,) 3-8.
- Rich, B. L., LePine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617-635.
- Roberts, D. R., & Davenport, T. O. (2002). Job Engagement: Why It's Important and How To Improve It. *Employment relations today*, 29 (3) 21-29.
- Robertson-Smith, G. & Markwick, C. (2009). *Employee Engagement: A review of current thinking*. Report 469, Institute for Employment Studies Brighton.
- Robertson, C. J., Al-Khatib, J. A., & Al-Habib., M. (2002). The relationship between Arab values and work beliefs: An exploratory examination. *Thunderbird International Business Review*, 44(5), 583-601.
- Robinson, D., Hooker, H. & Hayday, S. (2007) *Engagement: the continuing story, report 447*. Institute for Employment Studies.

- Robinson D., Perryman S. & Hayday S. (2004), *The Drivers of Employee Engagement*, Report 408 Institute for Employment Studies.
- Rogers, C.R. (1958). The characteristics of a helping relationship. *Personnel and Guidance Journal*, 37, 6-16.
- Saks, A. M. (2006). Antecedents and Consequences of Employee Engagement. *Journal of Managerial Psychology*, 21 (7), 600-619.
- Sanyal, R., & Guvenli, T. (2009). The propensity to bribe in international business: the relevance of cultural variables. *Cross Cultural Management: An International Journal*, 16(3), 287-300.
- Saunders, M. N. K, Lewis, P., & Thornhill, A. (2012) *Research Methods for Business Students*. 6th edn. London: Financial Times / Prentice Hall.
- Schein, E. H. (1992). *How can organizations learn faster?: the problem of entering the Green Room*. Alfred P. Sloan School of Management, Massachusetts Institute of Technology.
- Schein, E.H. (1996). Culture: The missing concept in organization studies. *Administrative Science Quarterly*, 41(2), pp. 229-240.
- Schein, E. (2006) *Organizational culture and leadership* 4th ed. San Francisco: Jossey-Bass.
- Schaufeli, W. B., Bakker, A., & Salanova, M. (2006). The Measurement of Work Engagement with a short questionnaire: A Cross-National Study. *Educational and Psychological Measurement*, 66, 701-716.
- Schutt, R. K (2009) *Investigating the Social World: The Process and Practice of Research*. 6th edn. Thousand Oaks, CA: Pine Forge Press.
- Schmidt, F. (2004). Workplace well-being in the public sector – a review of the literature and the road ahead for the Public Service Human Resources Management Agency of Canada. Ottawa: PSRHMA. From <http://www.hrma-agrh.gc.ca/hr-rh/wlbps-eeoppfps/documents/WorkplaceWell-Being.pdf>
- Schwandt, T. A. (1994) Constructivist, interpretivist approaches to human inquiry. In Denzin, N. K. (ed.) & Lincoln, Y. S. (ed.), *Handbook of Qualitative Research*, pp. 118-137. Thousand Oaks, CA: SAGE.
- Schwartz, H., & Davis, S. M. (1981). Matching corporate culture and business strategy. *Organizational dynamics*, 10(1), 30-48.
- Scottish Executive Social Research (2007). Employee engagement in the public sector. From www.scotland.gov.uk/socialresearch
- Secretan, L. (2004). *Inspire! What great leaders do*. London: John Wiley & Sons.
- Sekaran, U. (2003) *Research Methods for Business: A Skill-building Approach*. 4th edn. New York: John Wiley and Sons.

- Seijts, G. H., & Crim, D. (2006). What Engages Employees the Most, or the Ten C's of Employee Engagement. *Ivey Business Journal*, March/April, 1-5.
- Sengun, Y., & Janell, D. T. (2003). Does culture explain acceptance of new products in a country? An empirical investigation. *International Marketing Review*, 20, 377.
- Sherif, E. (2012). *Information security policy: The national payment system in Libya*, MSc, University of Bedfordshire
- Shirazi, F., Gholami, R., & Higón, D. A. (2009). The impact of information and communication technology (ICT), education and regulation on economic freedom in Islamic Middle Eastern countries. *Information & Management*, 46, 426-433.
- Silvester, J., Anderson, N.R. & Patterson, F. (2009) Organizational culture change: An intergroup attribution analysis, *Journal of Occupational and Organizational Psychology*, 72, 1-23.
- Smircich L. (2010) Concepts of Culture and Organisational Analysis, *Administrative Science Quarterly*, 28, 3, pp. 339-358.
- Smollan R. K., 2006. Mind, hearts and deed: cognitive, affective and behavioural responses to change. *Journal of Change Management*, 6(2), 143-158.
- Stern, S. (2008) Feel The Strategy: Leaders Must Engage Hearts as Well as Minds *Management Today* 1 November 2008 Available online at: www.Managementtoday.co.uk/news/857775/Feel-Strategy-Leaders-engage-hearts-minds/
- Storey, J., P. M. Wright, & D. Ulrich (eds.) (2008). *The Routledge Companion to Strategic Human Resource Management*. London: Routledge.
- Strauss, A. & Corbin, J. (1998) *Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory*. 2nd edn. London: SAGE.
- Tang, H. K. (1998) An integrative model of innovation in organizations, *Technovation*, 18(5), 297-309.
- Tellis, G. J., Prabhu, J. C. & Chandy, R. K. (2009) Radical Innovation Across Nations: The Pre-eminence of Corporate Culture, *Journal of Marketing*, 73, 3-23.
- Towers Perrin-ISR (2006) *International Survey Research Employment Engagement Report*. Towers Perrin HR Services
- Towers Perrin (2006), *Ten Steps to Creating an Engaged Workforce: Key European Findings*, Towers Perrin HR Services
- Trompenaars, F., & Hampden-Turner, C. (1998). *Riding the waves of culture*. New York: McGraw-Hill.

- Truss, C., Soane, E., Edwards, C., Wisdom, K., Croll, A., & Burnett, J. (2006) *Working life: employee attitudes and engagement 2006* CIPD
- Twati, J. M. (2006). *Societal and organisational culture and the adoption of management information systems in Arab countries*, PhD thesis, University of Salford.
- Twati, J.M. (2008) The Influence of Societal Culture on the Adoption of Information Systems: The Case of Libya *Communications of the IIMA* 18 (1).
- Twati, J. M. & Gammack, J. G. (2006). The Impact of Organisational Culture Innovation on the Adoption of IS/IT: The Case of Libya. *Journal of Enterprise Information Management*, 19(2), 175-191.
- UKCES (2010). *Strategic Skills Needs in the Financial Services Sector A report for the National Strategic Skills Audit for England 2010* Available at www.ukces.org.uk
- Vandewalle, D. (2006). *A history of modern Libya*. Cambridge: Cambridge University Press
- Vandewalle, D. (2011). *Libya: Post-war challenges*. African development Bank.
- Victor, B. & J. B. Cullen (1988). The Organizational Bases of Ethical Work Climates. *Administrative Science Quarterly* 33(1): 101-125.
- Waal, André de & Sultan, S. (2012) Applicability of the High Performance Organization Framework in the Middle East: the case of Palestine Polytechnic University 1-9 International conference on Excellence in Business, University of Sharjah, UAE 9-10 May 2012.
- Wali, S. & Boujelbene, Y. (2011). Cultural Influences On TQM Implementation and Financial Performance in Tunisian Firms, *Ekonomika A Management*, 3, 30-45.
- Watson Wyatt, (2009) *Continuous Engagement: The Key to Unlocking the Value of Your People During Tough Times*, *Work Europe Survey– 2008-2009*.
- Wellins, R. S., Bernthal, P. & Phelps, M. (2005). Employee engagement: the key to realising competitive advantage, DDI http://www.ddiworld.com/pdf/ddi_employeeengagement_mg.pdf [accessed 28/07/13]
- Wheatley, M. (2007). Maturity matters. *PM Network*, 21(7), 49–53.
- Wooldridge B., and Floyd S. W. (1990). The strategy process, middle management involvement, and organizational performance. *Strategic Management Journal*, 11(3), 231-241.
- Yin, R. (2009) *Case Study Research: Design and Methods*, 5th edn. Thousand Oaks: Sage.

Yousef, D. A. (2001). Islamic work ethic: a moderator between organizational commitment and job satisfaction in cross-cultural context. *Personnel review*, 30 (1), 52–69.

APPENDIX A: Employees: coding by fragmentation

Key to alphanumeric coding: Each letter (A,B,C,D,) identifies a bank; each number (1,2,3) identifies an employee. Thus A1= bank A, employee 1

KEYWORDS/PHRASES	A1	A2	A3	TOTAL	B1	B2	B3	TOTAL	C1	C2	C3	TOTAL	D1	D2	D3	TOTAL	TOTAL
Absenteeism	1	0	1	2	0	0	1	1	0	1		1	1	0	0	1	5
Aggressive customers	1	1	1	3	3	2	2	7	1	1	1	3	1	0	1	2	15
Air-conditioning doesn't work	0	0	0	0	0	0	0	0	1	1	1	3	0	0	0	0	3
ATM doesn't work	1	1	0	2	1	0	0	1	0	0	1	1	1	1	1	3	7
Baksheesh	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	2
Blaming current problems on dictatorial government	0	1	2	3	0	3	1	2	0	4	0	4	0	1	1	2	11
Bribery	0	0	1	1	0	0	0	0		1		1	0	0	0	0	2
CCTV doesn't work	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	0	2
comparing benefits & entitlements to other state companies	0	2	0	2	3	0	0	3		1	0	1	0	1	0	1	7
Comparisons of corruption pre/post-revolution	1	1	0	2	2	1		3	0	2	1	3	1	0	1	2	10
Constantly changing corruption laws	1	0	0	1	0	0	0	0	1	0	1	2	0	0	1	1	4
Cronyism	0	0	1	1	0	2	0	2	0	1	0	1	0	0	2	2	6
Customers afraid to deposit	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1
E-banking	1	0	0	1	0	1	1	2	0	1	1	2	2	0	1	3	8
Employees lack of salary	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	2
Employees make suggestions but no action taken	0	1	0	1	1	0	0	1	0	0	1	1	1	1	0	2	5
Employees unable to cover for each other	1	0	1	2	1	0	1	2	0	1	0	1	0	0	1	1	6
Favouritism	2	0	1	3	0	2	0	2	3	0	0	3	0	1	0	1	9
Financial corruption	0	0	1	1	0	0	0	0	0	0	0	0	1	2	0	3	4
Forgery of signatures	0	0	0	0	0	0	0	0	2	0	1	3	0	0	0	0	3
Graft	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1
Ignoring legislation	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	2
Illegal financial practices	1	0	0	1	0	0	0	0	0	0	2	2	1	0	0	1	4
Incompetent staff	2	0	1	3	0	2	0	2	3	0	0	3	0	1	0	1	9

KEYWORDS/PHRASES	A1	A2	A3	TOTAL	B1	B2	B3	TOTAL	C1	C2	C3	TOTAL	D1	D2	D3	TOTAL	TOTAL
Inefficiency	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1
Inexperienced staff	0	0	1	1	0	1	0	1	0	0	0	0	1	0	1	2	4
Islamic banking	2	3	2	7	0	0	0	0	1	0	0	1	0	1	0	1	9
Lack of communication	0	0	1	1	0	0	0	0	0	0	0	0	2	2	1	5	6
Lack of customer protection	1	1	0	2	0	0	1	1	1	0	1	2	0	1	0	1	6
Lack of cooperation	0	1	0	1	1	0	1	2	0	0	0	0	1	0	0	1	4
Lack of effort	0	0	2	2	2	0	1	3	1	0	1	2	0	1	1	2	9
Lack of scheduled planning meeting	0	1	0	1	1	1	0	2	0	0	1	1	0	1	0	1	5
Lack of supervision system	1	1	1	3	0	1	1	2	1	1		2	1	1	1	3	10
Lack of trust	2	0	1	3	2	0	2	4	0	1	1	2	1	1	0	2	11
Long queues	1	1	1	3	1	0	1	2		1	1	2	2	1	1	4	11
Loss of confidence in government post-2011	0	1	0	1	1	0	1	2	0	0	2	2	1	0	0	1	6
Management corruption	0	0	1	1	0	0	0	0	1	1		2	0	1	0	1	4
Managers taking credit for efforts of lower level employees	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	2
Manipulation of figures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
More insecure workplace	0	0	1	1	0	0	0		0	0	1	1	0	0	0	0	2
More than one job-financial fraud	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	3
Need for external auditing of resources, processes and systems	0	1	2	3	0	0	1	1	0	0	2	2	0	1	0	1	7
New employees corrupted by the corruption around them	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	2
No back up generator system	0	0	0	0	1	1	1	3	0	0	0	0	3	1	1	5	8
No first aid equipment or courses	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1
No generic skills	1	1	0	2	0	1	1	2	2	0	0	2	1	1	1	3	9
no IT infrastructure	1	1	1	3	1	1	2	4	2	1	1	4	1	1	1	3	14
no IT training	1	0	1	2	1	1	1	3	0	1	1	2	1	1	0	3	12
No motivation from thanks or bonus	1	2	2	5	2	1	3	6	2	1	1	4	3	4	1	8	22
No online banking	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	3	12

KEYWORDS/PHRASES	A1	A2	A3	TOTAL	B1	B2	B3	TOTAL	C1	C2	C3	TOTAL	D1	D2	D3	TOTAL	TOTAL
No respect for internal procedures and rules	0	1	1	2	2	0	0	2	0	0	1	1	1	0	1	2	7
no sanctions for bad behaviour	1	0	0	1	0	0	1	1	1	1	0	2	0	1	0	1	5
No security protection (alarms, panic buttons, armed security)	0	1	1	2	0	1	0	1	1	0	1	2	1	0	1	2	7
No teamwork	2	1	0	3	3	1	1	4	0	2	1	3	0	2	1	3	14
Lack of experience	3	3	1	7	1	1	1	3	2	3	4	9	3	3	4	10	
Overstaffing	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	2
Personal development courses	4	0	1	5	1	0	1	2	0	0	0	0	0	1	0	1	8
Poor qualifications	0	0	1	1	0	1	0	1	0	0	0	0	0	0	1	1	3
Poor salary	1	0	0	1	0	1	1	2	0	1	1	2	2	0	1	3	8
PPE for employees who courier money between banks	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Public sector job security open to abuse	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1	2
Reciprocity	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	2
Resistance to change	2	1	3	7	0	0	1	1	0	2	1	3	0	2	1	3	14
Obtaining jobs for friends	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	3
Obtaining jobs for relatives	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	5
Smoking	0	1	1	2	0	1	0	1	0	1	0	1	0	1	1	2	6
Special treatment for some bank customers	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Time-wasting	1	1	0	2	1	0	0	1	1	1	0	2	0	0	1	1	6
Transparency	0	1	0	1	0	1	0	1	0	0	1	1	0	2	0	2	5
Uniform	0	0	1	1	1	1	1	3	0	0	0	0	1	0	0	0	5
Violent customers with guns	1	0	0	1	0	0	1	1	0	1	0	1	2	2	1	5	8
Worsening fears for the future of Libya	1	0	0	1	0	1	0	1	0	2	0	2	0	0	1	1	5

APPENDIX B: Management: coding by fragmentation

Key to coding: M= manager SM = senior management Each letter (A,B,C,D,) identifies a bank. Thus MA= Manager bank A, SA = Senior management bank A

KEYWORDS/PHRASES	MA	MB	MC	MD	TOTAL	KEYWORDS/PHRASES	SA	SB	SC	SD	TOTAL
More insecure workplace	2	5	3	3	13	Training	1	4	5	2	12
Resistance to change	4	3	4	2	13	Resistance to change	2	3	3	3	11
Uncertainty	3	2	3	2	10	Customers going elsewhere	3	2	4	1	10
Deteriorating working environment	3	2	2	3	10	external auditing of resources, processes and systems	1	5	2	1	9
Level of benefits & entitlements for staff	2	3	2	1	8	motivation of staff	3	2	3	1	9
IT-related issues	3	1	2	2	8	Uncertainty	2	2	1	3	8
No respect for internal procedures and rules	5	1	1	1	8	Opportunity for development	3	1	1	3	8
Opportunity for development	2	3	2	1	8	More insecure workplace	2	2	1	2	7
Lack of communication	2	1	3	1	7	Coping with problems from previous regime	1	1	3	1	6
Levels of customer aggression	2	1	1	3	7	experienced staff	1	1	1	3	6
General staff morale	2	1	1	2	6	Leadership	1	2	2	1	6
inability to meet customer needs	1	3	1	1	6	IT-related issues	2	2	1	1	6
Customers going elsewhere	1	1	2	2	6	Levels of customer aggression	2	1	2	1	6
Incompetent staff	2	0	3	1	6	General staff morale	2	1	1	1	5
experienced staff	2	2	1	1	6	Level of benefits & entitlements for staff	2	1	1	1	5
Training	1	1	2	2	6	Comparisons of conditions pre/post-revolution	2	1	2	0	5
Leadership	1	1	2	1	5	Growth of illegal financial sector	1	1	1	2	5
New employees picking up bad habits	4	1	0	0	5	Loss of confidence in government post-2011	1	2	1	1	5
Comparisons of conditions pre/post-revolution	1	2	0	1	4	Teamwork	1	2	1	1	5
Employees unable to cover for each other	2	1	0	1	4	Transparency	1	1	1	2	5
Lack of effort	1	2	1	0	4	Worsening fears for the future of Libya	1	1	2	1	5
Loss of confidence in government post-2011	1	1	1	1	4	inability to meet customer needs	1	2	1	0	4
Teamwork	2	0	1	1	4	Islamic banking	3	0	0	1	4

KEYWORDS/PHRASES	MA	MB	MC	MD	TOTAL	KEYWORDS/PHRASES	SA	SB	SC	SD	TOTAL
Reciprocity as disruptive behaviour	2	1	0	1	4	Cronyism	0	2	1	0	3
Time-wasting	1	1	1	1	4	E-banking	2	1	0	0	3
Worsening fears for the future of Libya	1	1	1	1	4	Giving staff a voice	1	1	0	1	3
Coping with problems from previous regime	1	0	1	1	3	Inadequate supervision system	0	1	1	1	3
Growth of illegal financial sector	1	1	0	1	3	Deteriorating working environment	1	0	1	1	3
Inadequate supervision system	1	0	1	1	3	No online banking	1	1	1	0	3
external auditing of resources, processes and systems	0	1	1	1	3	Incompetent staff	0	2	0	0	2
motivation of staff	1	1	1	0	3	Lack of effort	1	0	0	1	2
Staff seeking jobs for relatives	1	1	0	1	3	Management corruption	0	0	1	1	2
Absenteeism	1	0	0	1	2	Time-wasting	1	0	1	0	2
Cronyism	1	0	0	1	2	Absenteeism	0	0	1	0	1
E-banking	2	0	0	0	2	Bribery	0	0	1	0	1
Islamic banking	1	0	1	0	2	Employees unable to cover for each other	0	0	1	0	1
Lack of cooperation	0	1	0	1	2	Ignoring legislation	0	0	1	0	1
Giving staff a voice	0	1	0	0	1	Lack of communication	0	0	0	1	1
Trust	0	0	0	1	1	Lack of cooperation	1	0	0	0	1
Management corruption	0	0	1	0	1	Trust	1	0	0	0	1
No online banking	1	0	0	0	1	Staff seeking jobs for friends	0	0	1	0	1
Staff seeking jobs for friends	0	0	0	1	1	Staff seeking jobs for relatives	0	0	1	0	1
Special treatment for some bank customers	0	0	0	1	1						
Uniform	0	1	0	0	1						

APPENDIX C: Employees: coding by clustering

Key to alphanumeric coding: Each letter (A,B,C,D,) identifies a bank; each number (1,2,3) identifies an employee. Thus A1= bank A, employee 1

FACTORS	A1	A2	A3	TOTAL	B1	B2	B3	TOTAL	C1	C2	C3	TOTAL	D1	D2	D3	TOTAL	TOTAL
CORRUPTION																	
Baksheesh	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	2
Bribery	0	0	1	1	0	0	0	0		1		1	0	0	0	0	2
Financial corruption	0	0	1	1	0	0	0	0	0	0	0	0	1	2	0	3	4
Forgery of signatures	0	0	0	0	0	0	0	0	2	0	1	3	0	0	0	0	3
Graft	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1
Ignoring legislation	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	2
Illegal financial practices	1	0	0	1	0	0	0	0	0	0	2	2	1	0	0	1	4
Management corruption	0	0	1	1	0	0	0	0	1	1		2	0	1	0	1	4
Manipulation of figures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
More than one job (financial fraud)	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	3
External auditing of resources, processes and systems	0	1	2	3	0	0	1	1	0	0	2	2	0	1	0	1	7
New employees corrupted by existing corruption	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	2
				8				4				13				6	31
TECHNOLOGY																	
Air-conditioning doesn't work	0	0	0	0	0	0	0	0	1	1	1	3	0	0	0	0	3
ATM doesn't work	1	1	0	2	1	0	0	1	0	0	1	1	1	1	1	3	7
E-banking	1	0	0	1	0	1	1	2	0	1	1	2	2	0	1	3	8
Inefficiency	1	0	0	1	0	0	1	1	0	1	1	2	0	1	1	2	6
No back up generator system	0	0	0	0	1	1	1	3	0	0	0	0	3	1	1	5	8
no IT infrastructure	1	1	1	3	1	1	2	4	2	1	1	4	1	1	1	3	14
no IT training	1	0	1	2	1	1	1	3	0	1	1	2	1	1	0	2	9

FACTORS	A1	A2	A3	TOTAL	B1	B2	B3	TOTAL	C1	C2	C3	TOTAL	D1	D2	D3	TOTAL	TOTAL
No online banking	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	3	12
				12				17				17				21	67
RELATIONSHIP WITH MANAGEMENT																	
Employees make suggestions but no action taken	0	1	0	1	1	0	0	1	0	0	1	1	1	1	0	2	5
Lack of supervision system	1	1	1	3	0	1	1	2	1	1		2	1	1	1	3	10
Lack of scheduled planning meeting	0	1	0	1	1	1	0	2	0	0	1	1	0	1	0	1	5
Leadership	1	1	1	3	0	0	1	1	2	0	0	2	1	1	0	2	8
Managers taking credit for efforts of lower level employees	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	2
No motivation (thanks or bonus)	1	0	0	1	2	0	0	2	0	1	0	1	0	0	1	1	5
				9				9				7				10	35
TERMS AND CONDITIONS OF EMPLOYMENT																	
comparing benefits & entitlements to other state companies	0	2	0	2	3	0	0	3		1	0	1	0	1	0	1	7
Employees lack of salary	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	2
Uniform	0	0	0	0	1	1	1	3	0	0	0	0	0	0	0	0	3
Poor salary	1	0	0	1	0	1	1	2	0	1	1	2	2	0	1	3	8
				4				8				4				4	20
RELATIONSHIP WITH COLLEAGUES																	
Absenteeism	1	0	1	2	0	0	1	1	0	1		1	1	0	0	1	5
No teamwork	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	2
Overstaffing	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	2
Employees unable to cover for each other	1	0	1	2	1	0	1	2	0	1	0	1	0	0	1	1	6
Incompetent staff	2	0	1	3	0	2	0	2	3	0	0	3	0	1	0	1	9
Inexperienced staff	0	0	1	1	0	1	0	1	0	0	0	0	1	0	1	2	4
Lack of communication	0	0	1	1	0	0	0	0	0	0	0	0	2	2	1	5	6
Lack of cooperation	0	1	0	1	1	0	1	2	0	0	0	0	1	0	0	1	4
Lack of effort	0	0	2	2	2	0	1	3	1	0	1	2	0	1	1	2	9

FACTORS	A1	A2	A3	TOTAL	B1	B2	B3	TOTAL	C1	C2	C3	TOTAL	D1	D2	D3	TOTAL	TOTAL
Lack of trust	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	2	2
No generic skills	1	1	0	2	0	1	1	2	2	0	0	2	1	1	1	3	9
Time-wasting	1	1	0	2	1	0	0	1	1	1	0	2	0	0	1	1	6
Training	1	0	0	1	1	0	1	2	0	0	1	1	0	0	1	1	5
No respect for internal procedures and rules	0	1	1	2	2	0	0	2	0	0	1	1	1	0	1	2	7
no sanctions for bad behaviour	1	0	0	1	0	0	1	1	1	1	0	2	0	1	0	1	5
Personal development courses	4	0	1	5	1	0	1	2	0	0	0	0	0	1	0	1	8
				26				21				15				27	89
:SAFETY& SECURITY OF WORKPLACE ENVIRONMENT																	
Aggressive customers	1	1	1	3	3	2	2	7	1	1	1	3	1		1	2	15
Customers afraid to deposit	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1
Smoking	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Lack of customer protection	1	1	0	2	0	0	1	1	1	0	1	2	0	1	0	1	6
PPE for employees who courier money between banks	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
No security protection (alarms, panic buttons, armed security)	0	1	1	2	0	1	0	1	1	0	1	2	1	0	1	2	7
Violent customers with guns	1	0	0	1	0	0	1	1	0	1	0	1	2	2	1	5	8
Long queues	1	1	1	3	1	0	1	2		1	1	2	2	1	1	4	11
No first aid equipment or courses	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1
More insecure workplace	0	0	1	1	0	0	0		0	0	1	1	0	0	0	0	2
				13				13				12				15	53
CHANGE																	
Resistance to change	2	1	3	7	0	0	1	1	0	2	1	3	0	2	1	3	14
Worsening fears for the future of Libya	1	0	0	1	0	1	0	1	0	2	0	2	0	0	1	1	5
Blaming current problems on dictatorial government	0	1	2	3	0	1	1	2	0	4	0	4	0	1	1	2	11
Comparisons of corruption pre/post-revolution	1	1	0	2	2	1		3	0	2	1	3	1	0	1	2	10
Constantly changing corruption laws	1	0	0	1	0	0	0	0	1	0	1	2	0	0	1	1	4

FACTORS	A1	A2	A3	TOTAL	B1	B2	B3	TOTAL	C1	C2	C3	TOTAL	D1	D2	D3	TOTAL	TOTAL
Loss of confidence in government post-2011	0	1	0	1	1	0	1	2	0	0	2	2	1	0	0	1	6
Islamic banking	2	3	2	7	0	0	0	0	1	0	0	1	0	1	0	1	9
				22				9				17				11	59
WASTA																	
Obtaining jobs for friends	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	3
Obtaining jobs for relatives	1	0	0	1	1	0	1	2	0	1	0	1	1	0	0	1	5
Special treatment for some bank customers	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1
Reciprocity	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	2
Transparency	0	1	0	1	0	1	0	1	0	0	1	1	0	2	0	2	5
Cronyism	0	0	1	1	0	2	0	2	0	1	0	1	0	0	2	2	6
Favouritism	2	0	1	3	0	2	0	2	3	0	0	3	0	1	0	1	9
				6				9				7				8	31

APPENDIXD Questionnaire: Validation of the employee engagement framework

Questionnaire: Validation of the employee engagement framework

Thank you for agreeing to take part in this research. We have developed a framework for improving employee engagement in the Libyan banking sector. As a manager, we would like to have some feedback from you regarding the framework

1. Team-level meetings and within-team communication

The interventions in the table below would be delivered as part of team-level meetings and within-team communication.

Please indicate whether you think they are definitely important for improving engagement, if they might be useful, or if they are not useful at (tick one box for each row)

	Definitely important	Might be useful	Not useful
<i>1: Socialisation among New Employees</i>			
<i>2: Regular Team Meetings</i>			
<i>3: Identifying leaders to communicate goals to other employees</i>			
<i>4: Opportunities to give and receive constructive feedback from colleagues</i>			
<i>5: Daily feedback on team performance from managers</i>			
<i>6: Defining and communicating a clear anti-corruption policy</i>			

2. Individual Management Meetings & Career Development

The interventions in the table below would be delivered as part of individual management and career development.

Please indicate whether you think they are definitely important for improving engagement, if they might be useful, or if they are not useful at (tick one box for each row)

	Definitely important	Might be useful	Not useful
<i>1: Capability Development</i>			
<i>2: Continued monitoring of employee skills development and job-role suitability</i>			
<i>3: Training in management of customers and handling difficult situations</i>			
<i>4: Staff training in use of security infrastructure</i>			
<i>5: Provide first aid equipment and training</i>			
<i>6: Training and monitoring of line management</i>			
<i>7: Staff training in IT</i>			
<i>8: Management identify motivations of individual staff</i>			
<i>9: Setting of personal targets and goals for development</i>			
<i>10: Opportunities to give and receive constructive feedback from colleagues</i>			

<i>11: Opportunities for challenging projects and personal development</i>			
<i>12: Personal development planning, with study leave and secondments</i>			

3. Shared Organisational Goals and Employee Motivation

The interventions in the table below would be delivered as part of shared organisational goals and employee motivation.

Please indicate whether you think they are definitely important for improving engagement, if they might be useful, or if they are not useful at (tick one box for each row)

	Definitely important	Might be useful	Not useful
<i>1: Develop a clearly defined mission for the organisation</i>			
<i>2: On-boarding of New Employees</i>			
<i>3: Financial Incentives for Staff Performance</i>			
4: Management training to ensure shared objectives			
<i>5: Identifying leaders to communicate goals to other employees</i>			
<i>6: Management identify motivations of individual staff</i>			
<i>7: Daily feedback on team performance from managers</i>			

<i>8: Specialist committees set up to oversee business practices and ethics</i>			
<i>9: Free health checks and schemes to promote fitness</i>			
<i>10: Definition of explicit company values</i>			
<i>11: Offering a variety of cash incentives and benefit options</i>			
<i>12: Suggestion boxes and rewarding of new ideas</i>			

4. Recruitment of Employees

The interventions in the table below would be delivered as part of recruitment of employees.

Please indicate whether you think they are definitely important for improving engagement, if they might be useful, or if they are not useful at (tick one box for each row)

	Definitely important	Might be useful	Not useful
<i>1: Employment of HR professionals to improve recruitment and matching of skills</i>			
<i>2: Equal Opportunities Policy for Recruitment</i>			
<i>3: Measuring and analysing staff retention data to identify problems</i>			

5. External Controls

The interventions in the table below would be delivered as part of external controls.

Please indicate whether you think they are definitely important for improving engagement, if they might be useful, or if they are not useful at (tick one box for each row)

	Definitely important	Might be useful	Not useful
<i>1: Regular Audits to Identify Corruption</i>			
<i>2: Use of ISO and BSI standards for development and implementation of policy</i>			
<i>3: Independent assessment of anti-corruption policy</i>			
<i>4: Prohibition and punishment of gifts, hospitality and facilitating payments</i>			

6. Internal Policy & Procedures

The interventions in the table below would be delivered as part of internal policy and procedures.

Please indicate whether you think they are definitely important for improving engagement, if they might be useful, or if they are not useful at (tick one box for each row)

	Definitely important	Might be useful	Not useful
<i>1: Clear guidelines and policy for staff behaviour</i>			
<i>2: Develop clear policies for Sanctioning corruption</i>			
<i>3: Implement a Whistleblowing Policy to Help Identifying Corruption</i>			
<i>4: Defining and communicating a clear anti-corruption policy</i>			
<i>5: Specialist committees set up to oversee business practices and ethics</i>			
<i>6: Prohibition and punishment of gifts, hospitality and facilitating payments</i>			
<i>7: Reliable record keeping practices and regular audits</i>			
<i>8: Corruption risk assessments with all new suppliers, clients and partners</i>			

7. Physical Needs & Infrastructure

The interventions in the table below would be delivered as part of physical needs and infrastructure. Please indicate whether you think they are definitely important for improving engagement, if they might be useful, or if they are not useful at (tick one box for each row)

	Definitely important	Might be useful	Not useful
<i>1: Improved security infrastructure</i>			
<i>2: Improve reliability of electricity supply</i>			
<i>3: Provide first aid equipment and training</i>			
<i>4: Improvement in online banking systems</i>			
<i>5: Design of work spaces to improve sociability and open communication</i>			

APPENDIX E : interview Validation of the employee engagement framework

For each set of interventions, please decide which is the most important or beneficial for improving employee engagement. Also choose which is the 2nd and 3rd most important. (1, 2, 3)

For each set of interventions, do you think any of them are definitely not useful for improving employee engagement? (X)

1. Team-level meetings and within-team communication

	Rank
<i>1: Socialisation among New Employees</i>	
<i>2: Regular Team Meetings</i>	
<i>3: Identifying leaders to communicate goals to other employees</i>	

<i>4: Opportunities to give and receive constructive feedback from colleagues</i>	
<i>5: Daily feedback on team performance from managers</i>	
<i>6: Defining and communicating a clear anti-corruption policy</i>	

2. Individual Management Meetings & Career Development

	Rank
<i>1: Capability Development</i>	
<i>2: Continued monitoring of employee skills development and job-role suitability</i>	
<i>3: Training in management of customers and handling difficult situations</i>	
<i>4: Staff training in use of security infrastructure</i>	
<i>5: Provide first aid equipment and training</i>	
<i>6: Training and monitoring of line management</i>	
<i>7: Staff training in IT</i>	
<i>8: Management identify motivations of individual staff</i>	
<i>9: Setting of personal targets and goals for development</i>	
<i>10: Opportunities to give and receive constructive feedback from colleagues</i>	

<i>11: Opportunities for challenging projects and personal development</i>	
<i>12: Personal development planning, with study leave and secondments</i>	

3.Shared Organisational Goals and Employee Motivation

	Rank
<i>1: Develop a clearly defined mission for the organisation</i>	
<i>2: On-boarding of New Employees</i>	
<i>3: Financial Incentives for Staff Performance</i>	
<i>4: Management training to ensure shared objectives</i>	
<i>5: Identifying leaders to communicate goals to other employees</i>	
<i>6: Management identify motivations of individual staff</i>	
<i>7: Daily feedback on team performance from managers</i>	
<i>8: Specialist committees set up to oversee business practices and ethics</i>	
<i>9: Free health checks and schemes to promote fitness</i>	
<i>10: Definition of explicit company values</i>	
<i>11: Offering a variety of cash incentives and benefit options</i>	
<i>12: Suggestion boxes and rewarding of new ideas</i>	

4. Recruitment of Employees

	Rank
<i>1: Employment of HR professionals to improve recruitment and matching of skills</i>	
<i>2: Equal Opportunities Policy for Recruitment</i>	
<i>3: Measuring and analysing staff retention data to identify problems</i>	

5. External Controls

	Rank
<i>1: Regular Audits to Identify Corruption</i>	
<i>2: Use of ISO and BSI standards for development and implementation of policy</i>	
<i>3: Independent assessment of anti-corruption policy</i>	
<i>4: Prohibition and punishment of gifts, hospitality and facilitating payments</i>	

6. Internal Policy & Procedures

	Rank
<i>1: Clear guidelines and policy for staff behaviour</i>	
<i>2: Develop clear policies for Sanctioning corruption</i>	
<i>3: Implement a Whistleblowing Policy to Help Identifying Corruption</i>	
<i>4: Defining and communicating a clear anti-corruption policy</i>	
<i>5: Specialist committees set up to oversee business practices and ethics</i>	
<i>6: Prohibition and punishment of gifts, hospitality and facilitating payments</i>	
<i>7: Reliable record keeping practices and regular audits</i>	
<i>8: Corruption risk assessments with all new suppliers, clients and partners</i>	

7. Physical Needs & Infrastructure

	Rank
<i>1: Improved security infrastructure</i>	
<i>2: Improve reliability of electricity supply</i>	
<i>3: Provide first aid equipment and training</i>	
<i>4: Improvement in online banking systems</i>	
<i>5: Design of work spaces to improve sociability and open communication</i>	

Areas for Development

Please put the 7 areas for development in order of which is the most important or beneficial for improving employee engagement:

Team-level meetings and within-team communication _____

Individual Management Meetings & Career Development _____

Shared Organisational Goals and Employee Motivation _____

Recruitment of Employees _____

External Controls _____

Internal Policy & Procedures _____

Physical Needs & Infrastructure _____

8. Also ask them to talk about their overall impression of the framework and whether it is a useful set of guidelines for developing employee engagement.

2

6. تدريب والمرافق الإدارية	
7. تدريب الموظفين في مجال تكنولوجيا المعلومات	
8. تقوم الإدارة بتحديد دوافع الموظفين الفرديين	
9. تحديد الأهداف والغايات الشخصية للتنمية	
10. الفرص لإعطاء وتلقي ردود فعل من الزملاء	
11. فرص للمشاريع الصعبة والتنمية الشخصية	
12. تخطيط التنمية الشخصية، مع اجازة الدراسة	

3. الأهداف التنظيمية المشتركة وتحفيز الموظفين

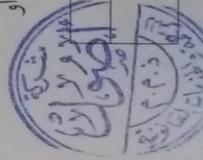
سيتم تقييم التدخلات الواردة في الجدول أدناه كجزء من الأهداف التنظيمية المشتركة وتحفيز الموظفين

يرجى الإشارة إلى ما إذا كنت تعتقد أنه من المهم بالتأكيد تحسين التفاعل، أو إذا كانت مفيدة، أو أنها ليست مفيدة (وضع علامة في مربع واحد لكل صف)

مهمة	مفيد	غير مفيد
1. تطوير مهمة محددة للمنظمة		
2. تأهيل الموظفين الجدد		
3. حوافز مالية لإداء الموظفين		
4. التدريب الإداري لضمان الأهداف المشتركة		
5. تحديد القادة لتوصيل الأهداف للموظفين الآخرين		
6. تقوم الإدارة بتحديد دوافع الموظفين الفرديين		
7. ردود الفعل اليومية على أداء الفريق من المديرين		
8. انشاء اللجان المتخصصة للإشراف على الممارسات التجارية وادب المهنة		
9. الفحوص الصحية مجانية لتعزيز اللياقة البدنية		
10. تحديد قيم الشركة		
11. تقديم مجموعة متنوعة، من الحوافز النقدية وخيارات تتضمن التوالد		
12. صناديق اقتراح ومكافأة على الأفكار الجديدة		

4. توظيف الموظفين

سيتم تقييم التدخلات الواردة في الجدول أدناه كجزء من توظيف الموظفين
يرجى الإشارة إلى ما إذا كنت تعتقد أنه من المهم بالتأكيد تحسين التفاعل، أو إذا كانت مفيدة، أو أنها ليست مفيدة (وضع علامة في مربع واحد لكل صف)



مهمة	مفيد	غير مفيد
1. توظيف المهنيين في الموارد البشرية لتحسين التوظيف ومطابقة المهارات		

3

2. سياسات وضوابط التوظيف	
3. قياس وتحليل بيانات المواطنين لتحديد المشاكل	
5. الضوابط الخارجية	

سيتم تقديم التدخلات الواردة في الجدول أدناه كجزء من الضوابط الخارجية يرجى الإشارة إلى ما إذا كنت تعتقد أنه من المهم بالتأكيد تحسين التفاعل، أو إذا كانت مفيدة، أو أنها ليست مفيدة (وضع علامة في مربع واحد لكل صف)

غير مفيد	مفيد	مهمة
		1. عمليات تدقيق منتظمة لتحديد الفساد
		2. استخدام معايير (المنظمة الدولية للمعايير ومؤسسة المعايير البريطانية) لتطوير وتنفيذ السياسة
		3. تقييم مستقل لسياسة مكافحة الفساد
		4. حظر الهدايا والمعاقبة عليها، والضيافة، وتسهيل المدفوعات

6. السياسات والإجراءات الداخلية

سيتم تقديم التدخلات الواردة في الجدول أدناه كجزء منالسياسات والإجراءات الداخلية يرجى الإشارة إلى ما إذا كنت تعتقد أنه من المهم بالتأكيد تحسين التفاعل، أو إذا كانت مفيدة، أو أنها ليست مفيدة (وضع علامة في مربع واحد لكل صف)

غير مفيد	مفيد	مهمة
		1. مبادئ توجيهية واضحة وسياسة لسلوك الموظفين
		2. وضع سياسات لمعاقبة الفساد
		3. تنفيذ سياسة الإبلاغ عن المخالفات للمساعدة في تحديد الفساد
		4. التوصل لتحديد سياسة واضحة لمكافحة الفساد
		5. إنشاء اللجان المتخصصة للإثراء على الممارسات التجارية وأدب المهنة
		6. حظر الهدايا والمعاقبة عليها، والضيافة، وتسهيل المدفوعات
		7. حظر سجل الممارسات المتوقعة، وعمليات الترقية المنتظمة
		8. تقييم مخاطر الفساد مع جميع الموردين الجدد، والمساءلة والشركاء



7. الاحتياجات المادية والهيكلة :

سيتم تقديم التخلّات الواردة في الجدول أدناه كجزء من الاحتياجات المادية والهيكلة يرجى الإشارة إلى ما إذا كنت تعتقد أنه من المهم بالتأكيد تحسين التفاعل، أو إذا كانت مفيدة، أو أنها ليست مفيدة (وضع علامة في مربع واحد لكل صف)

غير مفيد	مفيد	مهمة
		تحسين الهيكلة الأمنية
		تحسين امدادات الكهرباء
		توفير مواد الاستعاقات الأولية والتدريب
		تحسين نظام المصروف عبر الانترنت
		تصميم مساحات العمل لتحسين الاختلاطات الاجتماعية والتواصل المتنوع

ملحق : (مقابلة)التحقق من إطار مشاركة الموظفين

بالنسبة لكل مجموعة من التخلّات، يرجى تحديد ما هو أهم أو مفيد لتحسين مشاركة الموظفين، وأيضا اختيار الثاني و الثالث الأكثر أهمية (1.2.3)

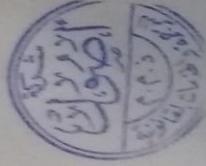
بالنسبة لكل مجموعة من التخلّات، هل تعتقد أن أيا منها ليس مفيدا لتحسين مشاركة الموظفين؟
بوضع علامة خطأ

1. اجتماعات على مستوى الفريق داخل الفريق المشترك

صف	صف
1. اجتماعية بين الموظفين الجدد	
2. اجتماعات الفرق العادية	
3. تحديد القادة لتوصيل الأهداف للموظفين الآخرين	
4. الفرص لإعطاء وتلقي ردود فعل بناءة للملاء	
5. ردود الفعل اليومية على أداء الفريق من المديرين	
6. تحدد سياسة واضحة لمكافحة الفساد وتجميعها	

2. اجتماعات الإدارة الفردية والتطوير الوظيفي

صف	صف
1. تنمية الثروات	
2. المراقبة المتوصلة لتنمية مهارات الموظفين ودور الوظيفة المناسبة	
3. التدريب على إدارة العملاء والتعامل مع المواقف الصعبة	
4. تدريب الموظفين على استخدام أساليب الأمانة	



6

6. تدريب والمراقبة الإدارية
7. تدريب الموظفين في مجال تكنولوجيا المعلومات
8. تقوم الإدارة بتحديد مواقع الموظفين الفردين
9. تحديد الأهداف والغايات الشخصية للتنمية
10. الفرص لإعطاء وتلقي ردود فعل من الزملاء
11. الفرص للمشاركة الصعبة والتنمية الشخصية
12. تحفيز التنمية الشخصية، مع إجازة الدراسة

3. الأهداف التنظيمية المشتركة وتحفيز الموظفين

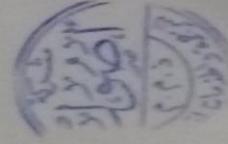
تصنيف	1. تعزيز مهمة محددة للمنظمة
	2. تأهيل للموظفين الجدد
	3. حوافز مالية لإداء الموظفين
	4. التدريب الإداري لضمان الأهداف المشتركة
	5. تحديد القادة لتوصيل الأهداف للموظفين الآخرين
	6. تقوم الإدارة بتحديد مواقع الموظفين الفردين
	7. زود الفعل اليومية على أداء الفريق من المديرين
	8. إنشاء النحل المتخصصة للإشراف على المشاريع التجارية وادب المهنة
	9. الفرص لصحة محادثة تعزيز الديانة الدينية
	10. تحديد قيم الشركة
	11. تقديم مجموعة متنوعة من الحوافز النقدية وغير النقدية
	12. صناديق التوفير ومكافآت على الأفكار الجديدة

4. توظيف الموظفين

تصنيف	1. توظيف المهنيين في الموارد البشرية لتحسين التوظيف ومطابقتها المهارات
	2. معالجة تكافؤ الفرص في التوظيف
	3. قياس وإدارة مطالب الموظفين لتحسين الشكل

5. الشروط الخارجية

تصنيف	1. عمليات توظيف منظمة لتجنب التمييز
	2. استخدام معايير (المنظمة التوجيه للتمييز ودراسة المعايير البريطانية) للتطوير وتلقي التقييم



6

6. تدريب والموالية الإدارية
7. تدريب الموظفين في مجال تكنولوجيا المعلومات
8. تقوم الإدارة بتحديد دوافع الموظفين الفرديين
9. تحديد الأهداف والغايات الشخصية للتنمية
10. الفرص لإعطاء وتلقي ردود فعل من الزملاء
11. فرص المشاريع الصعبة والتنمية الشخصية
12. تحفيز التنمية الشخصية، مع إجازة الدراسة

3. الأهداف التنظيمية المشتركة وتحفيز الموظفين

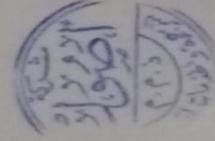
تصنيف	1. تطوير مهية محددة للمنظمة
	2. تأهيل للموظفين الجدد
	3. حوافز مالية لإداء الموظفين
	4. التدريب الإداري لضمان الأهداف المشتركة
	5. تحديد القادة لتوصيل الأهداف للموظفين الآخرين
	6. تقوم الإدارة بتحديد دوافع الموظفين الفرديين
	7. ردود الفعل اليومية على أداء التريق من المدبرين
	8. إنشاء الشبان المتخصصة للإمترات على المعارف التجارية وأدب المهنة
	9. فرص صحة مجانية للفرار اليقظة البدنية
	10. تحديد فهم الشركة
	11. تقديم مجموعة متنوعة من الحوافز النقدية وديارات التخصص فوري
	12. صناديق الفراح ومكافآت على الأفكار الجديرة

4. توظيف الموظفين

تصنيف	1. توظيف المهيئين في الموارد البشرية لضمان التوظيف ومطابقتها للمهارات
	2. سياسة تكافؤ الفرص في التوظيف
	3. قبل وأثناء يملك الموظف الحدس المشترك

5. الشواهد الخارجية

تصنيف	1. عمليات ذاتي متنامية لتدريب الشركة
	2. استخدام معايير (المنظمة الدولية للمعايير ومدرسة المعايير البريطانية) لتطوير وتقييم السياسة



6. السياسات والاجراءات الداخلية

تصنيف	
	1. مبادئ توجيهية واضحة وسياسة لسوء الموظفين
	2. وضع سياسات لمكافحة الفساد
	3. تنفيذ سياسة الإبلاغ عن المخالفات للمساعدة في تحديد الفساد
	4. التوصل لتحديد سياسة واضحة لمكافحة الفساد
	5. انشاء النماذج المتخصصة للإشراف على الممارسات التجارية وادب المهنة
	6. حظر الهدايا والسعایة عليها، والضيافة، وسهول المدفوعات
	7. حفظ سجل الممارسات الموثوقة، وعمليات المراجعة المنتظمة
	8. تقييم مخاطر الفساد مع جميع الموردین الجدد، والمساءة والشركاء

7. الاحتياجات المادية والهيكلية :

تصنيف	
	تحسين الهيكلة الامنية
	تحسين امدادات الكهرباء
	توفير مواد الاسعافات الأولية والتدريب
	تحسين نظام تصريف عبر الانترنت
	تصميم مساحات العمل لتحسين الاختلاط الاجتماعيه والتواصل المتفوح



7



مجالات تنمية

يرجى وضع 7 مجالات للتنمية في الترتيب الذي هو الأكثر أهمية أو مفيدة لتحسين مشاركة الموظفين:

اجتماعات على مستوى الفريق وداخل الفريق المشترك _____

اجتماعات الإدارة الفردية والتطوير الوظيفي _____

الأهداف التنظيمية المشتركة وتحفيز الموظفين _____

توظيف الموظفين _____

الصواب الخارجية _____

السياسات والإجراءات الداخلية _____

الاحتياجات المادية والهيكلية _____

8. كما نطلب منهم أن يتحدثوا عن انطباعهم العام عن الإطار وما إذا كان ذلك مفيدا في تطوير

المشاركة.

