

CRANFIELD UNIVERSITY

Mohammed Alshehri

Developing a framework to facilitate employee engagement
Culture: a case of Saudi Arabia Banks

SCHOOL OF AEROSPACE, TRANSPORT AND MANUFACTURING

PhD THESIS

Submitted in Partial Fulfilment of the Requirements of the
Degree of Doctor of Philosophy

Academic Year: 2018

Supervisors: Patrick McLaughlin
Ahmed Al-Ashaab

May 2018

CRANFIELD UNIVERSITY

SCHOOL OF AEROSPACE, TRANSPORT AND MANUFACTURING

PhD

Academic Year 2018 - 2019

Mohammed Al Shehri

Developing a Framework to facilitate employee engagement
Culture: a case of Saudi Arabia Banks

Supervisors: Patrick McLaughlin
Ahmed Al-Ashaab

May-2018

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

© Cranfield University 2018. All rights reserved. No part of this
publication may be reproduced without the written permission of
the copyright owner.

ABSTRACT

Employee engagement has attracted widespread interest over the past twenty years from the practitioner network and researchers. It is claimed that organizations that focus on growing an engagement culture will increase their employee productivity, fulfil their organizational objectives, and enhance their employee retention rate (Kim et al. 2013; Kuntz and Roberts 2014). However, the fundamental issues revolving surrounding the meaning and key antecedents of employee engagement nevertheless demand similar research interest (Saks and Gruman 2014).

The Saudi banks are an important component of Saudi Arabia's financial system. In light of the emerging high volume of business activities, Saudi banks are keen to inspire worker participation and employee engagement. This behaviour will allow banks to achieve sustainable business development.

In response to these issues, the present thesis offers the possibility to advance the knowledge of organizational culture's influence on employee engagement. The present thesis adopts a qualitative approach, and the method used is grounded theory. The data collection process adopts an issue-focused approach. Interviews were conducted with banks managers and their subordinates (male and female). The present study is based on two stages; the first stage is the pilot study, that consists of seven interviews, while the main study involves 28 interviews. The study was conducted in Saudi Arabia, with managers and their subordinates within seven banks. The outcomes of this study aim to produce valuable information on employee engagement factors based on the views of the employees of these banks.

The key findings of the present thesis indicate that the factors that made the greatest contribution to employee engagement were: diversity management, organizational behaviour and practices, job characteristics and employee competent matching, motivation, reward and recognition, fairness in the workplace, competency and skills development, and employee psychological ownership.

The outcomes of the present thesis contributes to the existing theory on employee engagement by providing empirical evidence regarding the engagement meaning construct and its distinctiveness from similar, alternative, well-established attitudinal constructs.

This study provided understanding of characterises personal and organizational behaviour in Saudi Arabia, as distinctive features of the society. Overall, the study undertaken here found that Saudi society's micro-dynamics are defined through sub-categories of the population marked by diversity and variation these are typically overlooked by academics exploring organizational culture in the country.

The present study employed the concept of management research 'relevance,' which can only be proved through the effectiveness of the breadth and scope of the research. Traditionally, a research problem is set according to the gaps within the specialized literature. In the present research, a research problem is an issue which concerns the participants and seeks to manage these concerns, and so takes into account the research participants' views.

Furthermore, the present thesis offers a framework consisting of the themes that emerged from the analysis as well as the proposed interventions for maintaining an employee engagement culture. Furthermore, a discussion of the analysis' limitations and recommendations for future researches will be presented, and a conclusion will be drawn.

Keywords:

Employee engagement, National culture, Oorganizational culture, Saudi Banks.

ACKNOWLEDGEMENTS

As the journey of this PhD has now ended, I would like to express my gratitude to Allah for helping me to complete this thesis.

My gratitude is then extended to my supervisor, Dr. Patrick Mclaughlin, for his valuable guidance and advice during my research journey. I personally benefitted from his wide experience as an academic and experienced practitioner, and he offered me very significant insights during the research process. My gratitude is also extended to Dr. Al-Ashaab for his support and advice during my study. I would also like to thank the Saudi Cultural Bureau in London for their support during my studies, as well as the Saudi Higher Education Ministry for their generous scholarships.

I would also like to express my appreciation to my lovely family, who supported me, especially my wonderful wife, Aysha Al -Amri, for her support and encouragement during my research journey. Finally, I would like to express my gratitude to my co-researchers for their support and advice.

TABLE OF CONTENTS

ABSTRACT	iv
ACKNOWLEDGEMENTS.....	vi
LIST OF FIGURES.....	xi
LIST OF TABLES	xii
LIST OF ABBREVIATIONS	xiii
The researcher	xiv
Chapter One.....	1
1 Introduction.....	1
1.1 The significance of the study	1
1.2 Saudi Arabia	2
1.2.1 Saudi Banks	3
1.3 Islamic Banking in Kingdom of Saudi Arabia	5
1.4 Research Aim, Question, and Objectives	6
1.5 Conceptual Research Framework.....	7
1.6 Research design.....	7
1.7 Structure of the thesis	8
1.8 Chapter Summary.....	9
Chapter Two.....	10
2 Literature	10
2.1 Introduction	10
2.2 Construct the meaning of employee engagement	10
2.3 Models & measuring of engagement	19
2.4 David Zinger Model (2010)	20
2.5 The Maslach Burnout Inventory (MBI)	21
2.6 The Utrecht engagement Scale (UWES)	21
2.7 The Shirom- Melamed Vigour Measure (SMVM)	22
2.8 employee engagement Interview (EEI).....	22
2.9 The Gallup Workplace Audit (GWA)	22
2.10 Antecedents of engagement	23
2.11 Consequences of engagement	25
2.12 Culture	30
Culture.....	30
Background	30
2.13 National Culture	31
2.14 Organizational Culture	33
2.15 Types of Organizational Culture	35
2.16 Organizational Culture models.....	38
2.16.1 SCHEIN’S Model of Organizational culture (SCHEIN, 1990)	38
2.16.2 The Martin Model (1992, 2002)	40

2.16.3 Deal and Kennedy's Model of Organizational Culture (Deal and Kennedy, 1982).....	40
2.16.4 Handy Model of Organizational Culture (Handy, 1985).....	42
2.16.5 Cultural Web Model (Johnson, 1988).....	43
2.16.6 Trompenaars and Hampden-Turner's Model (1997).....	44
2.16.7 Organizational culture profile Model (O'REILLY, CHATMAN and CALDWELL, 1991).....	46
2.16.8 The Competing Values Framework (Quinn and Rohrbaugh, 1981).....	47
2.16.9 Harrison Culture Dimensions Model (1993, p 8).....	48
2.17 Measuring Organizational Culture.....	50
2.18 Strong and weak organizational.....	52
2.19 The Distinction between Organizational Culture and Climate.....	53
2.20 Characteristics of Saudi Organizational culture.....	54
2.21 Organizational culture and employee engagement.....	55
2.22 Organizational Culture Change.....	57
2.23 Maintaining employee engagement culture.....	59
2.24 Research Gap.....	61
Chapter 3.....	69
3 Methodology.....	69
3.1 Research Theoretical Framework.....	69
3.2 Philosophical Position.....	70
3.3 Research Methodology approach.....	72
3.4 Research Method.....	73
3.5 Adopted Research Method.....	78
3.6 Reliability and validity of a Grounded Theory Study.....	80
3.6.1 Work.....	81
3.6.2 Fit.....	81
3.6.3 Relevance.....	82
3.6.4 Modifiability.....	82
3.6.5 Reflexivity.....	83
3.7 Exploring Literature in Grounded theory.....	85
3.8 Sampling.....	86
3.9 Data Collection Tool.....	87
3.9.1 Issue-focused interviewing approach.....	88
3.9.2 Theoretical Saturation.....	89
3.10 Data Analysis.....	90
3.10.1 Coding.....	91
3.10.2 Open coding.....	91
3.10.3 Selective coding.....	93
3.10.4 Axial coding.....	94
3.11 Developing Themes.....	94

3.12 Quality and Rigor in Qualitative, Grounded theory Research	95
3.12.1 Focus group	96
3.12.2 Inter- rater reliability.....	97
3.12.3 Peer review journal article	97
3.13 Research steps	97
Chapter Four	101
4 Results and findings	101
4.1 Introduction	101
4.2 Ethical considerations	101
4.3 Research Setting	101
4.4 Stage 1- Pilot study.....	102
4.5 Stage (2) Main Study Results and Findings.....	107
4.5.1 Data analysis.....	108
4.6 Results reliability	118
4.7 Thematic analysis	121
4.7.1 Competency and skills development theme	125
4.7.2 Employees' psychological ownership theme	126
4.7.3 Job characteristics and employee competent matching theme	127
4.7.4 Organization behaviour and practices theme	129
4.7.5 Fairness in the workplace theme.....	131
4.7.6 Diversity management theme.....	132
4.7.7 Motivation, reward and recognition theme.....	133
4.8 Chapter Summary.....	135
Chapter 5.....	136
5 Discussion	136
5.1 Introduction	136
5.1 Findings Discussion	136
5.1.1 Diversity management and employee engagement	136
5.1.2 Competences and skills development and employee engagement	138
5.1.3 Employees' psychological ownership and employee engagement.	140
5.1.4 Job Characteristics and employee competences matching, and employee engagement.....	141
5.1.5 Organization behaviour, and practices and employee engagement	142
5.1.6 Fairness at workplace and employee engagement	144
5.1.7 Motivation; reward and recognition and employee engagement	145
5.2 Themes and Schein's model.....	147
5.3 Employee engagement framework	149
5.4 Interventions	151
5.4.1 Organizational behaviour and practice interventions.....	152
5.4.2 Job characteristics and employee competent matching interventions.....	153

5.4.3 Fairness in workplace interventions	153
5.4.4 Competences and skills development interventions.....	154
5.4.5 Employee psychological ownership intervention	155
5.4.6 Motivations; reward and recognition interventions	155
5.4.7 Diversity management interventions	156
5.4.8 Framework Validation.....	160
5.5 Chapter Summary.....	162
Chapter 6.....	163
6 Summary, research limitations, contribution to knowledge, recommendations, and conclusion	163
6.1 Introduction	163
6.2 Contribution to knowledge	166
6.2.1 Theoretical contribution	166
6.3 Research Limitations	167
6.4 Recommendations for future research.....	169
Conclusion.....	170
6.5 Chapter summary	170
7 Reference.....	171
8 Appendixes.....	201

LIST OF FIGURES

Figure 1.1.....	3
Figure 1.2 Saudi Banks.....	4
Figure 2.1 the revised Job Demands-Resources (JD-R) model.....	19
Figure 2.2 Zinger engagement Model.....	20
Figure 2.3 engagement antecedents	23
Figure 2.4 impact of engagement on job performance	26
Figure 2.5 employee engagement and financial performance	28
Figure 2.6 the relationship between employee engagement performance	29
Figure 2.7 Saudi Arabia National culture on Hofstede Model	32
Figure 2.8 Organizational culture types	36
Figure 2.9 SCHEIN'S Model of Organizational culture	39
Figure 2.10 Deal and Kennedy's Model of Organizational Culture (Deal and Kennedy, 1982).....	41
Figure 2.11 Handy Model of Organizational Culture (Handy, 1985)	43
Figure 2.12 Cultural Web Model (Johnson, 1988)	44
Figure 2.13 the Competing Values Framework (Quinn and Rohrbaugh, 1981)	47
Figure 2.14 Competing Values Framework- CVF	51
Figure 2.15 employee engagement main studies	61
Figure 3.13 Comparison between different Research Designs.....	71
Figure 3.2 Grounded theory process	79
Figure 3.3 Research Design	84
Figure 4.1 Factors quoted in the interviews	117
Figure 4.2 Phases of an Inter-Rater Reliability Study	118
Figure 5.1 Schein organizational culture model.....	148
Figure 5.2 Employee engagement framework	159
Figure 8.1 Ethical approval	201
Figure 8.2 participants Letter	202
Figure 8.3 Central bank Approval	204

LIST OF TABLES

Table 1.1 Islamic Banking System.....	5
Table 2.1 Summary of employee engagement definitions by the Key Authors	16
Table 3.1 Qualitative design	75
Table 4.1 Pilot study; Interview list.....	102
Table 4.2 The employee engagement factors that emerged from the pilot interviews	103
Table 4.3 Main Study Interview List	108
Table 4.4 Main study employee engagement Factors in Saudi Banks	109
Table 4.5 the frequency of factors quoted in the interviews	114
Table 4.6 Inter- rater reliability	119
Table 4.7 Focus Group Members	123
Table 5.1 Themes within Schein’s Model.....	148
Table 5.2 employee engagement framework interventions.....	157

LIST OF ABBREVIATIONS

KSA	Kingdom of Saudi Arabia
SAMA	Saudi Arabian Monetary Association
(JD-R)	Job Demand Resource
(SWE)	State Work engagement
(PsyCap)	Positive psychological state
(PCT)	Psychological Contract Theory
(UWES)	The Utrecht Work engagement Scale
(SMVM),	Shirom – Melamed Virgo Measure
(EEI),	Employee engagement Interview
(GWA)	Gallup Workplace Audit
(MBI)	Maslach Burnout Inventory
(JCM)	Classic Job Characteristics Model
(EEI)	Employee engagement Interview
(POS)	Perceived Organizational Support
(OCP)	Organizational Culture Profile
CVF	The Competing Values Framework.
JCM	Job Characteristics Model
PCT	Psychological contract theory

The researcher

Mohammed Al Shehri is a PhD Researcher at Cranfield University undertaking research to develop a framework to facilitate employee engagement culture based on a case study of Saudi Banks. The researcher was awarded a Master's degrees in Human Resources Management from the University of Stirling in 2012, and works as a management consultant. He has been involved in Human Resources research since 1998, and is involved in the design, development and delivery of professional development programmes, research, and consultancy services. The researcher concentrates on survey research methods and job matching processes. He received his basic training in research methods from the University of Michigan. He has worked as a trainer at the Institute of Banking, and also as a part-time lecturer on strategic management courses for the Open University.

List of Publications

Journal articles:

Published:

- Mohammed Al Shehri, Patrick Mc Laughlin, Ahmed Al-Ashaab and Rashid Hamad (2017), "The Impact of Organizational Culture on employee engagement in Saudi Banks", Journal of Human Resources Management Research, Vol. 2017 (2017), Article ID 761672, DOI: 10.5171/2017.761672.

Submitted

- Mohammed Al Shehri, Patrick McLaughlin a Framework to facilitate employee engagement culture in Saudi Banks, Journal of Human Resources Management Research.

Chapter One

1 Introduction

In this chapter, the researcher will explore the research motivation and illustrate the background regarding Saudi Arabia as well as Saudi Banks. Moreover, this chapter will illustrate the aim, research question, and research objectives that were developed in this present study. Finally, this chapter will illustrate the thesis' conceptual framework, research design and structure.

1.1 The significance of the study

Organizational culture, together with the values that it epitomises, is a significant element in the success of any organization, and is gaining support as a predictive and explanatory construct in organizational studies (Naidoo, 2014) Organizational culture has been linked to job satisfaction and commitment and is considered one of the main indicators of organizations' efficiency (Silverthorne, 2004). Therefore, organizations are keen to identify the features of their organizational culture and its influences on employee behaviour, such as employee engagement. (Halbesleben, 2010) emphasizes that employee engagement is vital to attaining organizations' success, and can be shown to lead to greater job satisfaction and productivity, which ultimately contributes to employee retention.

Wildermuth and Pauken, (2008) emphasized that there are organizational factors that are linked to employee engagement, such as; "workplace relationships", "work life balance" and values. Furthermore, organizations can retain their competent, skilled employees, when they incorporate a strategy of enhancing their organizational culture (Alarcon, *et al.*, 2010). Consequently, developing a favourable culture for promoting employee engagement is essential in order to attain the most appropriate organizational outcomes. However, to the best of this researcher's knowledge, employee engagement had not been empirically researched in relation to the banking industry in Saudi Arabia. Therefore, a study of employee engagement in the Middle East,

especially in the Gulf Council Countries (GCC), and in Saudi Arabia in particular, would be of interest. The purpose of the present study is to identify the factors that contribute toward having an employee engagement culture in the banking industry in Saudi Arabia. Having explored the empirical evidence, there is no study that examines the relationship between organizational culture and employee engagement in KSA or the Gulf countries (GCC) as a whole. Therefore, the present thesis offers a framework that will help to facilitate an employee culture

1.2 Saudi Arabia

Saudi Arabia is considered one of the major countries in the Middle East, with a population of 33.6 million. The kingdom of Saudi Arabia (KSA) is a member of the Gulf Cooperation Council. The members of this council are: Kuwait, Bahrain, Oman, Qatar, and the United Arab Emirates. Islam is the faith of Saudi Arabia, and is embraced by all aspects and levels of society: economically, socially and even politically (Harper, 2007). Saudi Arabia gained its distinguished position in Islam internationally by having holy mosques that millions of Muslims visit in order to carry out their Hajj and Umrah in the course of the year.

The second factor that gives Saudi Arabia its essential economic function was the discovery of oil within the eastern part of the country, which has led to it being considered one of the largest oil producers world-wide. In terms of political and economic factors, Saudi Arabia is a member of the G-20 countries.

Figure 1.1



Source : (ECONOMICS,2018)

1.2.1 Saudi Banks

Saudi Arabia's banking industry includes 12 banks and 14 foreign banks, which is mainly one branch banking service provider. The foreign banks have what so called one branch bank , meaning that they operate in one branch to serve their customers , which requires a lower number of employees , therefore, including these banks' in the present study make their employees data at risk. Furthermore, these banks are heavily influenced by their original countries' organizational culture, and so they were excluded from this study to maintain the relevance of Saudi banks' organizational culture. The Saudi banks provide retail banking, corporate banking, investment services, brokerage, derivative transactions, and other retail- and company-related transactions. The distinctiveness of Saudi banking business activities is that

the banks offer Islamic banking services. Islamic banking involves non-interest banking products and complies with Islamic law.

The banking and finance area are overseen by two authorities: the Ministry of Finance, and the Saudi Arabian monetary authority, which is considered a central bank.

The banking and finance area is overseen by two authorities: the Ministry of Finance; and the Saudi Arabian monetary authority, which is considered a central bank.

Figure 1.2 Saudi Banks



Source: Argaam Investment – 2017

1.3 Islamic Banking in Kingdom of Saudi Arabia

The banking system in Saudi Arabia is based on Islamic principles. Sharia is a code with which all banking applications should comply. This is the main difference between Islamic banking and the western banking system (the conventional banking systems in the table refer to the western banking system; Schoon, 2009). There are more differences listed in the table below:

Table 1.1 Islamic Banking System

Characteristics	Islamic Banking System	Conventional Banking System (Interest based system)
Business Framework	Based on Shari'a laws: Shari'a scholars ensure adherence to Islamic laws and provide guidance.	Not based on religious laws or guidance.
Balance between moral and material requirement	The requirement to finance physical assets which banks usually take ownership of before resale reduces over extension of credit	Excessive use of credit and debt financing can lead to financial problems
Equity financing with risk to capital	Available. Enable several parties to provide equity capital to a project or venture. Losses are shared on the basis of equity participation while profits are shared on a pre-agreed ratio.	Not generally available through commercial banks, but through venture capital companies and investment banks.
Prohibition of Gharar	Transactions deemed <i>Gharar</i> are prohibited. <i>Gharar</i> denotes varying degrees of deception pertaining to the price and quality of goods received by a party at the expense of the other. Derivative trading e.g. option are considered as having elements of <i>Gharar</i> .	Trading and dealing in derivatives of various forms is allowed.
Profit and loss sharing	All transactions are based on this principle. Returns are variable, dependent on bank performance and not guaranteed. The risks are managed to ensure better returns than deposit accounts.	This principle is not applied. Returns to depositors are irrespective of bank performance and profitability.

Source: ADIB (2011)

1.4 Research Aim, Question, and Objectives

The aim of the present study is to develop a framework, based on organizational culture-related factors, to improve and facilitate an employee engagement culture in Saudi banks that may apply in other GCC countries.

This present study explored the current employee engagement culture in Saudi Arabia. To accomplish this purpose, the following question was developed:

How can organizational culture-related factors be applied to facilitate an employee engagement culture in Saudi Banks?

To answer the research question, the following sub-questions were formulated:

What are the organizational culture-related factors that influence employee engagement in Saudi Banks?

What are the interventions which can be applied to facilitate an employee engagement culture in Saudi Banks?

The following set of objectives was formulated to address the core aim of this research:

- To explore the factors that affect employee engagement in Saudi Arabian banks.
- to conduct primary research to conduct a pilot and main study to determine the factors acting on employee engagement in Saudi Arabian banks
- To develop interventions based on the emerged themes.
- To develop a framework based on the literature and research findings.
- To evaluate and validate the framework using experts' judgments.

1.5 Conceptual Research Framework

This study focuses on employee engagement and examines the role played by organizational cultural factors in affecting employee engagement, based on the Edgar Schein Culture model, which is frequently used to define organizational culture and highlight the importance of the research conducted by Schein. Therefore, a key definition considered in the present research was formulated by Schein, which describes organizational culture as “a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid, and, therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, cited in Puppertz, 2017) . Therefore, this definition clearly supports the logic of considering a direct connection between both organizational culture and employee engagement. In other words, what Schein was implying is that culture acts as a behavioural guide, helping the organizational members to cope with challenges and overcome all obstacles, always putting the organization first. That is why companies are so focused on analysing and adapting their cultures to achieve success, but their advice must be based on psychometrical analyses which provide accurate and trustworthy results (Lewis, Aiken, 2006)

1.6 Research design

This research is an exploratory study that uses the grounded theory methodology which “provides a systematic process for the abstract conceptualisation of latent patterns within a social reality” (Holton and Glaser,2007). Theory development is not an just an ideological process, but involves a reiterating and methodical sequence of methodological action that allows the advancing deduction of concepts that makes the data, but also have a conceptual generality with a broader interpretative value (Glaser, 1998). Similar to the research methods used when assessing new areas of study, the researcher starts with a limited number of pre-set ideas as the idea is for the participants to base their findings on the gathered data; therefore,

there is no initial hypotheses made available for the researcher simply and traditionally to start in the fields, collecting and analyzing the data (Glaser, 1998). These two initial steps take place simultaneously with the researcher's new breaks in the data. While other studies use extensive qualitative data, a grounded theory is defined by (Holton, 2010) as a "conceptually abstract narrative" which first analyzes each key concept individually and then focuses on the relationships between them

1.7 Structure of the thesis

There are seven chapters in the present thesis. The first one illustrates the study background and investigates the logic behind the need to research employee engagement, also exploring its importance in both the theoretical and practical aspects of the study. Furthermore, this chapter includes the research aim, question and objectives. The literature review is then explored in chapter two, which also discusses employee engagement and organizational culture, including a definition, models and measurement. Furthermore, the literature review developed in chapter two is used to set the theoretical frameworks and provide a number of predictors. Chapter three illustrates the methodology adopted for the present research, and distinct methodologies from that used in this present research; namely, the data collection and discussion of the results. The data were collected by interviewing 28 participants and the ethical considerations are also discussed in this chapter. Chapter four includes the field study conducted, and the results of this field study's comments and observations, whereas chapter five includes a discussion of the research findings and a comparison of these findings with the empirical evidence, including a discussion of the framework's development, illustrating the development of the themes and the proposed interventions. This chapter includes the validation of the framework based on experts' judgements. Chapter six summarizes the theoretical developments as well as the implications of the study. Finally, a conclusion will be drawn.

1.8 Chapter Summary

The present chapter began by providing a background about the research and exploring both the development of employee engagement and its connection with organizational culture. An interesting starting point was chosen; namely, the first introduction of the term by Kahn in 1990, when the term used was 'personal engagement.' Then, the issue or main origin of the present research was presented, followed by an explanation of the aim and meaning of the research. Then, the research questions were outlined, together with the relevant definitions and, finally, an explanation of the study's conceptual framework, research design, and thesis structure were presented. Next chapter will be exploring the literature in employee engagement, organizational culture, national culture, and finally how to maintain employee engagement culture.

Chapter Two

2 Literature

2.1 Introduction

The main objective of this chapter is to establish how organizational culture is linked to engagement, so it is essential to comprehend the relevant literature and previous research by conducting an in-depth analysis of the two key concepts mentioned above. As a result, this chapter starts by providing background information on these two concepts, as well as the various definitions extracted from the relevant literature, followed by a detailed description of their characteristics, classifications according to function, dimensions and organizational culture models. This chapter includes a developed delimitation of organizational culture and organizational climate, which are often confused but vital terms, followed by a literature-based discussion of the “relationship” between organizational culture, employee engagement and how to maintain an engagement culture in organizations.

2.2 Construct the meaning of employee engagement

Employee engagement as a term remains unclear and confusing, as mentioned by (Shuck, 2011), authors have provided a large variety of employee engagement complicated definitions, classifications and descriptions in their attempt to exploring engagement concept . There has been a focus on the meaning of employee engagement (Keenoy, 2013), but, despite the extensive research, the term is yet to be clearly defined and classified (Saks and Gruman, 2014);(Schaufeli, 2013). This has often resulted in the misunderstanding of the term leading to wrongful and limited use of the term within theoretical and practical development theory as well as actual employees. Therefore, the aim of this section is to clarify the meaning of employee engagement and provide a clear definition as well.

To start with, the earliest research on engagement is attributed to (Kahn, 1990), therefore the present research will start by a short discussion of his

theory on personal engagement.(Christian, *et al.*,2011) noted that, the roles of “performance of work tasks” and “self-investment of personal resources” (p. 91) were highly important to defining and explaining engagement within Kahn’s work. Therefore, any materialization of employee engagement should also suppose an effective action towards performance as well as “personal resource” as claimed by Kahn (1990). The majority of the definitions so far provided for engagement agree, however none of them uses the term ‘active’ as a characteristic of the term, however terms such as ‘proactivity’, ‘focus’, and ‘initiative’ are used (Parker and Griffin, 2011);(Schaufeli *et al.*, 2011). Therefore, engagement has been described as an active condition, meaning that the engagement energy is not perceived as stationary,(Biggs, *et al.*, 2014).Despite the general opinion accordance regarding employee engagement as an active condition, there is need to debate on the difference between state and trait engagement.

In fact, engagement as a “trait”(Langelaan *et al.*, 2006); (Wildermuth and Pauken, 2008), “trait-related affect” (Dalal *et al.*, 2012), or specifically as a trait inserted within a state, in which personality traits influence the “mood effect” (Christian, *et al.*, 2011) are topics which have been so far seldom researched upon. Even if many researchers have disregarded or avoided this topic entirely, it is an important determinant in the development of several commonly agreed concepts and beliefs. In order to be able to provide or formulate a definition for Defining engagement as a “trait or trait-like concept”, there is a need to consider individual or personal stability with time and context as crucial factors; this particular form of engagement is known as trait engagement (Macey and Schneider, 2008). Previous research has analysed ramifications between state and trait affectivity, however as argued by , (Brief and Weiss, 2002) , there haven’t been any studies conducted on a factual approach to state versus trait engagement. However, there is close relationship between the term “trait” and employee engagement.

In his research, Langelaan agreed with the idea of character traits potentially influencing engagement which is perceived as “trait-based”, as depending on the inborn disposition, in other words only certain people with specific characteristics could undergo full engagement. As a result, the way people perceive their job and even their surroundings depend on work environment, therefore taking action. Nevertheless, there is not enough factual research and evidence and, therefore, there is still much debate on how strong the link between personality traits and engagement is, (Thoresen et al. 2003). Due to the fact that it is very unlikely for engagement to be entirely limited by any trait, and also considering our analysis of the specialised literature, that the present research perceives and discusses employee engagement as a state-like more than as trait based.

On the other hand, concepts such as stability and persistence are perceived as state nature traits of employee engagement. According to the theories and practices discussed within the literature review, this study revolves around the idea that an employee’s psychological experience develops or decreases throughout time, also called “cumulative” effect. The present research also adopts (Xanthopoulou et al. 2013) view which does not perceive the employee engagement phenomenon as a “singular interaction” when general working conditions are taken into account.

Furthermore, scholars have reliably suggested that the meaning of the term originates in “maintenance, intensity, and direction based on context” (Bledow et al., 2011); (James, et al., 2011); (Kahn, 1990). A further discussion point touched by specialised literature is the dormant employee engagement establishment and how the practiced term is formed. As noted by (Kahn, 1990), employees may use a wide variety of intellectual, emotional, and physical energies in their jobs, namely while some researchers have observed that certain employees express themselves through elements of understanding and emotion which form the main focus of their engagement, (Xanthopoulou and Bakker 2012), others have concentrated mainly on their behaviour.

However, some researchers have looked at cognitive, emotional, and physical energies as independent sub concepts, leading to the underdevelopment of a vital segment within employee engagement formation. An example would be one of four main engagement perspectives according to Shuck, (2011), namely the “burnout perspective” (Schaufeli, *et al.*, 2006);(Schaufeli *et al.*, 2002), which suggests that being engaged state is the contrary of burnout, accepting therefore the development of engagement, (Schaufeli, *et al.*, 2006). This perspective used the definition of burnout to clarify another definition that of engagement, disregarding the development of the experience or theoretical hypotheses behind connected sub concepts such as ability, commitment, and consumption.

Furthermore, Shuck et al.(2016) have perceived employee engagement development as an individual-level type of employee engagement manifestation of at cognitive, emotional, and behavioural level. Several studies (Saks and Gruman, 2014);(Shuck, et al., 2016);(Soane et al., 2012), applicable to the topic of employee engagement development, have linked tentative preliminary states to engagement state but have yet to supply detailed-enough explanation of the emotional processes(James, *et al.*, 2011);(Shuck and Reio, 2011).

However, either in the same early research mentioned above, or even in his later studies (Sacks, 2011), or (Saks and Gruman, 2014), Saks failed to provide a definition for employee engagement. The lack of a clear definition has caused confusion around the use and application of the concepts of organizational engagement and employee engagement. One explanation for such confusion has been the research on a number of various engagement frames to lead towards the formation of additional types, which unfortunately has only lead to even more confusion and vagueness. The concept of engagement has been so far used inadequately. Therefore, the present study strongly agrees that concept must be clearly defined and developed further through practical application (Liu, Shuibo and Meiyung, 2006).

Rich et al. (2010) defined engagement as a “multi-dimensional motivational concept” showing the simultaneous use of an employee’s physical, intellectual and emotional energy in their jobs. One of the most significant and uncommon characteristics of engagement is the importance attributed to the energy dedicated to the job (Liu, Shuibo and Meiyung, 2006). For example, even if the concept of work is employed in the definition within the engagement Scale (Rich, et al., 2010), a number of questions needing to centre on the job context are asked to the interviewees, such as the example provided by (Rich, et al., 2010): “I work with intensity in my job and I am excited about my job”. Even if the term is widely used in the field, the definitions so far provided have not shown any sign of this confined approach to the meaning, nor have any guidelines been provided to how the term should be defined outside the work framework. Actually, the entire literature review based the depiction of the concept on engagement on previous studies which, in fact, described some type of experience based on a different engagement type (Shuck, et al., 2016).

Schaufeli et al. (2002) Defined engagement as “a positive, fulfilling, work-related state of mind characterized by vigour, dedication, and absorption”, in other words the main focus of this concept is on work activities. The overall literature is quite wide and rich, however well organised compared to the research available for the other types of engagement. (If on the one hand, most of the engagement types have been so puzzlingly delineated, often causing confusion, (Saks, 2017), engagement has been clearly outlined possibly thanks to a highly valued article written by (Bakker *et al.*, 2008), which clearly delineated the concept of engagement and perceived it as an individual framework build accordingly through UWES. Consequently, the (Schaufeli *et al.*, 2002) initial study continues to be a research landmark within the field and, therefore, has been used in the present study in order to shed some light on the meaning of engagement due to the constant confusion with the other types of engagement started in 2008 as explained by (Macey and Schneider, 2008) and (Saks, 2017).

The present thesis agrees with the theories developed by (Purcell, 2014) and (Newman and Harrison, 2008) who stated that real engagement cannot be only the result of extreme work, that keeping employees engaged is not the outcome of intense workload, but on the contrary, it is the intense energy with which work is achieved within a purposeful context, (Brown and Leigh, 1996).

Below is a table that includes the development of engagement definitions by the key authors;

Table 2.1 Summary of employee engagement definitions by the Key Authors

<u>Author</u>	<u>Definition</u>
Kahn (1990)	"The harnessing of organizational members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances" (Kahn, 1990, p. 694)."
Maslach and Leiter (1997)	"Engagement is an energetic state in which one is dedicated to excellent performance of work and confident of one's effectiveness" (Maslach and Leiter, 1997, p. 209).
Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002)	"Engagement is defined as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Vigor is characterized by high levels of energy while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. Dedication is characterized by a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption, is characterized by being fully concentrated and deeply engrossed in one's work" (Schaufeli et al. 2002, p. 74)
(Harter et al., 2002, p. 269).	"Employee engagement refers to the individual's involvement and satisfaction with as well as enthusiasm for work" (Harter et al., 2002, p. 269).
Robinson, Perryman, and Hayday (2004)	"A positive attitude held by the employee toward the organization and its values. An engaged employee is aware of the business context, works with colleagues to improve performance within the job for the benefit of the organization. The organization must work to nurture, maintain and grow engagement, which requires a two-way relationship between employer and employee" (Robinson et al., 2004, p. 3),

Author	Definition
Macey and Schneider (2008)	"adaptive behaviour intended to serve an organizational purpose, whether to defend and protect the status quo in response to actual or anticipated threats or to change and/or promote change in response to actual or anticipated events" (p. 6).
Newman and Harrison (2008)	Employee engagement is just the higher order construct reflected by job satisfaction, organizational commitment, and involvement and it underlies the co-variation among withdrawal, organizational citizenship, and job performance
Zigarmi Nimon, Houson, Witt, and Diehl (2009)	"Employee work passion is an individual's persistent, emotionally positive, meaning-based, state of wellbeing stemming from reoccurring cognitive and affective appraisals of various job and organizational situations that results in consistent, constructive work intentions and behaviours" (Zigarmi et al., 2009, p. 310).
Shuck and Wollard, 2010,	"Engagement is an individual employees cognitive, emotional, and behavioural state directed toward desired organizational outcomes" (Shuck and Wollard, 2010, p).
Kanste, (2011).	"Engagement is an affective-motivational state, refers to an individual's cognitive ability to be energetic and resilient at work as well as persistent in difficulty times" (Kanste, 2011, p.760).
Christian Garza and Slaughter (2001)	"Engagement is defined as a relatively enduring state of mind referring to the simultaneous investment of personal energies in the experience or performance of work" (Christian et al., 2011. p. 95).
(Shuck et al., 2011.	Experience perceived and then interpreted through the lens of each individual based on their own experience, rationales and views of their context" (Shuck et al., 2011, p. 316).

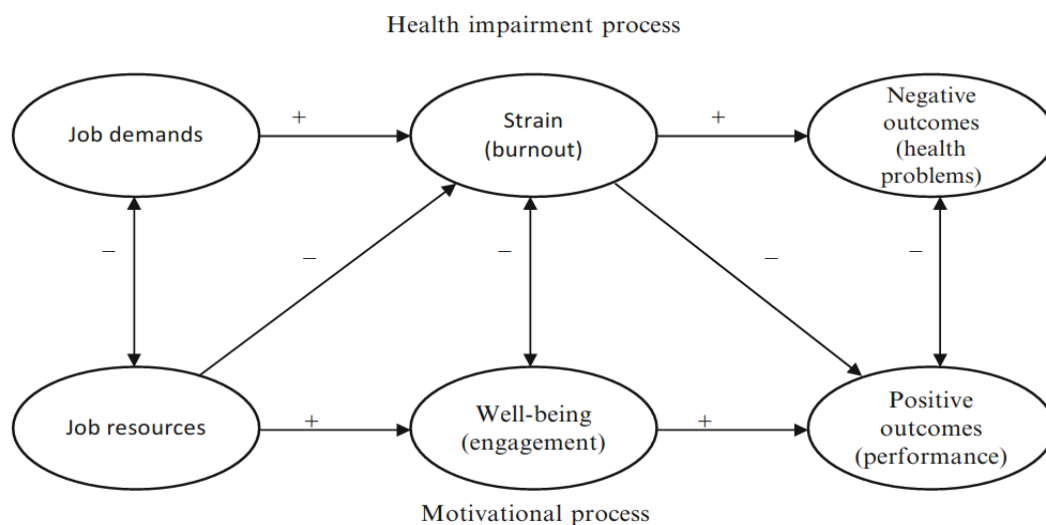
Author	Definition
Shanmugam and Krishnaveni (2012)	Engagement refers to "the degree of one's allegiance of self-in-role towards one's company and the extra effort put in, to help the firm achieve its goals" (p. 190).
Soane, Truss, Alfes, Shantz, Rees, and Gatenby (2012)	Drawing on Kahn's (1990) psychological conditions, the authors introduced three dimensions of engagement. Intellectual engagement is conceptualized as "the extent to which one is intellectually absorbed in work", affective engagement refers to "the extent to which one experiences a state of positive affect relating to one's work role", and social engagement refers to "the extent to which one is socially connected with the working environment and shares common values with colleagues" (p. 532).
Fearon, McLaughlin, and Morris (2013)	Engagement is promoted by efficacy (self, collective, and organizational) and organizational interactions (individual, group, and organizational levels).
(Saks and Gruman, 2014)	"Organizational engagement" — leading to the three ideas, each different in meaning and included in Table 1. However, either in the same early research mentioned above, or even in his later studies (Sacks 2014), or
(Shuck , 2016)	Engagement development as an individual-level type of employee engagement manifestation of at cognitive, emotional, and behavioural level , (Shuck , 2016).

2.3 Models & measuring of engagement

Two widely-known models that are discussed in the specialised literature have been used to define and describe engagement (Alkhalaf, 2017). To begin with, the Job Demand Resource (JD-R) Model depicts the connection between a variety of factors, using engagement as the mediator delineated (Hakanen, et al. 2008). While, on the one hand, engagement consisting of resources and job demands is perceived as engagement's antecedent, on the other hand, engagement's effects are delineated. Moreover, the State engagement (SWE) is the other model to be discussed, and both models perceive engagement as a cognitive state which influences all behavioural results and also job resources, personal resources, and job demands as engagement antecedents. However, there are some differences between the two models; namely, the SWE model identifies engagement as a "day-level or week-level" experience and, at the opposite pole, the JD-R model perceives it as an over-time trait (Alkhalaf, 2017).

However, the JD-R model emphasizes that the execution of a psychological contract acts as a job resource, which improves employee engagement (Hakanen, Schaufeli and Ahola, 2008). However the JD-R model stresses that, even if employees were anticipated to engage personally, the lack of a desired work condition may prevent them from being engaged (Hakanen et al., 2006), (Alkhalaf, 2017), whereas, employees who are provided with resources and organizational support tend to be engaged and have a high performance level (Demerouti et al. 2001), (Alkhalaf, 2017).

Figure 2.1 the revised Job Demands-Resources (JD-R) model



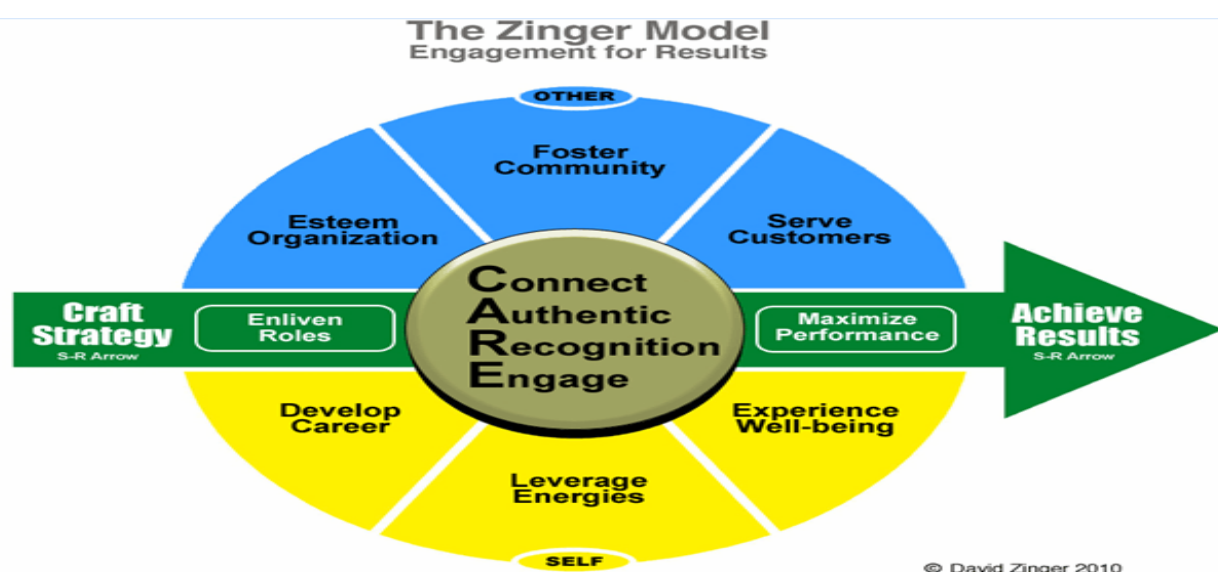
Source: (Brad Shuck, 2011)

Furthermore, Psychological Capital (PsyCap) is an additional approach to engagement, which refers to “an individual's positive psychological state of development .This model has similar engagement antecedents to those of the JD-R model; namely, efficiency, idealism, and aspiration, and stands out through the role it “plays in impacting engagement indirectly through positive emotions” (Sweetman and Luthans, 2010, p. 58). Although the above-mentioned models provide a developed explanation of engagement and its effects, the present research has adopted the JD-R model as the main approach. The chosen research questions focus on the effects of demographics, job resources, job performance and turnover on engagement.

2.4 David Zinger Model (2010)

This model emphasizes on the balance organizational inputs, leadership inputs, and individual inputs in development of engagement. Moreover the highest level of engagement can be achieved when there are integration between the efforts of organization, leadership and employee’s effort (Zinger, 2010). Furthermore, the organization level contribution is maintaining the employee engagement culture, and shares their problems with their employees and overcomes any barriers between them. While the leadership role is to provide support, resources, and convey the importance of the engagement in the organization's success. Such behaviour can be achieved through educating the leadership how to improve the employee engagement level within the organization, (Zinger, 2010).

Figure 2.2 Zinger engagement Model



Source (Zinger, 2010)

2.5 The Maslach Burnout Inventory (MBI)

Burnout is perceived as the antonym for engagement, therefore the initial attempts at measuring engagement used job burnout which is described by mental energy drain, work-related cynicism and low work efficiency, (Maslach, *et al*, 2001) , according to (Schaufeli and Bakker, 2004), burnout and engagement are both independent and negatively linked constructs, more specifically exhaustion and cynicism are evaluated as direct antonyms of strength and commitment (Schaufeli and Taris, 2005).

The Maslach Burnout Inventory (MBI) is a common tool used to measure burnout, including 22 items to assess the three above-mentioned burnout dimensions. Moreover, the tool is also a multilingual tool, except for Arabic, employing a Likert scale from 0 “never” to 6 “every day. More specifically, (Schaufeli, *et al*, 2006) concluded that the MBI results may be interpreted, even if with a risk of inaccuracy, as a low burnout level would equals a high engagement. The same source also supposes the possibility to evaluate engagement by an opposite Maslach Burnout Inventory (MBI) (Maslach et al., 2001). Rather, Schaufeli and Bakker (2004) strongly agree that terms are separate concepts which should be independently evaluated, emphasising that even if negatively linked, perfect negative correlation should never be expected, nor the same questionnaire to be observationally studied. (Schaufeli and Bakker, 2004, Scheufeli and Bakker, 2004) .Another scale was further developed by (Nienaber and Martins, 2014) to simultaneously evaluate individual and Organizational employee engagement in South Africa specifically.

2.6 The Utrecht engagement Scale (UWES)

The UWES according to (Alarcon and Lyons 2011) was the most widely used system to evaluate the functionality of engagement , and was developed by Wilmar Schaufeli and Arnold Bakker, at Utrecht University. . UWES is not affected by conflict, unlike other frameworks; therefore, as engagement helps organizations through increased productivity, profitability, turnover, and performance, organizations should often conduct an estimate of the engagement level of their employees as underlined by (Bakker and Demerouti, 2008). This type of measurement would also support organizations towards pinpointing the actual factors influencing engagement. The UWES initially included 17 items used to measure the three dimensions within the framework, namely strength, commitment and absorption, however the item number was afterwards reduced to 9

items using a seven-point Likert scale from 0 (never) to 6 (Schaufeli, Bakker and Salanova, 2006).

2.7 The Shirom- Melamed Vigour Measure (SMVM)

The SMVM is an easy to apply, analyse, and interpret tool, including a questionnaire containing 12 items, evaluated on a scale of seven points and from “never” to “always”, and developed by Shirom in 2005. The employees’ feelings are calculated over 30 work days, covering factors such as “physical strength, emotional energy, and cognitive liveliness”, this tool offering details on employee engagement, job commitment, and satisfaction. However, one downside would be that there might be some variety of items within a person, within the time, rendering precision questionable (Schaufeli, Bakker and Salanova, 2006).

2.8 employee engagement Interview (EEI)

The EEI is based on interviews aimed at evaluating the engagement level of employees, including open-ended questions, with an evaluation scale from 1 to 10, including 17 employee-engagement-related areas, easy to use and interpret. Another benefit is the fact that this tool assesses personal experience, feelings, and opinion, supplying a descriptive approach needing qualitative data analysis skills. However, the interviewee is also required to be absent from work during the interview (Gruman and Saks, 2011)

2.9 The Gallup Workplace Audit (GWA)

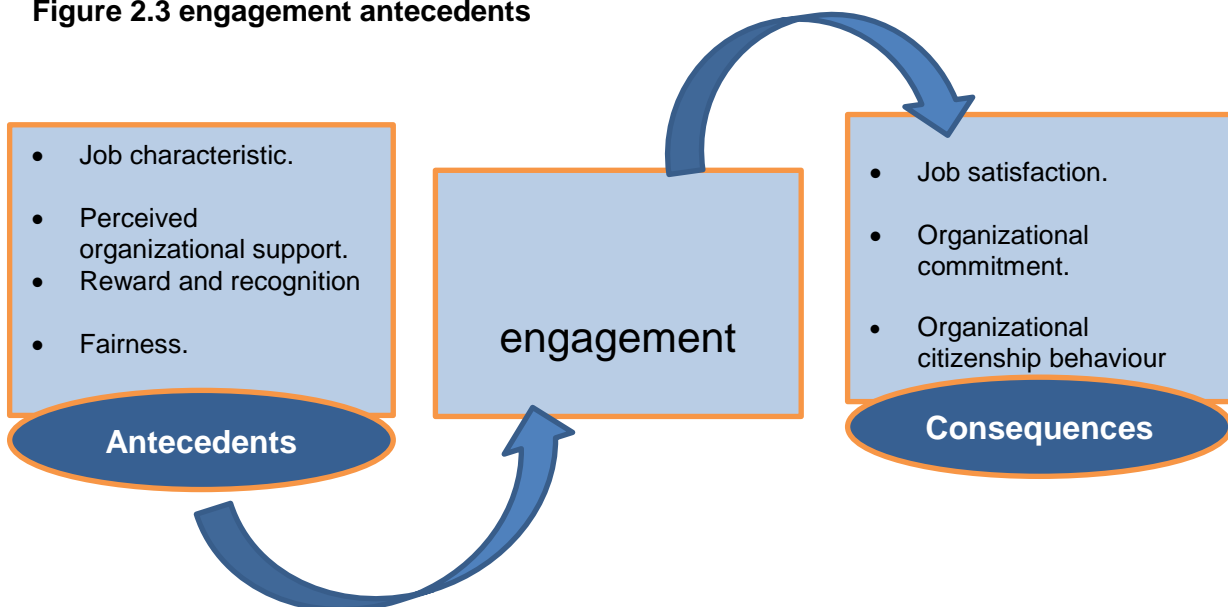
This particular tool also calculates the engagement of an employee and the characteristics of a workplace with the aim of high outcome achievements according to Harter et al. (2002). This particular tool is also known as Q12 due to the 12 items measuring an employee’s view of the work environment and Organizational management quality (Harter, Schmidt and Hayes, 2002). The evaluation is conducted through a five-point Likert scale from 5 “strongly agree” to 1 “strongly disagree” plus an additional unscored sixth “don’t know/doesn’t apply” response, While on one side, this tool is perceived as easy, short, and easy to use, both reliable and valid, it is not accepted for academic purposes and it doesn’t approach the cultural issue because the tool perceives engagement as identical worldwide (Harter et al. 2002).

2.10 Antecedents of engagement

The search for the antecedents of employee engagement is relatively new (Aktar and Pangil, 2017). Researchers have identified that much of the employee engagement literature has come from practitioners and consultants, but considerable academic research has been carried out (Robinson, *et al.*, 2004). Although various studies have sought to understand what drives employees' engagement, the specialised literature on employee engagement's background does not represent much experimental research (Saks 2006). The present section expands on the contemporary logic and proof of employee engagement's motivation (Aktar and Pangil, 2017).

Saks (2006) conducted a study to examine the antecedents of engagement involving a sample of 102 Canadian employees in different positions within various Canadian organizations who had been in their position for four years on average. The results show that job characteristics were significant employee engagement predictors, among which POS had a major influence on engagement; however, procedural justice was the main predictor of engagement. The study revealed that job characteristics were the main indicator of engagement (Aktar and Pangil, 2017), while Perceived Organizational Support had a major influence on engagement (Christina, *et al.*, 2001; (Aktar and Pangil, 2017).

Figure 2.3 engagement antecedents



(Developed by the researcher based on Saks 2006)

According to Findley ,et al. (2014), engagement is influenced by organizational strategic profit stress, and they emphasized that it offers employees a revenue enhancement strategic profit emphasis, that tends to be associated with workers who are engaged and devoted to the work (Aktar and Pangil, 2017), while employees with unpredictable quality service, such as cost domination profit stress, tend to be less engaged (Ye, Marinova and Singh, 2007).

Furthermore, (Karatepe, 2013) emphasized that “high-performance” work practices, that provide skills development, “empowerment” and recognition, help organizations to become collaborative organizations, which improves employee engagement.

Similarly, Saks (2006) and (Trincherro, *et al.*, 2013) studied the link between perceived organizational support, development, flexible authority and employee engagement. This study involved a sample of 826 nurses in Italy. The results confirmed the significance of workplace relationships in improving both autonomy and engagement (Aktar and Pangil, 2017).

Sarti (2014) conducted a study in Italy based on a sample of 167 car providers. The result of this study indicated that organizations that offer employees an opportunity to develop was the most important engagement antecedent, while no connection was found between financial reward, feedback and engagement. Furthermore, decision authority was perceived negatively, while co-workers and managers support the link with employee engagement (Aktar and Pangil, 2017).

However, engagement predictors were not limited to job characteristics (Parker and Griffin, 2011). Gan and Gan, (2014) recommended that adding the consequences of personality would provide an even deeper analysis of the active progress of engagement.

In addition to job characteristics and personal traits, organizational level resources such as Human Resource Management (HRM) practices are also vital engagement antecedents, as these practices can support employees to become more successful in their job and decrease the demands made upon them at the same time. Karatepe, (2013) conducted experimental research on 110 influential employees from eight hotels based in Romania and concluded that HRM practices were significant predictors of engagement (Aktar and Pangil, 2017).

Moreover, research conducted by Suan Choo et al. (2013), covering a sample of 97 electronics manufacturing firm employees in Malaysia, revealed that employee

development and rewards were the most significant indicator of engagement antecedents (Aktar and Pangil, 2017).

Moreover, Gupta et al.(2012) conducted research involving 323 Indian professionals that aimed to examine the influence of “performance appraisal” and “justice paradigms” on employee engagement. The research results showed that “distributive justice” and “informational justice” were the most significant antecedents of engagement.

In summary, previous studies examined a variety of employee engagement antecedents which can be categorized as job characteristics and personal traits. The discussion above indicates that the link between different antecedents and employee engagement vary depending on the type of organization and the context of the country’s culture (Aktar and Pangil, 2017).

2.11 Consequences of engagement

Halbesleben, (2010) identified employee engagement as a vital factor in improving employee performance and found a positive relationship between engagement and employee performance (Aktar and Pangil, 2017). This in line with Saks’ (2006) argument: that employee engagement has an influence on organizational outcomes’ results through individual performance as engagement is an individual stage construct (Al Mehrzi and Singh 2016). To observe employee performance, Bakker et al. (2012) explored the impact of engagement on job performance using a sample of 144 distinct occupational employees and found that relatively dynamic and constant employees were more likely to be more successful in terms of their work performance (Aktar and Pangil, 2017).

Similarly, Shantz et al. (2013) conducted a study involving a sample of 283 UK consulting firm employees and found better engagement results at higher levels of role and citizenship performance, whilst different behaviour was one of the feasible negative consequences of employee engagement.

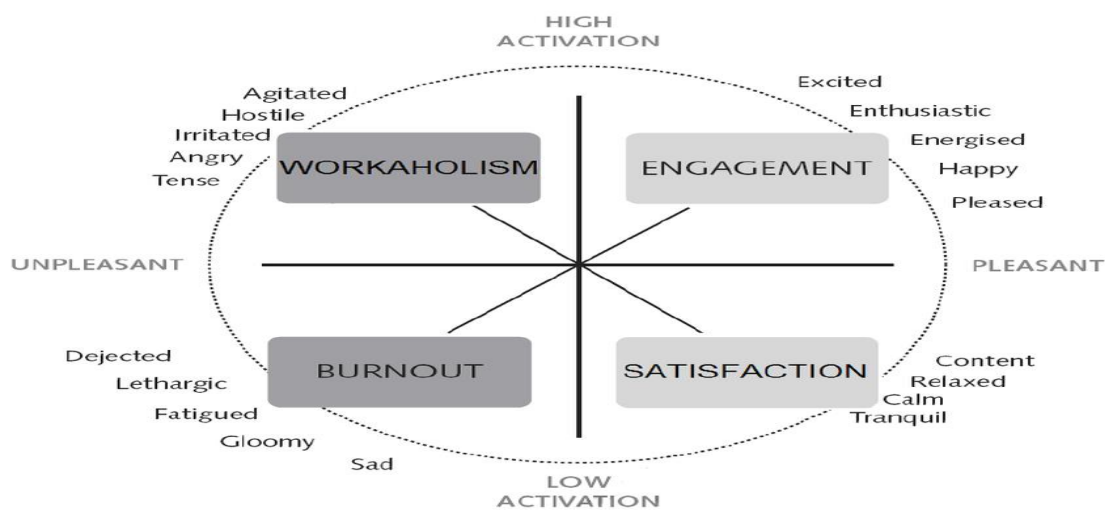
Empirically, using a sample of 139 employees working in the health sector, (Simon *et al.*, 2011) conducted a study to examine the engagement outcomes, and found that engagement was linked to employee motivation, commitment and retention. This conformed the outcomes of (Shuck, *et al.*, 2014)’s study, which revealed that employee engagement is a crucial factor with regard to employee retention.

Moreover, in a study conducted by (Albrecht, 2012), the relationship between employee engagement and organizational culture was confirmed. The sample for this study was 3,437 employees working for a multinational mining organization. The study outcome emphasized that engagement is related to organizational culture in the presence of autonomy, career progress and a clear organizational role.

Hewitt consultancy firm conducted a study to examine the relationship between employee engagement and financial performance, which indicated that engagement had a significant effect on organizational financial performance and profit growth. This result was confirmed by (Kumar and Swetha, 2011).

Furthermore, Gallup investigated the consequences of having disengaged employees in organizations, which indicated that this led to an annual loss of \$250-350 billion (Aktar and Pangil, 2017).

Figure 2.4 impact of engagement on job performance



Source: (Bakker & Oerlemans, 2011)

Similar findings were revealed by a recent study by (Agarwal, 2014) related to manufacturing and pharmaceutical firms in India, which concluded that innovative work behaviour has a considerable impact on engagement. In their study, (Chughtai and Buckley, 2011) concluded that a higher level of engagement led to innovative work behaviour and increased job performance when associated with a higher level of learning goal orientation. Indeed, engagement enhances employees' learning attitudes, that leads to higher job performance and innovativeness (Aktar and Pangil, 2017).

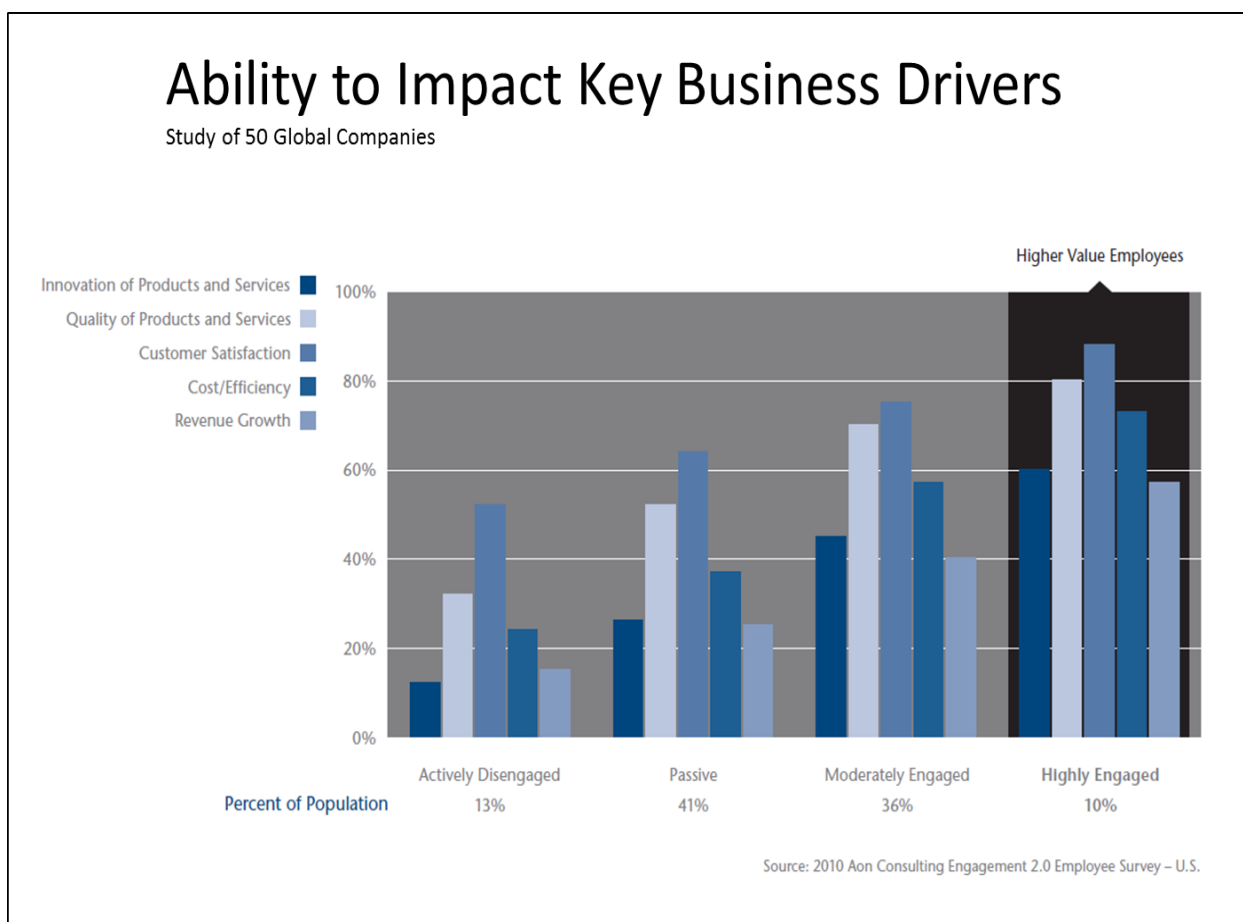
Empirically, (Shuck, *et al.*, 2014) found that engagement in the health care industry reduced turnover intention among employees. Furthermore, (Simon *et al.*, 2011) confirmed the direct and indirect outcomes of engagement, while (Schaufeli and Bakker, 2004) identified that employee engagement had a negative influence on turnover intention in the presence of job resources in regard to a sample of 1,698 employees from four independent occupations, suggesting that job resource availability helps to reduce employees' job demands; consequently, it increases engagement which, in turn, reduces turnover intention (Aktar & Pangil 2017).

Albrecht (2012) found that engagement was related to organizational culture and extra role behaviour in the presence of high job assets, such as career progress, autonomy, manager-led training and role clarity, by using the structural equation modelling of survey data gathered from 3,437 employees of a large international mining company. However, Sulea *et al.* (2012) classified extra-role behaviour as positive emotions related to organizational citizenship behaviour and negative emotions related to counterproductive behaviour.

The analysis conducted by Hewitt detected an obvious connection between employee engagement and financial performance, which was also supported by (Kumar and Swetha,2011), who underlined that high-engagement-level organizations (with over 65% of the total number of employees) performed higher than the total stock market index, even in uncertain economic conditions.

The example year was 2009, in which “the total shareholder return for these companies was 19% higher than the average total shareholder return”. At the opposite pole, low-engagement companies (lower than 40%) had a “total shareholder return lower than the average by 44 %” (Aktar and Pangil, 2017).

Figure 2.5 employee engagement and financial performance

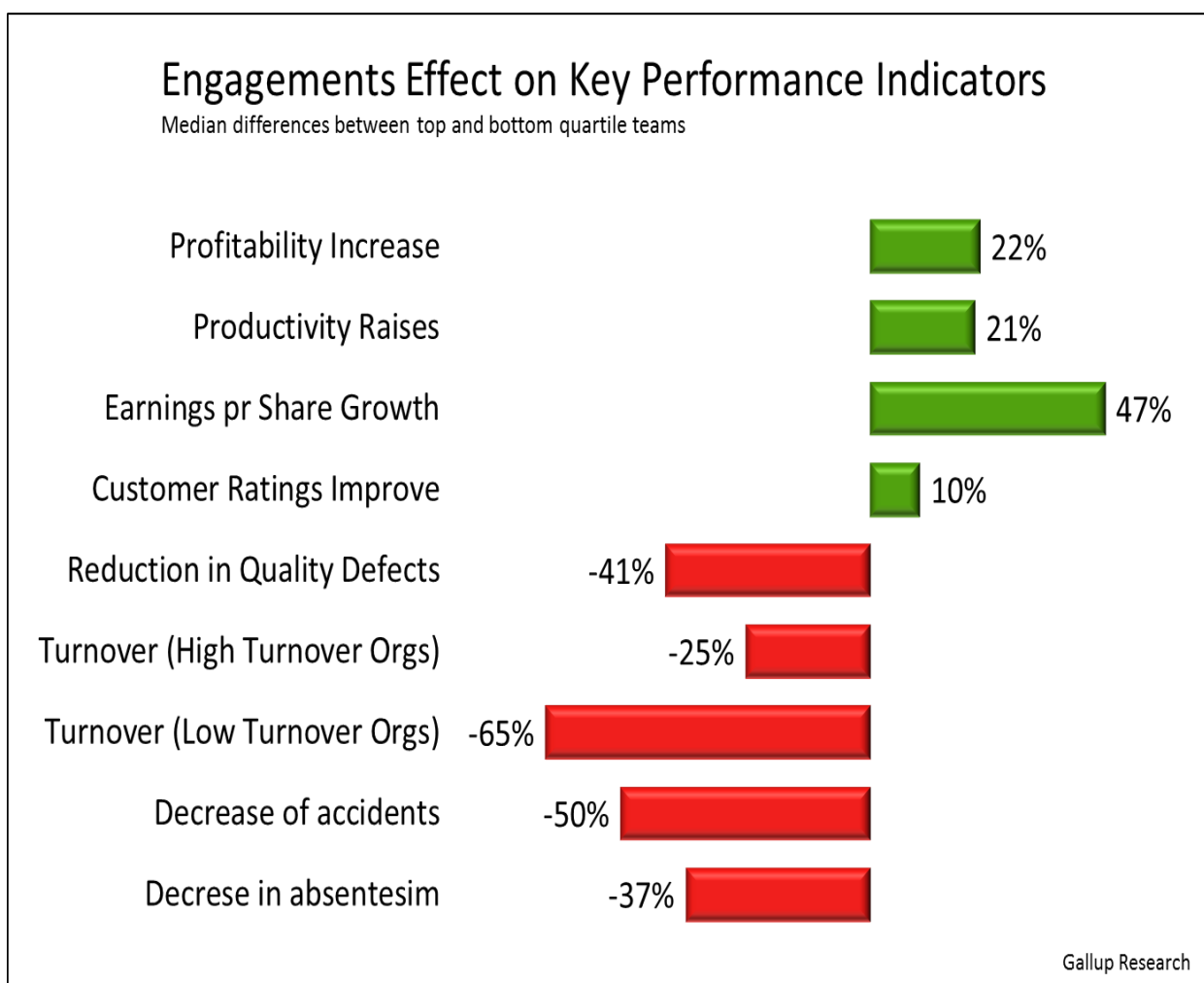


Source: (Aon consulting employee survey, 2010)

Researching more than 1.4 million employees in close to 50,000 work units, Gallup has produced some of the most compelling evidence regarding employee engagement. Their 12 simple questions have made it possible to identify a strong correlation between employee engagement and nine performance outcomes.

The difference between the lowest and highest quartile teams are shown in the graph. Their research also showed that the performance gap between a 99-percentile work group was 4x higher than a 1 percentile group, which indicates that the financial business case for investment in employee engagement is strong.

Figure 2.6 the relationship between employee engagement and 9 performance outcomes



Source: (Gallup Research, 2016)

2.12 Culture

Culture Background

Culture is a term that describes behaviours and interpretations for such behaviours. Culture has been described by many authors in the field of management study since the 1980s (Denison, 1996). (Schein, 2004), defined culture as “a set of structures, routines, rules, and norms that guides, a constrain behaviour (p. 1)”. Schein added that culture is also a pattern decided by a group’s common experiences and preferences helping them face the difficulties of adaptation and integration and which is passed on through generations as the appropriate way to deal with obstacles. (Schein, 2004: p.17). According to Hofstede, culture can be perceived as a response of people coming from shared programmes in their minds (Hofstede and Minov, 2010). The definitions of culture gradually came to a point of understanding that included: knowledge, belief, morals, law, custom, and habits gained by groups of people (Gump, 2009). These definitions reveal that organizational culture attached to mental assumptions can be converted into a certain set of actions based on a certain interpretation of a group’s assumptions (Ravasi and Schultz, 2006).

Culture is a complicated and dynamic term not at all easy to define, however, in common terms, culture is generally interpreted as a group’s common preferences for food, music, lifestyle, etc. Also, according to (Zion, et al., 2005), culture is perceived as the common set of traditions and customs followed by an ethnic group, however, at an even deeper level, culture refers to a large variety of ideas besides race or ethnicity as there is a wide variety of internal and external factors which people consider, such as gender, age, social class, physical and mental capabilities, religious and spiritual inclinations. Culture has gradually developed due to the rise in globalisation exposing individuals to a variety of cultures (Zion and Kozleski 2005). Further, (Maraña, 2010) defines culture as the key factor at the basis of the development process because it provides the context, values, subjectivity, attitudes and skills. Culture is also variable in its nature being constantly changed due to people’s continuous growth, with their constant questions, doubts, changes and attempts to rediscover themselves. Therefore, formulating a clear definition of culture is a real challenge and various authors have adopted diverse approaches to it. Culture is also an influential factor on people, society,

organizations and it is deeply implemented in their beliefs which derive from the stable interactions among people. However, Organizational culture is thought to be able to replace people's personal views with those shared within an organization. However, none of the researches has explained how connecting values, beliefs norms or assumptions can be linked with constant members' interactions (Maraña, 2010).

(Hall, (1976) believes that culture is not a self-standing legacy passed from generation to generation, but as a shared and developed factor within a society. (Hofstede, 1980) disagrees with this view and sees culture as a "differentiating factor" which builds up the common beliefs of one group which differentiates them from others and changes with each generation as well. People have the tendency to strongly cherish their culture and values as they have owned them throughout their entire lives and it is mirrored in all their decisions, either private or professional. Spencer-Oatey,(2012), agrees with the idea that culture is shared by all group members, but disagrees with Hofstede's view, stating that it does have an impact on people's behaviour and their interpretation of other people's behaviour, but it does not determine any of them.

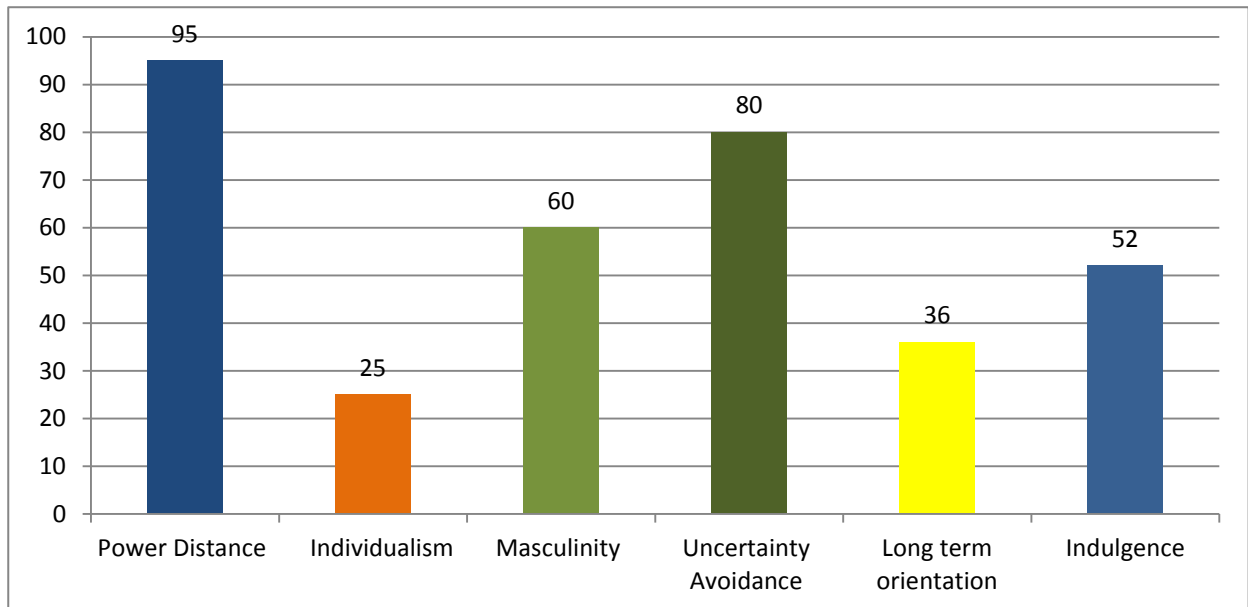
2.13 National Culture

National culture is a term that labels certain people or group behaviours that reflect in their reactions on doing things or reacting to particular obstacles (Hofstede, G. and Hofstede, 2005); (Schein, 2007), whereas organizational culture distinguishes individual organizations from others (Hofstede, 2001). According to Hall, (1960) , cultures do tend to have a strong influence on the way they are doing work in these countries.(Hall, 1960) conducted a study according to which societies are divided in to two different categories, namely "high context" and "low context" societies. "High context" societies, such as Arabic or Southern European countries, are defined as people who tend to use less written formal communications and are, therefore, more flexible in doing the work tasks in a "polychromic" manner. On the other hand, "low context" people, such as the northern Europeans, Americans or Scandinavians, have the tendency to use written formal communications, with a working method of doing a task at a time without any disruption that might cause disruption, also called "monochromic".

Hofstede categorized national culture into seven dimensions, existing at both individual and (Hofstede, and Hofstede, 2005) national level (Hofstede et al., 2010; Robertson et al., 2002): "Power Distance, Uncertainty Avoidance, Individualism vs Collectivism, Masculinity vs Femininity, Long Term Orientation Index, Indulgence versus Restraint

Index, and Monumentalism versus Self-Effacement”. Saudi Arabia is included in Hofstede’s study; however the results were not based on the assumptions, which can be altered in different time (Ford and Chan, 2003); Hofstede, 2005; (Hofstede, 2017). Saudi Arabia culture score in Hofstede 6–D cultural dimension Model is presented in the figure below:

Figure 2.7 Saudi Arabia National culture on Hofstede Model



(Hofstede, 2010)

To start with, in the Power distance dimension, Saudi Arabia scores a high score of 95, in other words most people agree with the need of a “hierarchical order”, in which everybody knows their specific role without any explanation needed. Then, Organization Hierarchy is described as fundamental, while centralism is prominent, and subordinates are expected to follow their leader’s directions (Hofstede, 2017). The Saudi individualism dimension score of 25 reveals that it is a collective society, meaning that society manifests a loyal long-term group commitment. Moreover, the relationship between employees and leaders is similar to that of a family, with a high masculinity score of 60 indicating a masculine society, with a stress on competition and performance, a society in which the leaders are influential and confident (Hofstede, 2017).

Furthermore, as far as the Uncertainty avoidance dimension is concerned, Saudi Arabia scored as high as 80, meaning a society characterised by non-tolerance regarding beliefs and behaviours. Emotional needs such as security are at the basis of the need for rules in this society, Saudi Arabia scores as low as 36 in the Long-Term orientation

dimension, meaning a society with a normative approach, valuing traditions, with a mere interest in saving for the future, and an interest in obtaining quick results. The moderate score Saudi Arabia recorded in the Indulgence dimension is not indicative of any preference in this particular area. Similarly, (Minkov and Hofstede, 2011) emphasize that cultures development tends be together in the same culture direction. In other words, the difference between these cultures remains and hosted culture dimension purpose is describing these differences and cluster it into the six Hofstede dimensions.

Even if there have been a limited number of research studies exploring Saudi national culture (Idris, 2007), a number of studies have examined the influence of Saudi National culture on other aspects of Saudi society and work behaviours. An example would be (Al-Meer, 1989) comparative studies, the first study comparing the Asian, Saudi, and Western culture in respect to organizational commitment, while his study in from 1996 is a compression made to emphasize on the importance of structure. In addition to Al - Meer study, Hunt and (At-Twaijri and Al-Muhaiza, 1996) released a study about Saudi's manager values, while Idris (2007) explored cultural barriers to improve productivity and organizational performance.

The aspect that most affects Arabic culture is religion and its dominant effect (Kalliny and Gentry, 2007). As underlined by (Kavoossi., 2000), (Al-Shaikh, 2003) and (Ali, 1995), Islamic principles are at the deep core of most of Islamic cultures, playing a vital role in people's daily lives, behaviour and values such as honesty, loyalty and trust. Work is more than the way to meet material needs, it is an Islamic principle perceived as worship (Dadfar,1984,1987) ,and ; (Alderfer and Smith, 1982). The Islamic management system is in theory based on elements such as perfection, participation, consultation, and equal promotion of opportunities, although, in practice, this is not always the case (Abedifar *et al.*, 2015). Saudi Arabia is considered the heart of the Islamic world and culture, the Islamic banking system being predominant, meaning a system based on interest-free banking transactions.

2.14 Organizational Culture

Organizational culture is a topic of management, which is currently a highly debated subject. The analysis and development of organizational culture began in the 1970s and the main indirect cause was the performance of Japanese firms to a substantial extent through their specific culture. One of the key components a company needs to

achieve success and efficacy is Organizational culture and its values, a topic more and more widely studied in Organizational studies (Liu, Shuibo and Meiyung, 2006). (Halbesleben, 2010), engagement has been seen as one of the elements leading to business and work success outcomes, such as commitment, satisfaction, productivity, innovation, and retention.

Three vital environmental factors linked to engagement were found by (Wildermuth and Pauken, 2008), namely “(1) relationships, (2) work-life balance and, (3) values” . Of precise importance to this thesis is the values aspect that is related to engagement and, especially, the juxtaposition of Organizational and individual values. According to (Maslowski, 2006) , values are taken into consideration as unwritten standards or guidelines according to which others should behave. Organizational culture overall consists of, as explained by (Schein, 1990), both Organizational values and ideals, assumptions, attitudes and norms, all of which are essential to the identity of each employer.

Safety and meaningfulness are, according to (Wildermuth and Pauken, 2008), two of the levels at which values connect to engagement. (Kahn, 1990) found that if, on one hand, safe jobs had been anticipated, and valued the employees’ principles and opinions, worth, on the other hand, increases their efforts and strength. (Chalofsky, 2003) also adds that there is a higher chance for meaningfulness to happen at the place of work if only the employee’s values match the employer’s values, while (Saks, 2017) goes further by stating that if the employees ready psychologically and their workplace offers them safety and meaningfulness, then they will be increasingly more involved and productive in their work. Therefore, it can be clearly deduced that engagement cannot be attained when the values of an organization do not match those of the employees.

Values and beliefs are considered constituent parts of both a leader’s and an organization’s vision (Cameron and Quinn, 2006). The founders of an organization own from the very beginning a set of values which, would will be further found in the formal definition of the mission as well as in the setting of its objectives (Schein, 2004). In 1990, William Kahn started employing the term engagement in the United States, which, according to him, was further applied in many other countries, such as: Finland, Greece, Spain, Sweden, Portugal, Netherland, Norway, Belgium, Australia, South Africa, Japan, China, Romania, Egypt, South Korea, Japan, (Bakker and Leiter, 2010).

The roots of Organizational culture are to be found in anthropological research, namely, since the 1950s and 1960s, scholars borrowed the anthropological term *culture* and focused on its role in understanding individuals' and groups' behaviour within organizations (Bennis, 1969); (Crozier, 1964); (Parsons, 1951). However, this vast research did not succeed in reaching a universally accepted definition of organizational culture, although there are some agreed aspects, including the perception of organizational culture as a "complex phenomenon shared at different levels among organizational members" (Glisson & James 2002); (Trice and Beyer, 1993), , with the possibility to classify it into several subcultures (Adkins and Caldwell, 2004); (Martin, 2002), influencing employees' attitudes and behaviours (Ostroff et al. 2013); (Smircich, 1983), and consisting of a "complex bundle of collective values, beliefs, and assumptions" (James R Detert, Schroeder and Mauriel, 2000); (Schein, 2010). (Schein, 1996) succeeds in providing a definition of organizational culture summarising the above-mentioned approaches within the specialised literature, defining it as: "...the set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about and reacts to its various environments" (Schein, 1996, p. 236).

2.15 Types of Organizational Culture

According to Cameron and Quinn (1999), organizational culture is a solid set of vital concepts, claims, analyses and approach manners, which can be analysed from two perspectives, one focusing on interior conservation "levelling and incorporation", versus exterior relationships (competition and distinction) and an emphasis on organic processes "flexibility and dynamism" versus machine-like processes "firmness and control" "(Cameron and Quinn, 2006)".

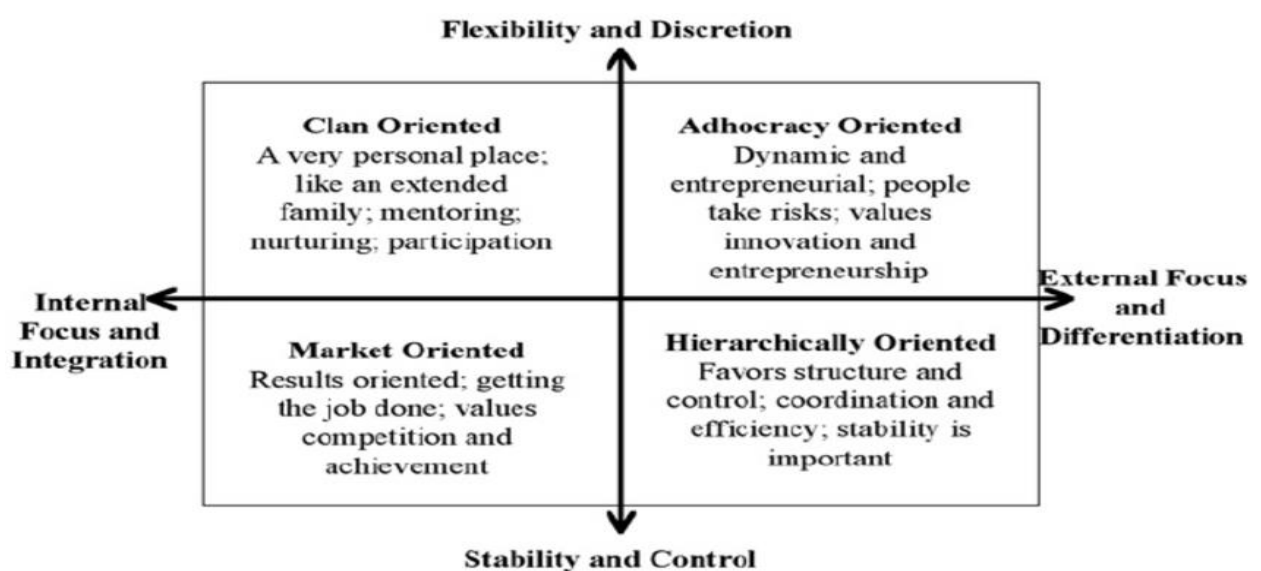
Furthermore, Krog (2014) asserts if the competing values are to be combined, it will lead to a delineation of four unique culture types, namely "clan culture, adhocracy culture, market culture and hierarchy culture".

Clan culture is supportive, focused on the internal environment, constructed between the scope of organization focus and flexibility/dynamism (Acar and Acar, 2014). This type of culture is closely connected with teamwork and involvement (Quinn and Spreitzer, 1991). (Aktas , *et al.* 2011) state that it is the type of culture based on strong family sense and in which the focus of the organization is to maintain steadiness, allegiance, cohesiveness and involvement, seen as the key to success. While the

Adhocracy Culture is the type of culture which exists within a development-conscious organization and it is characterized by invention, risk taking, creativity and openness to new ideas, as well as exterior-oriented and dynamic structure (Quinn and Spreitzer, 1991); (Acar and Acar, 2014). According to (Aktas, *et al.* 2011), adhocracy provides far more opportunities both for individual development in a personal way as long as it matches the organizational objectives, and to provide more opportunities to innovation such as internet use in doing business.

Market culture focuses on stability and control and it has an external orientation, meaning it takes a rational nature, with an emphasis on goal attainment, efficiency and accomplishment (Quinn and Spreitzer, 1991). Within this type of culture, competition is quite common, employees seeking success the criteria for which being based on target achievement, therefore causing less flexibility in personal relationships. Whereas Hierarchy culture, also known as control culture, is usually associated to internal organization and aims at achieving steadiness and control (Acar and Acar, 2014). It is usually based on bureaucracy (Acar and Acar, 2014), with an internal emphasis on control, structured and formalized work places based on set guidelines and rules (Cameron and Quinn, 2006). (Hartnell, Ou and Kinicki, 2011) also add that in these cultures, rulebooks and procedures are said to keep the organization together, while stability as well as predictability are seen as the secret to efficiency.

Figure 2.8 Organizational culture types



Source : (Jeffrey M Stanton , 2018)

However, only in the early 1980s did organizational psychologists start focusing on the topic, following the seminal discourse by (Pettigrew, Quarterly and Dec, 1979), a major

figure within organizational studies (Benjamin Schneider, Ehrhart and Macey, 2013) who included a sociological and anthropological approach to increase the focus on culture as main part of organizational behaviour and also outlined means of applying the concepts of “beliefs, ideology, language, ritual, and myth to the study of organizations “ (Mats Alvesson, 1992); (Hartnell, Ou and Kinicki, 2011). Since those studies, the with the research pool on organizational culture has greatly expanded significantly, as supported by (Hartnell, Ou and Kinicki, 2011), reaching more than 4,600 articles since 1980, with even more studies to be conducted in the future (Sackmann, 2011); (Schneider, et al., 2013).

Schein (2010) noted that there is a strong connection between the different types of culture as they highly influence each other. Therefore, organizational culture is clearly perceived as a set of values and beliefs adopted by new and old employees in order to synchronise and cope with both the internal and the external environment.

Trice & Beyer (1993) comprehensively identified a number of characteristics of culture. According to them culture can only be formed through interactions between people over a certain period of time, therefore it is collective; and historically-based; it is emotionally changed, consisting of emotions and being able to manage anxiety; it is dynamic, inherently symbolic and fuzzy as it changes throughout its development, being based on expressive and often confusing and ambiguous emphases.

Smircich (1983) classification is based on four main perspectives of Organizational culture with many micro and macro-level implications – “cognitive, symbolic, structural/psycho-dynamic, and root metaphor”. The cognitivist approach sees culture as “a system of shared knowledge” according to (Smircich, 1983), namely revolving around the idea of shared understanding, values, and beliefs being at the basis of the relationships between the organization and its business partners, employees and managers, “through symbols, language, ceremonies, and narratives” (Deal and Kennedy, 1983); (Trice and Beyer, 1993). However, “symbolic anthropologists” also focused on the importance of “individual actions” to be experienced and understood (Smircich, 1983). The structural and psycho-dynamic perspective of culture is based on a multi-levelled and complicated process emphasising on the vital role of the “manifestation of unconscious psychological processes” as vital factors influencing Organizational culture (Smircich, 1983). Thirdly, the root metaphor assumption perceives an organization as social phenomenon in a more expressive sense which is

based on human consciousness as a factor in Organizational culture (Smircich, 1983, p.341).

In summary, Organizational culture is an important positive factor for dynamic organizations to be able to cope with competition and ensure an increase in performance. Leaders may play an influential role in the evolution of culture, placing their organization at the top of the competition ladder using methods difficult to copy by competitors According to Khan & Afzal (2011),. (Brijball Parumasur, 2012) metaphorically compared Organizational culture to an 'invisible web', a net of values, expectations, power structures, control systems, rituals and myths the group members circle and spin during a period of time.

2.16 Organizational Culture models

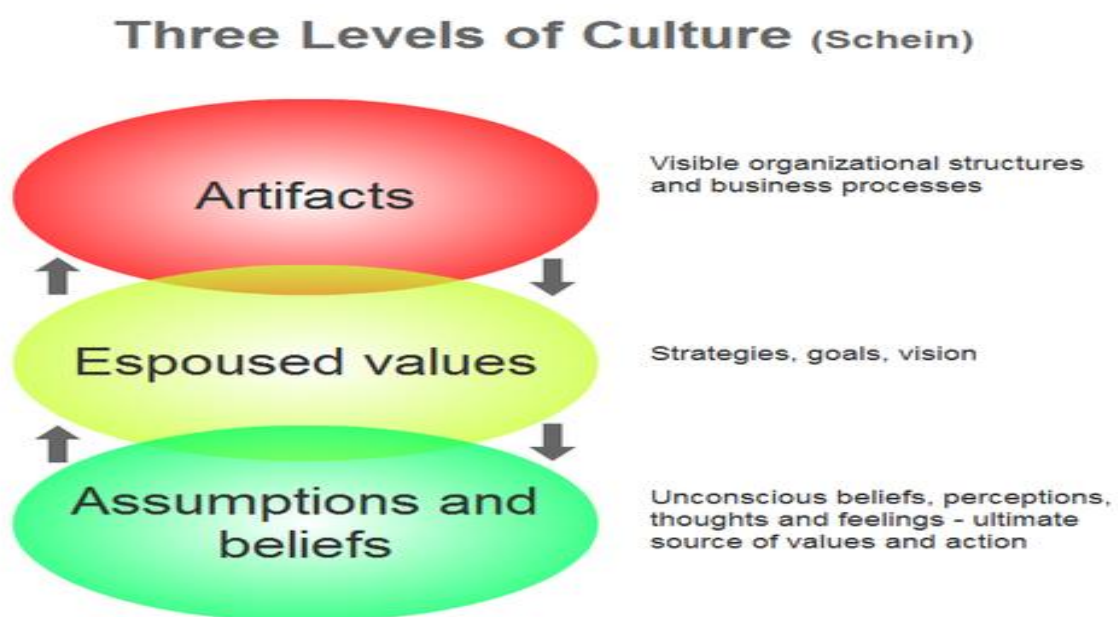
In order to understand the broad structure of organizational culture, it is important to explain the models of organizational culture, this section illustrating the models, which have had the greatest impact in the embodiment of organizational culture in literature.

2.16.1 SCHEIN'S Model of Organizational culture (SCHEIN, 1990)

Schein (1990) defines culture as “(a) a pattern of basic assumptions, (b) invented, discovered, or developed by a given group, (c) as it learns to cope with its problems of external adaptation and internal integration, (d) that has worked well enough to be considered valid and, therefore (e) is to be taught to new members as the (f) correct way to perceive, think, and feel in relation to those problems”. The Schein Model analyses organizational culture from the individual's experience point of view. Schein's levels of organizational culture model (1989) reveals the organization's main characteristics, from layout, to the dress code, the way people talk to each other, to the smallest details of the place.

There is however a difference between the ways the members of the organization and an outsider would perceive these artefacts. Schein also mentions that interviews, questionnaires and other survey instruments could be a way to test the “second level of culture”, namely beliefs, rules, ideologies, codes and philosophies.(Hogan and Coote, 2014).

Figure 2.9 SCHEIN’S Model of Organizational culture



Source ; (Schein 1990)

Another important element to focus on understands clearly which particular dimension to test within a particular culture and in order to achieve this deep examination the culture is needed in order to make sure the experienced dimensions suit the organization. Furthermore, it is known as “third level of culture” requires deeply focused questions and deeper analyses, which is a far more complicated process which requires in-depth interpretation of the processes, feelings and behaviour; therefore, intensive self-analysis is required from the members of the organization for the researcher to be able to understand the so-far taken-for-granted suppositions and the real culture of the the organization(Dimitrov , 2013). The model above also claims that even if members can understand and experience culture, it is much more complicated

trying to interpret, analyse and classify it into distinct categories. Culture is perceived a comprehensive part within an organization, where the employees experience different levels of intensity (Hogan and Coote, 2014).

2.16.2 The Martin Model (1992, 2002)

Martin (1992, 2002) developed a further framework underlining what a sophisticated concept organizational culture is. Martin agrees with Schein and proposes three approaches to study organizational culture, namely the integrationist perspective, the fragmented perspective, and the differentiated perspective. While Schein's model concentrates on how deep these values are embedded within the organization, Martin's framework is centred on the degree to which Organizational members share these cultural values, To begin with, the integrationist perspective centres on the existence of one overall culture shared by all members, in which conflicts are either ignored or seen issues needing to be "fixed" (Ostroff, Kinicki & Muhammad 2012).

In contrast, fragmented perspective focuses specifically on how ambiguous and contradictory culture may be, denying the need for a culture to be common to all members, claiming that, in fact, and very few employees working in different sectors of the organization and with different characters would experience common cultural values.

Thirdly, differentiation perspective combines the first two into one, based on the idea of a variety of subcultures, that is the shared norms and beliefs of unified group (Benjamin Schneider, Ehrhart and Macey, 2013). In fact, Martin (2002) together with (Ostroff, Kinicki and Muhammad, 2013), and Schneider et al. (2013) supported the application of extensive approaches to reflect all three perspectives, therefore being able to cope with the inherent complexity of organizational culture.

2.16.3 Deal and Kennedy's Model of Organizational Culture (Deal and Kennedy, 1982)

This model revolves around the idea that business environment is a highly influential factor over culture organization and, to demonstrate this, two key dimensions investigated, namely (1) the risk degree connected with a company's decisions and (2) how fast companies and their employees get feedback on their decisions and actions (Deal and Kennedy, 1983). (Deal and Kennedy, 1983) continue by mentioning the two levels of each dimension, namely, high and low, resulting in four generic cultures known as the tough guy macho culture, the work hard/play hard culture, the bet- your-company

culture and the process culture. Two characteristics of this particular culture are that managers must be able to make quick decisions and deal with risk and that this is a culture marked by aggressive internal competition for which financial rewards are used as feedback (Ebadollah, 2011).

The work hard/play hard culture is analogous to the macho culture in terms of quick means of feedback provision, however generally values fun and action more. As far as employees are concerned, this type of culture is a high-activity and minimum-risk type of culture, which uses persistence as a measuring tool for success. Managers within this culture must always ensure that the right tasks are assigned high levels of energy while maintaining high quality at the same time (Gajendran *et al.*, 2012).

Figure 2.10 Deal and Kennedy’s Model of Organizational Culture (Deal and Kennedy, 1982)



Source: (Deal and Kennedy, 1982)

Secondly, the characteristics of the bet-your-company culture are the highly-valued decisions and the fact that employees are only informed about the success of these decisions after a long time. It is the common type of culture for organizations involved in large projects over a certain amount of time with vast resources, risky in nature due to their extended length, therefore the organization aims at a correct and appropriate handling of the projects. This type of culture prefers meetings requiring experts to provide opinions, bureaucracy-type and it is characterised by low risk and slow feedback which leads to employees becoming more concerned with the work process rather than with the work itself. Therefore, if the process is done incorrectly, employees may fear punishment and become defensive. This model is built around the idea that

the overall Organizational culture is melded depending on how the firm reacts to business environment stimulation (Morente, *et al.*, 2017).

2.16.4 Handy Model of Organizational Culture (Handy, 1985)

Handy's model simply categorises cultures into four categories, namely power culture, role culture, task culture and person culture, describing them according to the link between culture and organizational structure, making identification task easier to perceive than other approaches. Handy also points out that it is highly difficult to explain an abstract term such as culture without any visual aid, but also emphasises the connection between Organizational culture and Organizational structure, framework widely used by researchers (Omotola and Oladipupo, 2011) The first type of culture, referred to as power culture, is characterised by little bureaucracy and few rules in place and is illustrated by Handy as a spider web with the organization at its centre as the key element, surrounded by associates, with control being dissipated from the centre of the web. Small entrepreneurial organizations and political groups are generally perceived as power culture organizations, within which event response call is generally quick and decisions are made near the centre of the web.

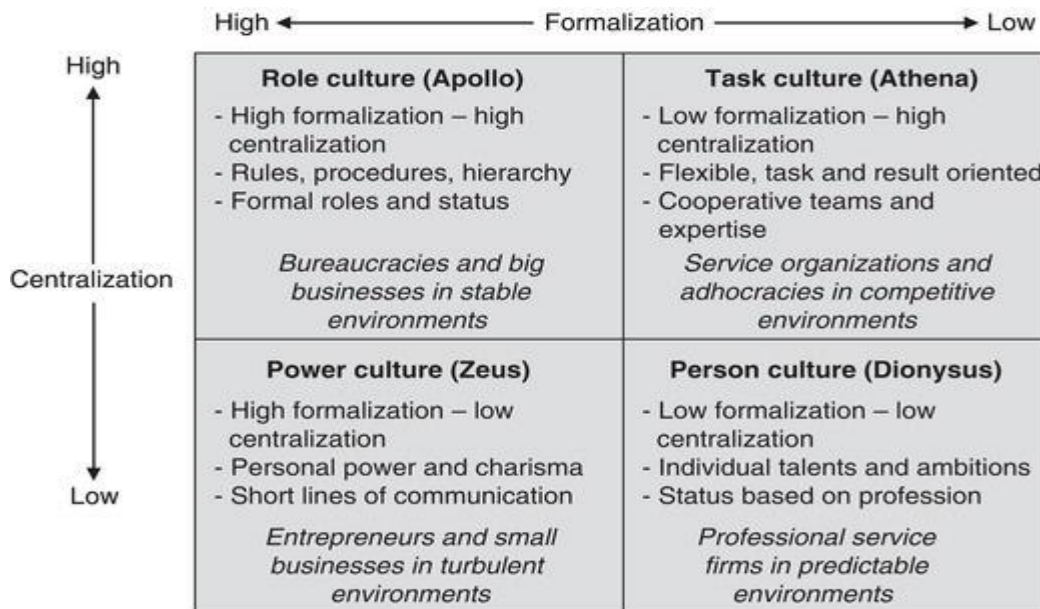
Furthermore, the main characteristic of role culture is the presence of clearly nominated powers within a clearly outlined structure, depicted as a column and beam building, all equally important. Public sectors bodies are specific role culture organizations, in which rules and procedures play a vital role and individuals have a specific role, which continues even after the individual leaves the organization.

Thirdly, task culture is perceived as a net, with thicker and thinner threads and knots which symbolise points of power within the firm. This culture revolves around the idea of group power as the key to efficiency increase and individuals identifying with the aims of the organization. In this culture, the aim of teams solve problems, and therefore it is often the centre of matrix or project-based organizations (Kaouache, 2016).

Last but not least, person culture is specific to organizations in which the employees see themselves as higher-grade than the organization they work for; the sole aim of the organization is to support the individual who is at its centre, but still keeping the focus on the main Organizational objective. This particular culture also requires the support and expertise of professional consultants brought by each partner within the firm (Cacciattolo 2014).

In summary, Handy's framework (1985) and Schein's research (1986) emphasise both the strong influence of leadership on the type of Organizational culture and the importance of the Organizational structure – Organizational culture relationship, highlighted in the role and task cultures within the present model which are mirrored to hierarchical and matrix structures, respectively.

Figure 2.11 Handy Model of Organizational Culture (Handy, 1985)



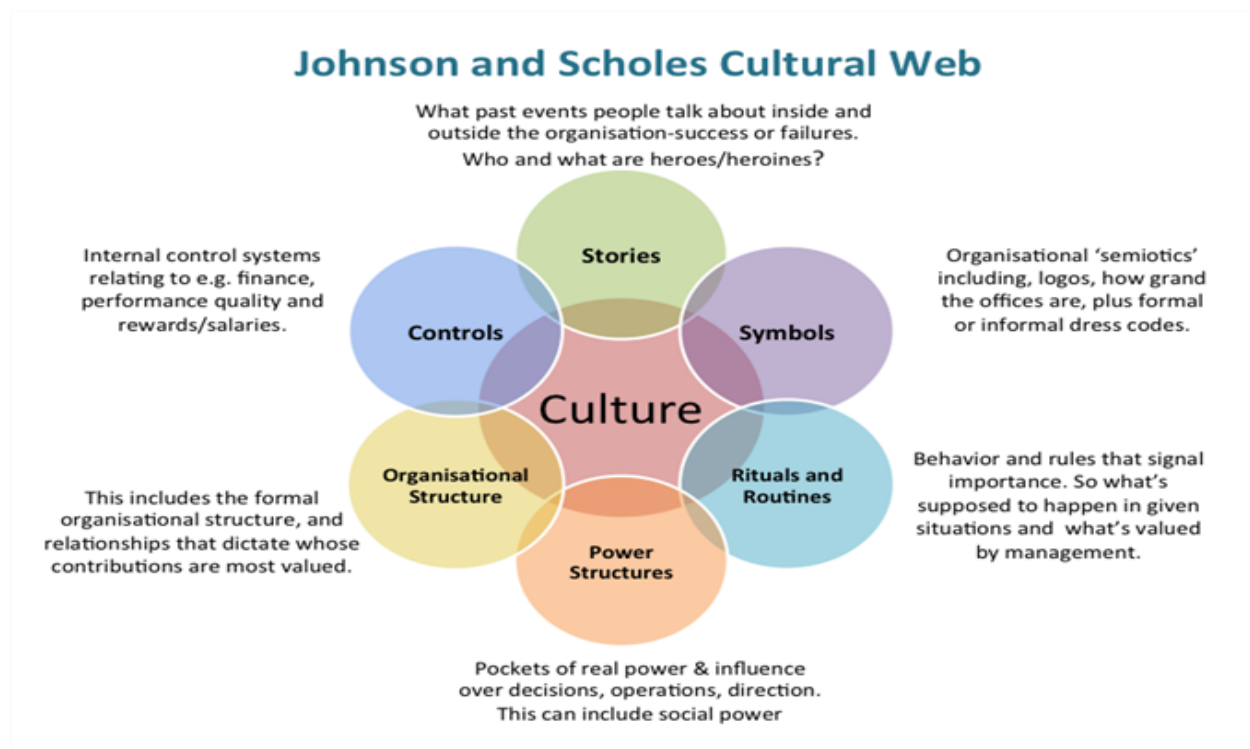
(Source: (Handy, 1985))

2.16.5 Cultural Web Model (Johnson, 1988)

Within Johnson's cultural web model (1988), each adjacent element represents an organizational culture component, control systems being used to deal with the processes placed to supervise the existing activities. The organization overall structure reveals the quality of the hierarchies, reporting lines and overall work flow. The focus of cultural web power structures revolves around decision-making employees, how widespread power is and that the elements on which power is based (Johnson, 2015). Symbols are another very important element within the cultural web model as they include organizational logos and designs, but also parking spaces and executive washrooms considered symbols of power. By "Organizational rituals and routines" it is understood management meetings, board reports, monthly activities, which may be more perpetual than essential. Stories and myths are final elements mentioned within the cultural web are usually the products of people and events within the organization and they depict Organizational values.

The cultural web within an organization refers specifically to its meaning, its missions and its distinct values. The element deciding which type of organizational level is to chosen is how much each level is affected within the organization (Johnson, 2015).

Figure 2.12 Cultural Web Model (Johnson, 1988)



Source: G. Johnson, R. Whittington, and K. Scholes. Published by Pearson Education, 2012.

In summary, the above-mentioned model has helped the researcher understand the main elements of and the tools to analyse organizational culture at organizational level.

2.16.6 Trompenaars and Hampden-Turner's Model (1997)

This Trompenaars and Hampden-Turner Model categorised cultures into seven dimensions according to behavioural and value patterns by widening Hofstede's definition of national cultures. The seven dimensions of culture are explained in pairs of opposites, namely universalism vs. particularism, individualism vs. communitarianism, neutral vs. affective, specific vs. diffuse, achievement vs. ascription, sequential vs. synchronous, and last but not least internal direction vs. external direction (Balan and Vreja, 2013).

The first dimension, universalism vs. particularism, reveals a culture's ways of applying its principles, with a focus on rules which come before relationships, regardless of individual circumstances, but treating people fairly. On the other hand, particularism focuses more on connections and adaptability, namely issues may be handled differently according to when and who is involved.

The second dimension revolves around differences in focus, namely individualism vs. collectivism. While, individualism is all about the individual's self-sufficiency, needs, freedom and full responsibility over one's decisions. On the other hand, collectivism revolves around the higher importance of a group with common beliefs, which can provide support and protection as long as the individual shows loyalty to it (Mulder, 2015).

As the name suggests, the Neutral state of culture focuses on impartiality and neutrality, on individuals hiding their real feelings and thoughts, while affective underlines the importance of expressing emotion.

Furthermore, the Specific vs. Diffuse dimension's principal point is the coordination of work and personal life, on the idea that people can collaborate without getting along. On the contrary, diffuse culture merges the two, supporting the idea that business objectives cannot be met without good relationships and that relationships will not change either at work or in their personal lives (Mulder, 2015).

The next dimensions, Achievement vs. Ascription, look at status allocation within a culture, meaning that power, status and position play a central role and dictate behaviour within these cultures. The focal point of achievement is performance which is highly valued no matter the individual, while ascription states that status is earned with age, education, gender and personal characteristics (Kim, 2015).

The Sequential vs. Synchronous dimension develops on cultures' use of time. While sequential timing insists on chronological events, on punctuality, preparation and keeping a tight schedule, synchronous timing connects the past to the present and the future, meaning that commitments are usually flexible and individuals are often working on multiple projects simultaneously (Kim, 2015).

Last but not least, internal direction vs. External direction focuses on people's connection with their cultural environment. While, internal direction is, a specific cultures where nature is believed to be controlled or to reach goals, external direction is particularly used to deal with cultural differences and insists on the idea that the

environment is the one in control of everything and people must collaborate with it to be successful. This framework was developed using a research conducted by Trompenaars (1996) on 15,000 employees working for different companies, across fifty countries (Balan and Vreja, 2013).

Trompenaars's seven cultural dimensions of originate, according to (Darko, 2010) in the developments of answers to three main issues, namely "the relationship with others, time and the environment". Researchers have argued that there are some similarities between the present framework and Hofstede's, however it has been concluded that this framework is easier to use and also focuses more on the behavioural aspects, whereas Hofstede's framework places an emphasis on values.

2.16.7 Organizational culture profile Model (O'REILLY, CHATMAN and CALDWELL, 1991)

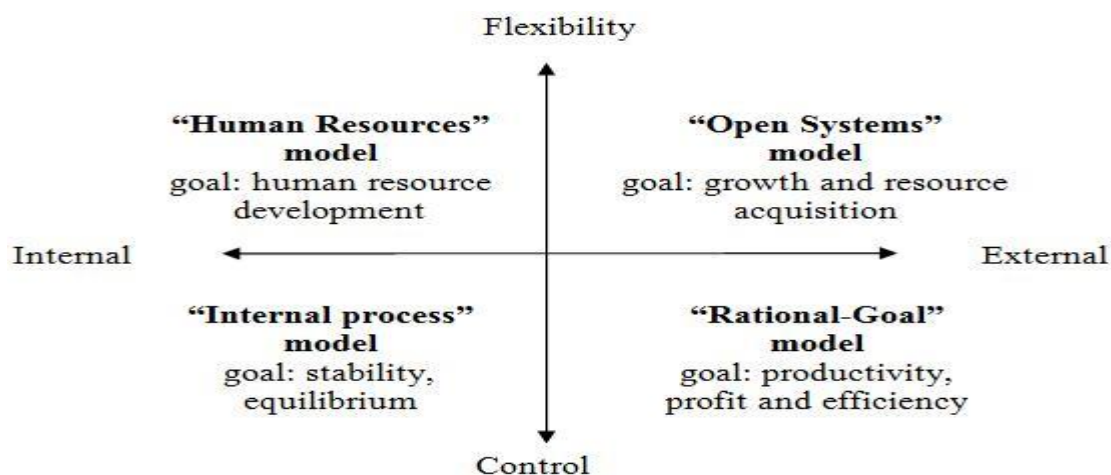
The first development of the Organizational Culture Profile (OCP) was conducted by O'Reilly, (O'Reilly, Chatman and Caldwell, 1991), with the objective of to evaluate cultural features and employee suitability within organizations. The development of the OCP has resulted in the classification of Organizational culture into seven dimensions, namely, innovation, stability, people orientation, outcome orientation, detail orientation, team orientation and aggressiveness. According to (Abdul Nifa, 2013), the OCP is made of 54 value statements used to evaluate the mutual influence between values and an organization and an employee's value preference, using the Q-sort method which supposes respondents grouping statements into 9 categories from weakest (1) to strongest (9) Organizational characteristic, "5" being seen as neutral (O'Reilly, Chatman and Caldwell, 1991). As explained by (O'Reilly *et al.*, 2005), participants were asked to assign scores to 54 items according to a specific patten 2-4-6-9-12-9-6-4-2, meaning that the majority of the items are identified as neutral (O'Reilly, Chatman and Caldwell, 1991) The following stage supposes a repetition of the previous steps but depicting the ideal organization. Moreover, individual - culture fit can be estimated through a correlation between by correlating the organizational values profile and individual preferences profile (O'Reilly, Chatman and Caldwell, 1991).

2.16.8 The Competing Values Framework (Quinn and Rohrbaugh, 1981)

The Competing Values Framework, also known as CVF, was initially suggested by (Quinn and Rohrbaugh, 1981) to analyse different Organizational settings and further introduced by (Quinn and McGrath, 1985) to analyse the elements needed to increase the effectiveness of an organization. This model has been quite effective in improving Organizational quality (Cameron and Quinn, 1999). According to (Colyer, 2000), this model supposes that organizations can be described according to cultural characteristics common to all organizations.

The model comprises four cultural value types: *clan*, *adhocracy*, *market*, and *hierarchy*, each with specific characteristics, such as shared values, leadership style, main attributes and success standards (see Figure 1 below).

Figure 2.13 the Competing Values Framework (Quinn and Rohrbaugh, 1981)



Source: Quinn and Rohrbaugh, 1981

According to Yu and Wu, (2009), the four quadrants of the framework diagram depict opposite assumptions, each sequence focusing on value creation and key performance criteria, especially “flexibility versus stability, internal versus external focus”. Furthermore, the dimensions are also divided into contradictory quadrants on the diagonal.

The building of this model took a long investigation of the connection between culture and performance measures such as productivity, progress, eminence, invention, and client and worker satisfaction, providing answers to four main issues: mission, adaptability, involvement and consistency. The aim of the Denison model is to help clarify an organization’s objectives, market receptivity, capability, and engagement and

employee adjustment to the plan execution and values,(Ahmady, et al., 2016).The model is further based on specific traits, namely mission, adaptability, consistency, which are then incorporated under three labels which define specific corporate dialect conducts to obtain achievable outcomes (Dension Consulting, 2011).

According to *et al.*, 2000), different researchers have discussed which organization culture model is more appropriate, providing various measurements and dimensions. Detert et al. (2000) also suggested eight common organizational culture dimensions, such as “truth and rationality in the organization, time and time horizon, motivation, stability versus change/innovation, orientation to work/co-workers, isolation versus collaboration, control versus autonomy and internal versus external”. Other models were proposed by other researchers, namely the Organizational culture survey (includes 6 items), the organizational culture inventory (Cooke and Rousseau, 1988), the multidimensional model of organizational cultures (Hofstede *et al.*, 1990).

2.16.9 Harrison Culture Dimensions Model (1993, p 8)

Roger Harrison (1993) states that the Culture Dimensions Model might be perceived as evaluative, but in fact it is mostly descriptive, aiming at emphasising the culture gap between a culture’s real and preferred cultures. Furthermore, this model mentions four cultural dimensions, namely “power-oriented culture; role-oriented culture; achievement-oriented culture; and support-oriented culture, dimensions measured through formalisation and centralisation, from low to high levels” (Taştan and Türker, 2014).

The power-oriented model is structured as a hierarchical web which means a structure strongly connected to the centre where the highest power (the head) is, with associates around it, the power being shared from top to bottom. (Taştan and Türker, 2014). In this regard, this model appraises a personal, informal and power management style. Not only large organizations but also small ones can be built around a power-oriented culture, the difference being that small organizations are run only by a few highly able leaders who attempt to keep their total command over the employees.

However, Harrison & Stokes (1992 p 15) define role-oriented culture as a “substituting” system for “the naked power of the leader”, in other words with a focus on job requirements and specialisation, through clear procedures and rules considered as more important than the employee (Harrison, 1993).

Furthermore, Harrison & Stokes (1992) also define achievement-oriented culture, also known as task culture, as the culture in which all members have the same vision or purpose which they intend to achieve, while Brown (1998 p 67) states that task culture power is characterised propagated, based on competence and not charm or popularity. According to Harrison (1993), structure is similar to a network, with some stronger sections than others, with power assigned according to short-term objectives and equal importance assigned to both task completion and team work, but more important than employee promotion (Hampden-Turner, 1990). While role-oriented culture places personal power at the centre, of achievement-oriented culture mostly values skills, abilities and professional power as authority.

Support-oriented culture is very different from achievement-oriented culture as it highlights the value of working in teams, advocating individuals as the focal point within an organization, (Harrison & Stokes 1992 p 20), describing it as person-oriented culture, which means based on the individual – organization reciprocal trust. Organizational structure is a benevolent cluster structure with minimal hierarchy, which implies less power control over employees (Harrison, 1993), as well as individuals influencing each other through example and support. There are common traits with role-oriented culture organizations, namely authority being perceived as equivalent to task competence, power sharing and the influence of power being applied only when expert or task competence are required (Brown, 1998).

Lastly, support-oriented culture and Organizational culture have certain traits in common, such as the people-oriented characteristic, and (Martins and Martins, 2002), p 381) describe it as highly valuing the influence decisions have on employees and the importance of their well-being. This type of culture is also characteristic to small-sized organizations in which employees have built close relationships over time (Harrison, 1993), based on trust and support. Therefore, the role of the relationship is to bring employees closer and serve people's needs (Wiseman, *et al.*, 2017). This type of culture is different in the fact that their central power is brought to a minimum of formality and management control is replaced by unanimous decision making, through multidirectional informal verbal communication. (Harrison and Stokes, 1992).

This section has looked at the different assessment models of organizational cultures, each of these having contributed to the knowledge needed to closely explain organizational culture and all the beliefs associated with it, as well as develop strategies to identify organizational culture types.

The present thesis analyses organizational culture using the structural model of culture proposed by (Schein 1985,); (Schein 1992) as a framework which perceives the organization as a purposeful social system. This framework has been chosen due to its previous applicability (Schein 1996); (Schultz, 1994), the decreased criticism received (Mats Alvesson, 1992), but also because it can also integrate a variety of views in cultural studies (Kong, 2003). In order to achieve this aim, Schein's interpretation of "organizational culture" is adopted, namely as a set of common beliefs shared by a group and helping its members to overcome internal and external issues of integration and adaptation; it is also a set of valid values which are transmitted throughout generations as the appropriate attitude towards the above-mentioned issues (Schein, 1985). Schein also sees culture as a multi-layered structure, deeply connected to the group's shared basic needs and integrated within the subconscious, directing the individuals towards building strong relationships with nature and others.

2.17 Measuring Organizational Culture

Organizational culture is perceived as a complicated concept which encompasses a group's veiled values, beliefs, and assumptions, develops on multiple levels and may be classified in different subcultures (Martin 2002); (Ostroff, Kinicki and Muhammad, 2013); (Schein, 2010). The first studies on Organizational culture were anthropological and qualitative in nature, therefore, in order to explain its multifaceted trend, observations and case studies were used as techniques. However, qualitative methods have been overcome by quantitative survey. (Schneider *et al.*, 2014).

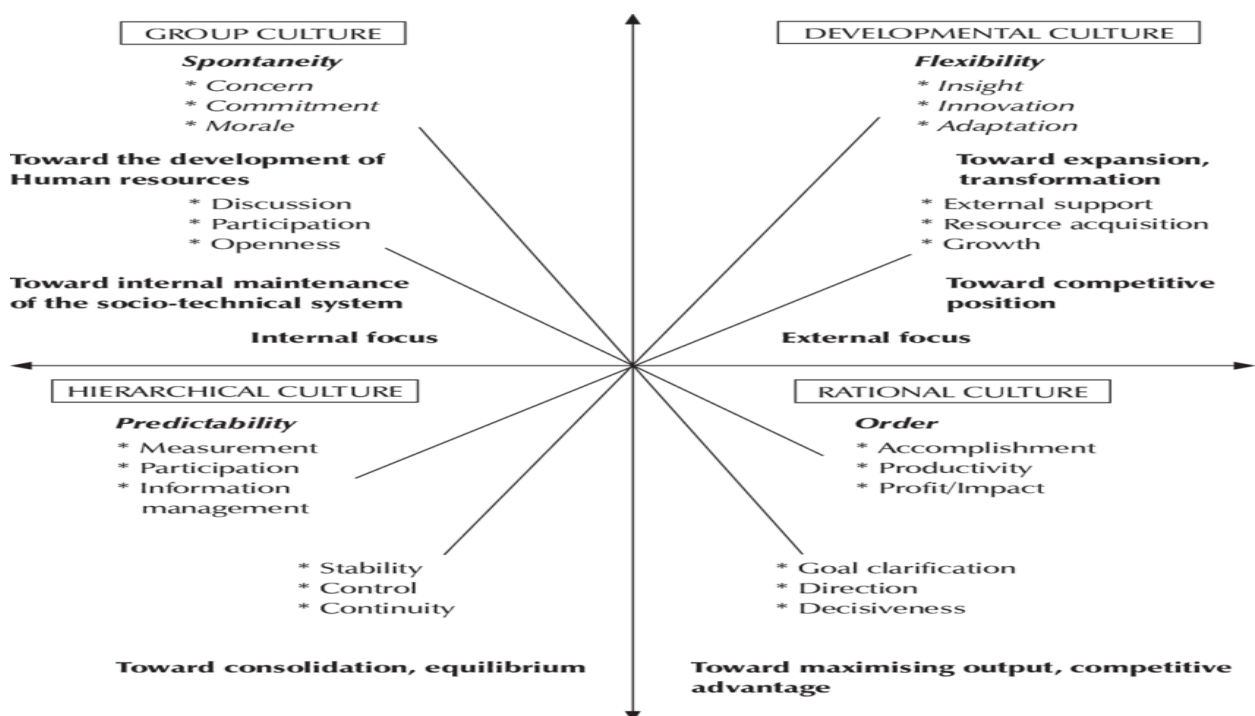
The views on standardised surveys used to study Organizational culture have changed over time, from being highly controversial to widely accepted and recognised, appropriate investigative means (Ostroff, Kinicki and Muhammad, 2013). Among the positive aspects, surveys do not require as much time as qualitative approaches, even if limited to certain Organizational culture aspects, allowing Organizational evaluations and research continuity. (Anon 2011) ; Denison *et al.*, 2014; (Xenikou and Furnham, 1996). Their main strength is the type of information generated. Denison *et al.* (2014) differentiate between two types of surveys, typing or profiling.

While typing surveys are seen by (Kotrba *et al.*, 2012) and (Hartnell *et al.* 2011) as controversial, lacking factual support, based on several incompatible culture types, rejecting a high score possibility in multiple culture types and over-simplifying the meaning of culture, profiling surveys accept the idea that an organization can include

multiple culture dimensions, allowing them to achieve a high or a low score on each of the evaluated dimensions, the emerging pattern facilitating the description and understanding of an organization's culture (Schneider *et al.*, 2014). (Ashkanasy, Wilderom and Peterson, 2000) (Denison, Nieminen and Kotrba, 2014) and (Jung *et al.*, 2009) further classify profiling surveys into formative and diagnostic research purposes. On one side, formative measures focus on the culture profile of an organization without connecting the culture dimensions to extrinsic criteria such as "organizational performance", as opposed to "diagnostic surveys" which achieve this link.

As mentioned in the previous section, the Competing Values Framework, also known as CVF, has often been used as an investigative tool for organizational culture (e.g. (Harris and Mossholder, 1996), examining the competition between both their internal and external environments and control and flexibility and their influence within organizations. Internally-focussed organizations value integration, information management and communication, while externally-focused organizations highlight growth, resource acquisition and interaction with the external environment (Schraeder, Tears and Jordan, 2005).

Figure 2.14 Competing Values Framework- CVF



Source: (Koket and Merwe, 2009)

As far as the second dimension of conflicting demands is concerned, control-focused organizations emphasize stability and cohesion, while flexibility-focussed organizations

value adaptability and spontaneity. If brought together, these two dimensions differentiate four main organizational culture 'types' (Zammuto, Gifford and Goodman, 2000). Tools such as information management and communication are used internally to stabilise and control the focus within an organization, also known as a 'hierarchical culture' as it supposes compliance with rules and a focus on professional matters (Denison and Spreitzer, 1991).

2.18 Strong and weak organizational

As Organizational culture may be perceived as either weak or strong, Martins and (Martins and Terblanche, 2003) highlight that "in a strong culture, the organization's core values are held strongly and shared widely", which means that work shared values are embraced by Organizational members, the commitment level increases. Therefore, strong organizations are perceived as "powerful levers for guiding behaviour (Deal and Kennedy, 1983), being the ones in which the group constantly share the same norms, (Deal and Kennedy, 1983), strongly influencing the members' behaviour (Martins and Martins, 2002). (Brown, 1998) describes strong Organizational culture as able to lead an organization towards high achievement, stating that: "A strong Organizational culture facilitates goal alignment. A strong Organizational culture leads to high levels of employee motivation. A strong Organizational culture is better able to learn from its past." (1998, p226)

Furthermore, Martins & Martins, (2002, p 382) also develop on the idea of a lower employee turnover as one of the benefits of a strong Organizational culture# due to the fact that clearly defining and outlining the organization only leads to cohesiveness, loyalty and Organizational commitment.

However, a weak culture is generally defined as the opposite of a strong culture, in other words, as clarified by O'Reilly et al. (1991). The members within this particular type of culture are bot supporters of shared beliefs, values and norms and struggle identifying themselves with the centre values and aims of the organization, therefore different departments are built upon different values which do not necessarily match the organization's aims. Moreover, weak cultures negatively influence employees because of the direct link to increased turnover (Trice and Beyer, 1993).

2.19 The Distinction between Organizational Culture and Climate

Organizational culture cannot be fully described without emphasising the link to organizational climate and comparing, contrasting or interrelating culture and climate – a topic which has been developed on in the past by a variety of researchers, such (Payne, 2000), and (Schein, 1990). Organizational climate and organizational culture are two surrogate terms used to analyse people's perception of their work settings, also focusing on them as vital pieces used to analyse and describe organizational phenomena (Schneider, *et al.*, 2013). On the other hand, the aims of climate studies generally oppose those of Organizational cultural research by placing a great value processes and measures closely connected to organizational life. Therefore, climate is generally described as largely narrowed to the social aspects identified by organizational members (Ostroff, *et al.* 2012), and it is also more biased and prompt than culture, because employees can instantly understand and interpret an organization's climate just by looking at the place, analysing individuals' performance and approaches, as well as the way in which visitors and new members are welcomed and perceived (Benjamin *et al.*, 2013).

On the same topic, Schein (2010) closely links organizational climate to the so-called 'observable "artifacts", defined as Organizational culture' remotest layer, therefore as an. Therefore, "artifacts" are seen as the link between climate as subjective practice perceptions and culture as fundamental beliefs and values, namely, as mentioned by (Ostroff, *et al.*, 2013), organizational culture is expected to support and associate with "structure, practices, policies, and routines" within the organization as the environment for climate perceptions. Thus, culture and climate are now seen as both corresponding and completely different because their aim is to expose overlying but separate psychological subtleties within an organization. (Ostroff *et al.*, 2013; Schneider *et al.*, 2013).

In recent decades, there has been a growth in research in organizational culture which continues to develop (Ashkanasy, *et al.*, 2011); (Denison, *et al.*, 2014) as it has positively affected crucial achievement factors such as "financial performance, operational effectiveness, and employee satisfaction and commitment " (Hartnell, Kinicki, 2011);(Sackmann, 2011), which has led to an increased interest in evaluating and adapting their cultures to achieve organizational success(Ashkanasy *et al.* 2011).

2.20 Characteristics of Saudi Organizational culture

The Saudi Arabian business culture is mainly described as of a hierarchical nature, a culture in which workers do not usually initiate action but follow their leader's instructions, while managers take decisions to be further applied by subordinates, in a style which would be categorised as micromanagement by many western Organizations: managers are leaders, subordinates are followers(Brdese et al. 2012). A Saudi manager is perceived as authoritarian, having to give instructions to the subordinates for the tasks to be achieved; otherwise the organization would not be successful either. The Saudi Organizational culture is thus characterised by a large difference in power level between managers and employees and not only, namely should even the highest managers offer full specific directives to others(Aldhuwaihi et al. 2012). However, this type of culture might have some disadvantages, namely both sending the wrong message to the employees who would wait to be told what to do rather than taking their own decisions and causing managers difficulties in managing their subordinates' behaviour (Brdese et al. 2012).

As clearly presented on the Vision 2030 governmental website, the 2030 vision focuses on key aims such as stability, thrive, strength, tolerance, quality, opportunity and investment, namely:

“Our Vision is a strong, thriving, and stable Saudi Arabia that provides opportunity for all”. (Khan 2016) In other words, the vision emphasises the need for a culture which values and repays dedication, as well as offers professional development opportunities and support for all employees to achieve their aims. This objective also implied the need for the development of education and training to be accessed by the youth to prepare them for their future jobs, but this project is difficult and time-consuming (Thompson, 2017). The authors of Vision 2030 are widely conscious of the need of certain values to be adopted by the Saudi society in order for this vision to be successful, namely moderation, tolerance, discipline, equity, and transparency. However, these values are quite difficult to fully achieve across all sectors of the society, for example tolerance towards corruption due to the society's focus on family, tribal, and regional ties, much stronger than idea of state identity. Therefore, references to government measures to win the cooperation of the Saudi public are mainly avoided in the text of the 2030 vision, (Khan 2016).

2.21 Organizational culture and employee engagement

Organizational culture has been researched in various settings, such as its influence on organizational life, the difficulty in establishing its relationship with organizational effectiveness (Schneider, *et al.*, 2013), as well as the moderate amount of investigations conducted on the connection between culture and employee behaviour (Odom, *et al.*, 1990). It is highly important to understand how the environment affects employees' behaviour and views because human capital is considered the most influential and valuable resource of an organization. Employee attitude towards the organizational environment has been connected to several aspects such as job involvement, similar to engagement, specific to motivated and work-committed employees (Hallberg and Schaufeli, 2006). On this topic, (Brown and Leigh, 1996) emphasise that employees' job involvement, striving work effort and time and energy commitment is more likely to increase in a safe supportive work environment and if employees are given more support, they would be more motivated, challenged and better organised (Brown and Leigh, 1996).

Taneja, *et al.*, (2015) and Gifford, Goodman, (2001) agree with the findings presented above emphasising that the more supportive and people-oriented an Organizational culture is, the higher levels of employee commitment, satisfaction and involvement, a description characteristic to clan cultures. It has also been agreed that there is a stronger positive connection with emotional commitment within clan cultures than hierarchical cultures (Richard *et al.*, 2009). Additionally, (Sheridan, 1992) found that, compared to focusing on task values, emphasizing social connections led to decreased retention rates and that cultural effects led to a six-million-dollar cost difference. According to the researchers that there are a link between Organizational culture and employee outcomes, some cultures are clearly more open to promoting positive employee behaviour such as involvement, commitment and satisfaction than others, which leads to the supposition that organizational culture might also influence a construct such as employee engagement (Lockwood and McBain, 2007) There is a higher chance for high employee engagement, also encouraged by pertinent employee remuneration and benefits, to happen in a receptive and positive work environment. Furthermore, if an organization appropriately coordinates with its mission and vision statements, display positive peer feedback and maintain on work-life equity, it would stimulate employee engagement (Lockwood and McBain, 2007).

The analysis of this connection is known as Social Exchange Theory which is, in fact, a two-way relationship between the organization and its employees (Robinson, Perryman and Hayday, 2004) When employees receive benefits, they feel the need to return the favour by providing good work ethic, long-term fidelity, trust and commitment. (Cropanzano and Mitchell, 2005), and (Shuck and Wollard, 2010) emphasise the connection between employee engagement is connected to and interpreted as organizational support (POS) which, similarly to organizational culture, employees perceive POS as a strength due to the realization of good values and good management style. Research also links employee engagement to psychological safety because good Organizational culture helps individuals feel safe (Kahn, 1990).

Furthermore, in their research from Krog (2014) also emphasised that Organizational culture is not the only aspect closely and positively connected to engagement, but in fact leadership, management processes and goals have an even stronger contribution to engagement levels. One example of such research is an IT company in Coimbatore which run a research entitled Influence of Organizational Culture on Teacher's engagement: An Empirical Study (S. R. K. Khan, 2016) and it uses the structural equation modelling with Amos technique and, according to (Roohi Kursheed Khan and Gunaseelan, 2016), the emphasised the positive role played by the above-mentioned aspect in predicting engagement levels. Krog, (2014) conducted a multi-layered analysis in Norway based on 35 organizations and confirmed the influential level of culture on individuals, with a special focus on the moderate connection between clan culture and engagement, as well as the lack of any major negative link between market culture and hierarchy culture and engagement.

Parent & Lovelace (2015) however, focus on the specific influence of increased engagement and positive Organizational culture on an employee's ability to cope with Organizational change and the results conclude that work and Organizational engagement are both higher within a positive environment and also that strongly engaged employees would have difficulties in adapting to changes.

Another study, this time on the Nairobi banking system on 1026 employees within the KCB office, was conducted by (Njuguna, 2016) to analysed the link Organizational culture and engagement within the KCB head office, concluding that there was a moderate relationship between the two ($R=0,644$) within managerial, subordinate and operational levels. Another supporting study was conducted by (Reis, Trullen and Story, 2016) on 890 graduate and postgraduate students at a Brazilian business school and

the study concluded that the more supportive, orderly, involved and stable environments, the less authentic they are, therefore those employees with a more authentic behaviour are also characterised by high engagement level.

2.22 Organizational Culture Change

Theoretically, according to Armstrong (2006) and Zedeck (2011), organizations have been increasingly focusing on the need of change and culture change programmes usually need an analysis of the current culture first because they need to become familiar with the real situation before applying any changes which would bring cultural implications as well. For instance, a focal point on efficiency may bring about changes in views on people and the implicit obligations between the organization and its employees. According to Luthans, Fred (2008), even if sometimes an organization decides cultural change is needed due the specific environmental context, therefore drastic change is applied through technological or economic enhancement, changing culture is not at all an easy process, in fact being perceived as more complicated than Organizational climate change. The Organizational climate and Organizational culture are two different concepts; compared to culture which has been widely developed in the previous sections, Organizational climate incorporates employees' views and beliefs about the organization which decides the quality of the workplace, whether it is friendly or not, easy-going or not and so (French, 2018). It also plays the role of a psychological climate because it also constitutes the employees' shared perceptions of organizations and their work environments, perceptions considered easy to change because they originate in the individuals' reactions to the management or the organization. According Martins & Coetzee (2011), psychological climates manifest a strong impact on the development of employees' job satisfaction, involvement, commitment and motivation.

It is generally agreed that the stronger a culture, the more challenging is to change and less likely to react quickly to business strategy changes. According to (Davidson, 2003) certain new values and conducts are necessary to save the organization to be set and accepted, it is not enough to develop a strategy and impose it to the employees, but it is vital for them to be able to first experience these strategies before convincing them of their suitability and usefulness. As supported by Martin and Coetzee (2011), the employees of a strong Organizational culture would highly value its core beliefs and commonly agree with them, which would lead to a decrease in employee movement and an increase in strength within the culture. 'Organizational values' are defined by Martins and Coetzee (2011) as deep beliefs shared by employees but stating that group

values and behaviours are influenced by culture is not really easy to demonstrate either in theory or in practice.

Therefore, (Armstrong, 2006) underlines the interdependency of the culture change programme efficiency of and the change management processes quality , to which (Luthans, Fred, 2008) adds an emphasis on the large impact of Organizational culture change and all business aspects. Employees have an enormous responsibility in deciding whether a certain change is needed and which strategies to be applied to solve any arisen problems.

Lewin's Change introduced straightforward change model (Kreitner, Kinicki, 2007, p. 584). Lewin model it incorporates three stages:

1. Unfreezing,
2. Changing, and
3. Refreezing.

This model emphasizes on that the change is planned, and stresses that regardless of what sort of change is being made, in this model individuals are dependably the centre of the change. Moreover, this model stresses on reducing protection from change by stresses on reducing resistance by introducing two powers; “driving forces and restraining forces”. Driving forces refers to reasons people are motivated to change, and restraining forces refers to the reasons people are reluctant to make change.

John Kotter,(1996) , developed a model , that emphasizes on organization to lead the change instead relatively managing it. The model was identified to be the most proper model to the feature mentioned by Kotter that it is use the emotional parts of change leaders, that contribute in maintain the change outcomes, instead of consider the change as process that persists during the change intuitive. The model additionally emphasised the need of roles and duties that were making the change. Furthermore, the model can be precise when the use of it as a framework or a reference; it can help guide and navigate organization locating their very own steps on their culture change initiatives to customize it according to their requirements. The eight steps are; Creating a sense of urgency Creating the directional team, a powerful coalition, developing a change vision, Communicating a vision, removing obstacles, Induce short-term wins, building on change , and make it stick (John Kotter, 1996).

(Schein, 2007) underlines that all cultures change in a identical manner, underlying as well the vital role of an organizational leader shaping and changing culture, and secure the functionality of organizational systems within the culture. The more consistent the leaders' values and behaviours are with the organization's culture, values and procedures, the more trustworthy they become in the eyes of their subordinates. (Smith, Peters and Caldwell, 2016); (Boyd, 2015).

2.23 Maintaining employee engagement culture

According to (O'Reilly *et al.*, 2014), the efficient management and development of Organizational culture is vital for the organization to be able to use all the Organizational culture advantages (O'Reilly, 1989), among which having and respecting strong values is perceived as important because it sets clear guidance on what is important within the organization, setting acceptable behaviour and attitudes and providing a focus on employees as well. Furthermore, O'Reilly (1989) also developed on four mechanisms used to develop and manage organizational culture and its advantages.

Organizational systems which encourage employee participation within the system are prone to develop and change the culture of the organization due to subordinates becoming involved, sharing their beliefs with other employees who are therefore likely to make decisions and take responsibility of their actions (Nielsen and Randall, 2012). Allowing employees to feel they are making their own choices leads to them feeling committed, bound to the other employees and the organization itself. On the other hand, symbolic actions management supposes evident and well-defined actions taken by managers to support organizational cultural values, actions which inform employees on the development of the organization, (Askey, 2017).

According to Caldwell *et al.* (2015) and (Weinzimmer, *et al.*, 2012) argue that in order for organizations to successfully promote an engagement culture, need regulated plans, policies and systems. Furthermore, (Huhtala and Feldt, 2016) also specify that an organization's culture mostly focuses on its ethical expectations for its subordinates, also connected to employee engagement and creating an engagement culture which is known as the nature of engagement key aspects. furthermore (Schaufeli, *et al.* 2010) stated that, besides the fact that the beliefs of the employees are in agreement with the goals of the organization, at affective level, engagement culture also leads to satisfaction increase, a sense of belonging, and affiliative attachment to the

organization, while at behavioural level, they lead to an interest to do more in order to reach Organizational objectives.

Furthermore, Rothwell (2014) underlined the direct connection between engagement culture and high employee commitment and partnership, reduced number of employee change and health and safety issues, increased productivity, profit and customer satisfaction as well.

2.24 Research Gap

Individuals and culture are closely interconnected, which influences the employee engagement level,(Parent & Lovelace , 2015). Thus, due to the specific cultural setting of the present research, a close, detailed study of Saudi Arabian employee engagement that builds on a series of observational studies conducted in the above-mentioned area is required. Both the previous literature and the present research focus on engagement. The following studies have explored engagement:

Figure 2.15 employee engagement main studies

Author	Research Approach	Key Findings
(Ahmad and Aldakhil, 2012)	The study was conducted on a sample of 237 out of 250 participants randomly contacted from local banks in Riyadh, the capital of Saudi Arabia. The research was based on a questionnaire with a 94.8% response rate interpreted through a Pearson correlation and multiple regression system.	The researchers concluded that there was a strong positive link between communication, leadership attention and job satisfaction.
(AL-Zahrani and Almazari 2015)	The study was based on a web-questionnaire analysis of the effect of successful human resources management on the financial outcomes within Saudi banks but did not define employee engagement. The study involved 175 randomly-selected participants from 200 Riyadh bank employees, and it generated an 87.5% response rate. The sole hypothesis connected to employee engagement was its positive influence on Saudi banks' financial achievement, and the study relied on "data using correlation and multiple regression".	The findings revealed a negative link between employee engagement, the professional development procedure, and the recruitment process.

Author	Research Approach	Key Findings
Shmailan (2016)	<p>This study focused on an analysis of the level of influence that employee engagement has on the movement of Saudi employees compared to non-nationals within the private sector. The employee engagement evaluation process was based on the UWES-9 model and a survey for collecting the data, based on 104 randomly-selected participants out of 500 healthcare and information technology employees in Riyadh. The research questions were based on the link between the background variables and employee engagement, and employee engagement and effects such as the intention to quit the firm. Pearson correlation and multiple regression were the tools used to analyse the gathered data.</p>	<p>The findings revealing that the only two background constructs linked positively to employee engagement were job characteristics and rewards.</p> <p>The results concluded that:</p> <p>employee satisfaction and engagement are directly connected, increasing productivity and career enhancement.</p> <p>employee engagement is also highly influenced by cultural environment, therefore management should be aware of employees' needs and motivation factors.</p> <p>If employees lack engagement, this may lead to a decrease in the organization's "profit margins", "customer service", "employee turnover" and "competitive edge".</p> <p>Moreover, engaged employees are generally the face of their company and are always aiming at achieving meaningful tasks and work with available managers.</p> <p>An organization should aim at setting up an employee engagement plan as time-consuming as it may be because</p> <p>Objectivity and recognition are vital factors in increasing employee commitment.</p>

Author	Research Approach	Key Findings
(Al-Khalifa, 2017)	This study broadens the existing knowledge on engagement background, underlining the important role of job resources and demographics as factors in the relationship with engagement.	Two further factors have been statistically proven to have a strong influence on engagement, namely age and work experience, the positive impact and engagement levels increasing with age and wider experience. Moreover, the results also perceive job resources as background constructs to engagement, emphasizing the positive connection between job performance and engagement; namely, the higher the engagement level, the better the performance. However, the findings also iterated the negative link between turnover intention and engagement.
Aboshaiqah et al.(2016)	This study analyzed the antinomies within engagement among 1,200 nurses in Saudi Arabia and their connection with personal attributes within different hospitals. The method used to calculate the nurses' level of engagement was the Utrecht engagement scale (UWES), and an analytical comparative cross-sectional design was applied in eight hospitals from three provinces.	The results indicated a high total level of engagement, especially dedication, that was close in value to the upper part of the Likert scale. Furthermore, the results underlined the vital influence on the engagement levels of the different work environments, the subjects' age and experience, as well as the need for a statement of professional nursing scope of practice (Aboshaiqah et al. 2016).

Author	Research Approach	Key Findings
(Njuguna, 2016)	This study of the Nairobi banking system, involving 1,026 employees within the KCB office, was conducted to analyze the link between organizational culture and engagement within the KCB head office.	A moderate relationship between the two (R=0,644) was found within the managerial, subordinate and operational levels.
(Reis, Trullen and Story, 2016)	This study involved 890 graduate and postgraduate students at a Brazilian business school.	It was concluded that, the more supportive, orderly, involved and stable the environment, the less authentic they are, so employees more authentic behavior are also characterized by high engagement.
(Gallop, 2012)	This was a quantitative statistical study of 192 organizations within 49 industries, across 34 countries, and the analysis emphasized and developed the direct connection between employee engagement and nine organizational performance measures: quality (defects), customer ratings, profitability, productivity, turnover, safety incidents, absenteeism, shrinkage (theft), and patient safety (Sorenson, 2013).	The result indicated that there is a relationship between employee engagement and organization performance.
Saks (2006)	This study tested a model to examine the outcomes of engagement involving a sample of 102 employees working in different Canadian organizations. It also assessed 270 supervisors to examine the impact of employee engagement on OC.	The results showed that engaged employees were highly committed to their organization. A cross-sectional study found similar results among 595 academics in South African higher education institutions (Barkhuizen, et al., 2014). Moreover, engaged employees helped to increase the organizational effectiveness by instituting discretionary innovative work behaviour. reported that both job and organizational engagement affected behavioural outcomes. In line with Saks' (2006) findings.

Author	Research Approach	Key Findings
Sarti, (2014)	This study was conducted in Italy using a sample of 167 car providers.	The result of this study indicated that organizations that offer employees an opportunity to develop was the most important engagement antecedent, while no connection was found between financial rewards, feedback or engagement. Furthermore, decision authority was perceived negatively, while co-workers and managers supported the link with employee engagement (Aktar and Pangil, 2017).

The exploration of the previous research literature indicated that organizational culture can be a crucial factor in improving employee engagement, due to the fact that there is a capacity impact of employee engagement on an extensive range of measures of organizational overall performance, such as employee retention, loyalty, productivity and satisfaction (Xanthopoulou & Bakker 2012). Furthermore, higher employee engagement results in both employee and organizational-level outcomes (Khan, 1992). However, the prior discussion of the empirical evidence about the relationship between organizational culture and engagement is always inconstant, which reinforces the need for further exploration of these inconsistent outcomes to clarify any ambiguity in knowledge and assess the extent to which organizational culture contributes toward improving employee engagement, (Schaufeli and Bakker, 2004; Harter, et al., 2002). Furthermore, having explored the empirical evidence, there is no study that examines the relationship between organizational culture and employee engagement in the Gulf countries (GCC), and in Saudi Arabia in particular.

The present study provides a different view; since culture epitomises the values that are shared among the organizational members (Denison et al., 2012; Schneider et al., 2013), it is essential for the operational aspects of culture to be well-defined and precise, more specifically at a higher organizational level (Chan, 1998; Hartnell et al., 2011). Furthermore, the relationship between culture and engagement may be better theorized rather than the multifaceted relationship between the organization and the employee.

The present study's uniqueness is represented by the fact that it proposes a framework that will contribute toward maintaining an employee engagement culture. Furthermore, the grounded theory approach gives the outcomes of the present study greater relevance to Saudi Arabian culture.

In summary while the previous researches illustrated above explored the various factors that influence employee engagement, the main difference between the above-cited investigations and the current study is the application of grounded theory and the participative mode research approach which reinforces the relevance of the study outcomes.

Chapter Summary

The present chapter began by exploring the meaning of employee engagement, which was then followed by exploring the literature about employee engagement, its models, and its measures. In the second section of this chapter, culture was explored, and national culture, followed by an exploration of organizational culture's definitions, types, models, and measures, plus the distinction between organizational culture and organizational climate. Furthermore, in this chapter, the difference between strong and weak organizational culture was explored. The final part of this chapter explored the link between organizational culture, employee engagement and, finally, how to maintain an employee engagement culture, and the research gap. Next chapter will be illustrating the methodology adopted in the present study.

Chapter Three

3 Methodology

Introduction

This chapter began with exploring the research theoretical framework, followed by researcher philosophical position, and the research methodology approach and the research method and a comparison between the qualitative methods. Furthermore, this chapter will be illustrating the research method validity and rigour. In this chapter literature review method in grounded theory will be explored. Finally, this chapter will be illustrating the research steps executed in the present study.

3.1 Research Theoretical Framework

The present research discusses organization as a deliberate social system, following Schein's structural culture model (1985, 1992) chosen as method to analyse Organizational culture. This model has been chosen due to the fact that it had been already applied to other contexts (Schein, 1996; (Schultz, 1994) and received low criticism (Alvesson, 1992). The present research also uses Schein's definition of Organizational culture, namely as a set of common beliefs shared by a group and helping its members to overcome internal and external issues of integration and for an organization to achieve successful outcomes, it is advisable to develop a culture which is compatible with engagement, therefore the present research aim at focusing on this relationship perceived as crucial. On a similar note, (Chalofsky,2003) claimed that an organization whose beliefs and values are in agreement with those of the employees can only be a successful and meaningful work environment, with highly motivated and engaged employees. Naidoo and Martins, (2014), stated that organizations would naturally encourage the development of a positive culture which constantly motivates the employees, reassuring their engagement level.

There are a variety of studies on the close connection between Organizational culture and engagement, among which (McBain and Locwood,2007) both agree

that Organizational culture as the main factor influencing employee engagement, therefore reinforcing culture and working towards achieving a friendly work environment are both crucial in the development of an engagement culture.

3.2 Philosophical Position

Researchers generally use the researcher philosophy to obtain information, namely it encompassed the specific research methods used in conducting the project. (Saunders et al., 2015). Blaikie,(2009) defined ontology as “the science or study of being” and it deals with the nature of reality. Ontology is a system of belief that reflects an interpretation of an individual about what constitutes a fact. Whereas, epistemology can be defined as the view that is concern about what establishes adequate knowledge (Blaikie, 2009). Research philosophy is categorized in to different views; among these views is positivism and phenomenology (or social constructivism), (Blaikie, 2009).

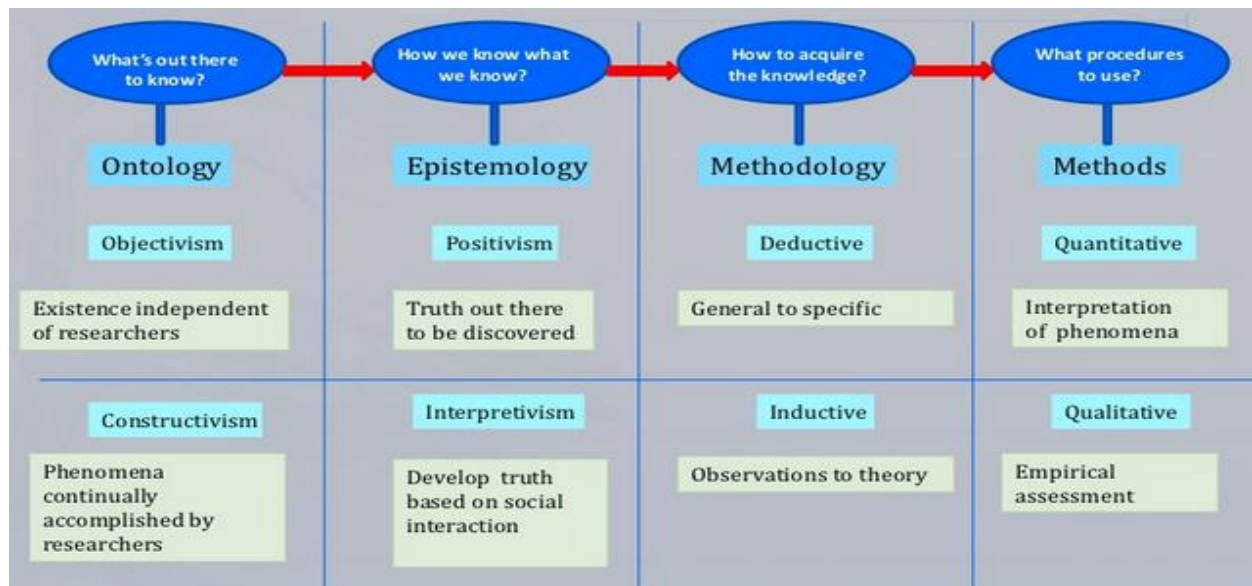
There are different approaches to research philosophy, among which the most related to the topic of the present research are positivism and phenomenology “or social constructivism” (Flowers, 2009). On one side of the debate , positivism perceives the social world as external, using perceptions and reflection as objective methods (Easterby *et al.*, 2002,p. 57). In opposite side of the debate, as supported by, (Saunders et al, 2009), the researcher and the research are two autonomous items and data analysis is objectively conducted through captured data interactions.

The phenomenology or “social constructivism” perceives reality as a social product to which people give meaning, while the external environment does not apply any influence. Specifically, phenomenology focuses on people’s approach to logic by sharing their beliefs, values and know-how with others through common values and language, also supported by (Bryman and Bell, 2015) who agrees with the perception of constructivism as a social phenomenon. According to Saunders et al., (2009), researchers who support constructivism also have a critical view of positivism underlining the possibility for both the physical and the social world of business and management to be similarly generalised, a view which emphasise

the need for people to focus on their thoughts and feelings tether on the behavioural rules and causes. (Wahid *et al.*, 2017)

The social research revolves around a growing assumption of researchers having a clearly set philosophical position (Grix, 2002). Glaser’s views have therefore been heavily argued and described as ambiguous, unsophisticated and encouraging a somehow “epistemological fairy-tale” of numerous social realities (Pulla, 2014).

Figure 3.13 Comparison between different Research Designs



Source: Blaikie, N. (2010) “Designing Social Research” Polity Press accessed on: research-methodology.net.

The present thesis used the above-mentioned constructivist ontology, using a Grounded theory approach to depict numerous truths in the chosen environment, (Charmaz, 2004). This philosophical approach reveals the implicit research

participants' role in the making of meaning (Bryant, 2009). According to the social constructivist ontology, the first person is used to underline my participation in the content development, even though it is traditionally perceived as unconventional technique within academic research in which the objective detached voice is usually employed, (Miller, 2016). However, this objective approach to research is also perceived as impersonal, often hiding the strong connection between the researcher as impartial observer and the participants as observed party, (Ward, et al., 2015). Whereas, epistemology interpretive approaches aim at placing the researcher at the centre of the research process, hence increasing methodological credibility through transparency, (Tobin and Begley, 2004). As supported by Etherington, (2013), the role of the appropriate use of the first-person narrative is to rebalance power dynamics using reflexive and interpretive writing strategies.

Overall, the present thesis concentrates on culture and how it influences employee engagement from a constructivism view. This approach has been chosen due to its capacity to investigate the relationship between behaviours and culture within an organization, to integrate the researcher within the project, sharing the experience with the other actors, namely the Saudi Bank employees. However, positivism is not perceived as an applicable approach due to the unfeasibility for the researcher to analyse behaviours for specific locations and organizations using such a general view.

3.3 Research Methodology approach

The present research adopts an inductive approach, meaning that the researcher is actively involved in the research (Bradford, 2017), allowing observations to be made (Neuman, 2014), furthermore a focus on interpreting behaviours and employee engagement impact, as well as a clear analysis of the concepts. The present research aims at observing the relationship between culture and employee engagement within the context of Saudi Arabia banks.

According to Sackmann (1991), changes in time and place has a great impact on culture, as a result, a deductive approach would not be the most appropriate and effective research method because the aim of the research is not testing theories and hypotheses, which is limiting the cultural specificity of organization. Another

supporting factor in favour of the inductive approach is the researcher's ability to interact with other peers in their environment (Liu, 2016) and approve observations and mutually build patterns other peers , further positive factor of this approach is the flexibility provided by the absence of strict pre-set theories and the researcher's ability to make any required changes and amends within the study, (Gabriel, 2013).

3.4 Research Method

As mentioned in the previous section, the present research has chosen the constructive philosophy approach, within which the qualitative method is considered the most appropriate and effective research method. Moreover, it is worth mentioning that the constructive approach does not regard the use of questionnaires and structured interviews as useful, in fact in-depth interviews are chosen as preferred method in the present research , (Alshenqeeti, 2014). Thorough interviews are defined as “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation”, (Boyce and Neale, 2006). The present research method includes collecting all the “data” (in this case their stories) and then outlining individual experiences in a time-ordered manner, other potential methods being Ethnography, Case Studies, Phenomenology, Narrative Research, and action research , (Creswell, 2012).

To start with, ethnography is one of qualitative methods research and it supposes the study of the groups in their natural setting for an extended period of time, aiming at revealing and analysing the group's shared values, such as behaviours, beliefs and language sharing ,(Creswell and Plano Clark, 2018); Murchison, 2010). As pointed out by Creswell (2002), the preferred groups in ethnographic studies are larger than twenty individuals because these types of research aim at analysing the behaviours and values of entire cultural groups with the researcher fully immersing into the groups' daily lives to formulate theories in behaviour. Furthermore, (Pettigrew, 2000) underruns a compatibility between Grounded theory and ethnography, namely that both must deal with both the developing process of choosing a sample and data collection from natural environments. As

far as the possible widespread use of the research findings is concerned, Pettigrew (2000) continues to claim that the Grounded theory generation leads to “both localised, substantive and extended, formal theoretical outcomes, while ethnography puts an emphasis on the location and the specific nature of interpretations.

Furthermore, phenomenology is an inquisitive strategy in which researchers focus on the identification of the vital elements within human experience, referred to as Phenomenological research analyses, furthermore it is the way in which a number of participants perceive the same phenomenon, to find some sort of common ground (Creswell, 2008). The aim is finding certain phenomena of human experience it is the same situation when being bullied or undergoing surgery, followed by gathering data on the different individual perceptions which is then used to develop a “composite description of the essence of the experience for all of the individuals” (Moustakas, 1994); (Creswell, 2006). This description will outline what was experienced by these people and how they experienced it, as well.

Phenomenological research attempts an analysis of meaning several individuals, narrative research only focuses on the life experiences of individuals. In the present research, a picture about the lives of the individuals is developed using the individuals' own stories and narrating them in chronological order, (Creswell, 2008; Czarniawska, 2004).

Case Studies a method based on the deep analysis of an issue by exploring related cases (Creswell, 2006). On the other hand, Denzin and Lincoln (2005) argue that case studies are not actually inquisitive strategies or research methods, but a choice of what is studied (Denzin and Lincoln 2005), whereas others perceive it as a methodology (Yin 2008). No matter which approach is adopted; they are still a popular qualitative research method in fields like psychology, for example Freud, as well as Medicine, Law, and Political Science (Creswell 2006).

Even though it is perceived as widespread practice to apply features of several methodologies within the same research, unlike the case study method, grounded theory often uses the constant comparison method, (Kolb, 2012).

In summary, grounded theory may complement ethnography, namely it can widen and set the restricted theoretical part of ethnography. Furthermore, a common feature between grounded theory and phenomenology has been agreed on, namely the similarity between participants' point of view within the first theory and the subjective experience of the latter, according to , (Denscombe, 2014). Furthermore, Grounded theory is completely different from action research or case study as it uses constant comparative analysis. Action research has developed at the same time as many methodologies have evolved with a stronger focus on the measures taken and/or on the research, all which due to the reflective approach adopted (Abdel-Fattah, 2015).

However, some features differentiating them from other methods have been underlined. For example, the obtained data lead to a change from end products in their own centres to the need for change required by actual situations, (Gluckman and De Collason, 2015). The area which needs to be changed needs to be identified first, than a result action planned, followed by continuous evaluation of the changes, intervention strategies appropriately adapted, and sampling carried out within the same setting (Abdel-Fattah, 2015).

Table 3.1 Qualitative design

<i>Design</i>	<i>Purpose</i>	<i>Focus</i>	<i>Methods of Data Collection</i>	<i>Methods of Data Analysis</i>
Case study	To understand one person or situation (or perhaps a very small number) in great depth	One case or a few cases within its/their natural setting	<ul style="list-style-type: none"> • Observations • Interviews • Appropriate written documents and/or audiovisual material 	<ul style="list-style-type: none"> • Categorization and interpretation of data in terms of common themes • Synthesis into an overall portrait of the case(s)
Ethnography	To understand how behaviors reflect the culture of a group	A specific field site in which a group of people share a common culture	<ul style="list-style-type: none"> • Participant observation • Structured or unstructured interviews with "informants" • Artifact/document collection 	<ul style="list-style-type: none"> • Identification of significant phenomena and underlying structures and beliefs • Organization of data into a logical whole (e.g., chronology, typical day)
Phenomenological study	To understand an experience from the participants' points of view	A particular phenomenon as it is typically lived and perceived by human beings	<ul style="list-style-type: none"> • In-depth, unstructured interviews • Purposeful sampling of 5-25 individuals 	<ul style="list-style-type: none"> • Search for <i>meaningful concepts</i> that reflect various aspects of the experience • Integration of those concepts into a seemingly typical experience
Grounded theory study	To derive a theory from data collected in a natural setting	A process, including human actions and interactions and how they result from and influence one another	<ul style="list-style-type: none"> • Interviews • Any other relevant data sources 	<ul style="list-style-type: none"> • Prescribed and systematic method of coding the data into categories and identifying interrelationships • Continual interweaving of data collection and data analysis • Construction of a theory from the categories and interrelationships

Source : (Creswell, 2007)

Charmaz's approach (1990, 2000, 2002, and 2006) to the Grounded theory is more of a social constructionist version which disagrees with the idea that divisions and theories do not result from the data; however, the researcher develops them by interacting with the data. In other words, the researcher explains, organises and presents data after reacting with it, (Charmaz, 1990) instead of focusing on the order within the data. Therefore, the background shape of the research process and its results are clearly outlined and defined by the researcher's "decisions, personal, philosophical, theoretical, methodological background", the questions asked concerning the data, as well as the method application means. As a result, the theory produced is not perceived as the sole truth extracted from the data, but in fact the result of one specific data reading. (Pidgeon and Henwood, 1996) replace the concept theory generation with discovery in order the constructive element to be embedded within the theory development process(Weed, 2017).

As a research method, Grounded theory has been constantly criticised, hence next section interprets and analyses the most thoroughly underlined criticisms. While this method is considered as interpretivist and constructionist tools, it originates in fact in Positivism/objectivism, being therefore affected by internal misinterpretation, (Bryant, 2002). A wide variety of have disagreed with the philosophical approach to the Grounded theory. Based on the ideas developed by Glaser and Strauss, (1967) in their book entitled 'The Discovery of Grounded theory', various researchers have considered a positivist/objectivist method. The use of concepts such as 'emergence' and 'discovery' provide an objective realist view, therefore adopting a sole reality as "true" (Locke, 2003). This supposition is developed probably due to Glaser and Strauss who strongly supported a structured qualitative analysis Method , (Charmaz, 1990, p. 253).

Glaser and Strauss's work(1967) was ground-breaking mainly due to the challenging of several ideas, namely (a) random theory and research divisions, (b) opinions on qualitative research as primarily opening the road towards more "rigorous" quantitative methods, (c) arguments in favour of rigor as the key element illegitimizing qualitative research, (d) claims which adopt qualitative "impressionistic and unsystematic" approaches, (e) division of data gathering and interpretation, and (f) suppositions concerning qualitative research which could only lead to "descriptive case studies rather than theory development" , (Glaser, 2016). Moreover, (Denzin and Lincoln, 2000)introduced Grounded theory more as a key element, a finding may have been strongly influenced by 1967 - the original monograph's date of publication of , the same year, Denzin and Lincoln (2000) mention the second movement.

Glaser and Strauss (1967) argued against this view, supporting the idea of a detachment from a positive approach (Hutchinson, 1988; Suddaby, 2006), whose work was perceived as an answer to various problems of the time, "extreme violations brought to data by quantitative, preconceived, positivistic research using forcing conjectured theory" (Glaser, 2001, p6). Grounded theory played a very important role in the qualitative analysis development process in the 1960s-70s, by developing theory into grounded data' to avoid abstract sociology, enabling Glaser and Strauss to close the gap between theoretically and empirically

'uninformed' empirical research as argued by Charmaz (1983). (Goulding, 1998) and Locke (2001) perceive Grounded theory as more similar to an "interpretive paradigm", associating it with the pragmatic approach pragmatism and the symbolic "interactionist" school of sociology developed in the United States.

According to Glaser (1992), grounded theories help spotting potential concerns the interviewees might have, how they intend to overcome them. Glaser also continues with pointing out that an effective strategy supposes ignoring the literature at first, focus on the study area to be able to make sure the focused categories are not contaminated by concepts which would suit other areas better (Glaser and Strauss, 1967). There is much strength to this approach, such as the ability to build new theories, the high-quality theory reflecting on research design, the characteristics of the study, the findings and methods as well as its role in leading towards future investigation into the phenomenon.

In summary, the researcher has so far presented the main qualitative research methods; therefore, the next section will focus on grounded theory as chosen method for the present study.

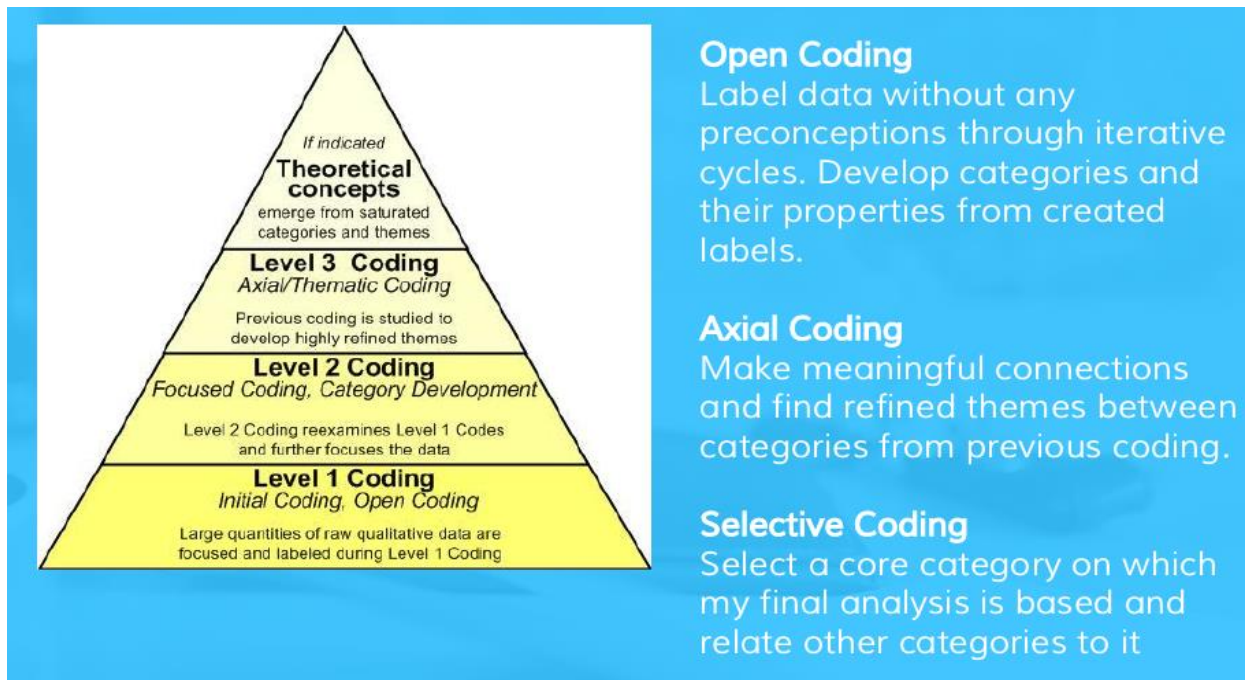
3.5 Adopted Research Method

Given the length and intensity of a PhD study, it is important to select a method that reflects the researcher's abilities, approaches and claims. According to (Mccallin, 2013), there is a vital connection linking researcher's approach and learning style, and their methodological preferences. Using (Kolb, 1984) Learning Style Inventory, the researcher has been identified as an "assimilator", namely preferring abstract concepts and reflexion as observational tools, which are in fact the main characteristics of Grounded theory (Glaser, 2002a). To conclude, the main strength resides in the ability to reason and formulate theoretical models. Moreover, Grounded theory also analyses patterns and saturation so as to develop and organise concepts and uses processes of abstraction to emphasize second order concepts as well (Fernández and Lehmann, 2005). A later chapter of the present research will further discuss the implicit methods applied with the above-mentioned assertions.

In fact, the grounded theory is considered to bring a considerable challenge, namely the close analysis of the available research methods and decide on the appropriate one to be used in the present thesis. Many researchers have considered this method as too demanding and challenging, therefore avoiding it entirely, choosing to mix aspects from both the Glaserian and Straussian methods, disregarding, the incompatibilities and contradictions. Grounded theory was chosen to avoid these significant complications and due to its both qualitative and quantitative focus, although considered quite complicated for a novice due to the complex preparations required (Cutcliffe and McKenna, 2004). On one hand, Strauss and Corbin (1990, 1998) describe Grounded theory as “qualitative”, Glaser and Corbin (1967) emphasize both its qualitative and quantitative character.

However, Grounded theory is the method of choice in the present thesis because it leads to an analysis and understanding of the area, not needing any pre-set ideas of knowledge or reality, knowledge not being perceived as static, but always developing and changing. Furthermore, the present research will be using Action research for data collection, the tool will be used is the “issue focus”, and “focus group” approach, which would represent the action research features of the present study. Meaning is interpreted through dialogue and action, which suppose understanding, experience, and emotion, key elements within the grounded theory, (Sackmann, 1991).

Figure 3.2 Grounded theory process



Source: (Creswell, 2007)

3.6 Reliability and validity of a Grounded Theory Study

Qualitative researchers have thus developed multiple alternative criteria for evaluation, such as trustworthiness, rigour, transferability, transparency and so on. Rather than establishing a definitive set of criteria, decision based upon prescriptive rules, (Mays and Pope, 2000), the importance of measuring the credibility of a research study using those criteria have been considered as most appropriate to the fundamental principles of the chosen approach.

As a general methodology different from both the qualitative and quantitative approaches, grounded theory has got specific criteria for judging credibility, as outlined in Glaser and Strauss (1967) and Glaser (1978). In contrast to quantitative methods, a grounded study does not release factual results or accurate descriptions, but offers a range of plausible, theoretical hypotheses (Glaser and Strauss 1967), not intended to be estimated as right or wrong, but instead can be relevantly applied and modified within the intended area. Furthermore, it also does not aim at formulating detailed descriptions; tell participants' stories or offer interpretations, but issue abstract perspectives to a conceptual level (Glaser 2004). Therefore, for the purposes of evaluating the

credibility of a grounded study, there are four fundamental principles to consider: Fit, Work, Relevance and Modifiability (Glaser 1978). These criteria are explained below, providing the reader with criteria upon which to evaluate the emergent Grounded theory presented within this thesis.

3.6.1 Work

The concept of “Work” is perceived as participants’ capacity and ways to solve their main issue (Glaser 1978). Because of careful constant comparison, the main aim and the behaviours envisaged within the present study are well incorporated in the data. A theory’s capacity to summarise and synthesise other studies’ results demonstrates the theory’s workability in connection with employee engagement (Glaser 1978).

3.6.2 Fit

Fit is defined as the validity of the concepts proposed in the theory, namely the extent to which concepts *fit* the data and represent the behaviour being conceptualised. In 1978, Glaser underlined that an analyst’s aim is for this fit to be as close as possible, and later in 1988 to identify seven means to maximise fit. Not conducting a pre-study literature review would reduce the risk of adopting a forced inappropriate framework to analyse the data. While it has been acknowledged in this chapter that the researcher never enters the research situation with an „empty head“ because the literature is not the only source of preconceived ideas, Fit is enhanced through the step-by-step application of Grounded theory procedures which will confirm or contradict presumed relevance. Fit must be continually validated and corrected by rigorous constant comparison (Glaser 1998), through which categories are progressively refined to Fit the data from which they are derived (Glaser 1978). Categories are imposed but are constantly renamed and changed until a point of theoretical saturation containing categories dense and stable enough to sufficiently provide as much variation in the data as possible (Breckenridge and Jones, 2009). In the analysis chapter the researcher’s conceptual development process is described, supporting this continuous and ongoing Fitting and refitting of categories to the data. This proved the importance of modifiability of the theory, further criteria, and the concepts

presented in this thesis therefore not being precious but open to change to enable developing Fit as the theory is inevitably faced with new data.

3.6.3 Relevance

Relevance refers to the importance of the core concern in the topic area, that is, the „grab“ of the emergent theory as called by Glaser (1978, 1998), namely participants will be significantly interested in a relevant theory. The present thesis has focused on optimising relevance by rigorously systematically applying the continuous means of comparison and theoretical sampling, which keep breaking down the resulting theory. The researcher has chosen to delay the literature review and adopt memo writing as a method, therefore avoiding the issue of forced preconceptions and making sure that the identified core issues and categories are strictly correlated with the data they were extracted from. The present thesis has been demonstrated to possess a wider reaching relevance, with extended literature within employee engagement and organizational culture, although set within the context of Condition Management Programmes Glaser (1978, 1998).

There are several different perspectives according to which to understand the tensions between the ideals and the realities of working life, as supported by the wide literature research incorporated within this thesis. Therefore, there is confirmation if a relevant connection between Organizational culture and employee engagement with relevance in other service provision areas which aim at balancing between being a driven or a needs-to-be-lead type of person while having a Role Performance job and adhering to Service Ideals. Furthermore, this could also lead to the development of a formal theory to explain more generally the complex process of being a driven person within a driven service organization Glaser (1978, 1998). According to Glaser (1978), the clear potential for a formal theory is indicative of a relevant core category with enough conceptual grasp.

3.6.4 Modifiability

Modifiability is defined by Thulesius *et al.*, (2013), as the Grounded theory's capacity to be modified according to the new relevant data, which does not reject

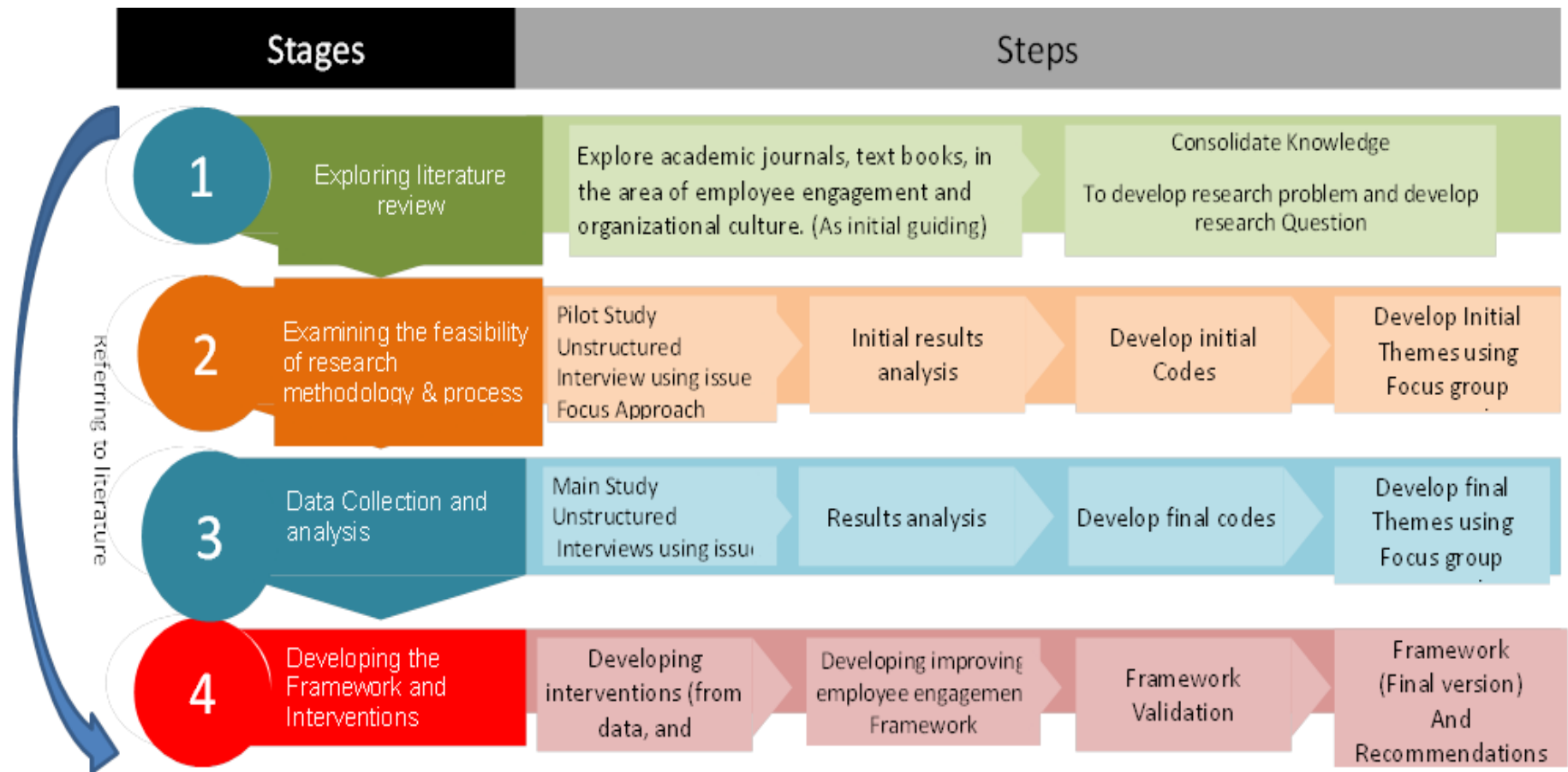
the theory, but increase its depth and breadth through an even wider variation. Grounded theory is described by Glaser and Straus (1967) as continuously developing theory, with imperfections which, once generated, does not need to be demonstrated, just changed through further constant comparison (Glaser, 2003). The theory is only ever partially closed as new ideas to suit the current circumstances will always appear; therefore, modifiability is most often considered the most powerful element of the Grounded theory methodology.

3.6.5 Reflexivity

In a qualitative approach, the researcher needs to study a “real-world” phenomenon with all its complexity, which underlined the researcher’s vital role in the delivery of the interviewees’ experiences. According to Patton (2002), reflexivity sees the need for qualitative enquirers to consider and acknowledge the cultural, political, social origins of their own initiatives as well as the interviewees’ perspectives. In a conservative country such as Saudi Arabia, due to the researcher’s and the participants’ ethnicity and religious views, it was relatively easy to create a rapport between the two sides. Therefore, the interviewees were very eager to openly and sincerely express their views and opinions based on their personal experiences, which would have been very different if the researcher had been of a different religion and ethnicity, and the participants would have mostly concentrated on the details of their job (Engward and Davis, 2015).

All the questions asked within the present research referred to the wide subjects of employee engagement, HR practices and personal resources. For example, as far as resources are concerned, the researcher did not specifically ask employees about their marital status due to their religious beliefs, in fact the issue was genuinely discussed by the participants themselves. Therefore, despite of the feeling that the background and identity of the researcher may have had an influence on the findings, the researcher has confidence in the objective, culture-considerate and valid data collection process, to avoid any bias and subjectivity.

Figure 3.3 Research Design



3.7 Exploring Literature in Grounded theory

In the Introduction chapter to the present thesis, the difference between the Grounded theory thesis and the “traditional” formats were explained, mainly due to a different approach to incorporating existent literature within the research process. While the “traditional” format includes a pre-research literature review, in a Grounded theory thesis the literature is not incorporated until after the emergent Grounded theory has been formed. This suits the fundamental principles of Grounded theory, allowing an inductive approach to generating theory from the research and not just check as opposed to verifying predetermined hypotheses derived from the available literature, (Glaser and Strauss 1967). By avoiding a pre-research literature review, the aim of the grounded theorist is to avoid creating a potentially inappropriate or incomplete framework of deductively processed data (Limb 2004). In fact, as argued by Heath, (2006), the analysis and use of existent literature would increase the emergent theory by challenging and refining concepts, and contribute to the newly developed theory . In summary, delaying the literature review is a characteristic of both grounded and constructivist Grounded theory even though they are different in their methodological, ontological and epistemological approaches.

The Grounded theory adopts an inductive methodology, namely the researcher should start the research in the field, is encouraged simply to begin in the field, collecting and analysing data, an attitude perceived somewhat ironically. Literature is integrated into the final stages of theory development; therefore, researchers are urged to focus on choosing the appropriate methodology suitable for their research purposes, (Vickers and Vickers, 2016). In other words, a study based on extensive literature and focused on a specific research question would not benefit from a Grounded theory approach, (Engward & Davis 2015) . On the other hand, the inductive approach would be the best approach when exploring a new and less researched area such as employee engagement. Therefore, it is crucial to conclude that the development of a literature review section within a thesis can bring new ideas into the theory, but negatively affect it as well.

The researcher's assumptions are not seen as relevant until a deep analysis supports or dismisses the theory. Previous knowledge and insights are only perceived as regular data to be analysed, therefore continuously interviewing and documenting ideas through note-taking further help to keep the researcher open to other possibilities, such openness being lead, according to Glaser (1978), by the researcher's theoretical sensitivity, ability to make abstract connections, a concept embedded in the grounded theory and often misunderstood (Glaser and Holton 2004); the misunderstanding is, according to Glaser (1978), due to the fact that, even if theoretical sensitivity increases when avoiding a pre-research literature, the researcher usually reads a variety of non-related disciplines to increase the openness to multiple theoretical ideas (Vickers and Vickers, 2016).

3.8 Sampling

Sampling is directly managed by the developing theory, leading the researcher throughout the emerging data, therefore sampling is theoretically oriented, with the aim of refining and clarifying and not just explaining the theoretical concepts, which make the research relevant and applicable within the research area (Breckenridge and Jones, 2009). Theoretical sampling is not fully descriptive but aim to thoroughly focus and narrow the wide data collection to achieve theoretical development. While a pre-set sample might cause worry whether enough relevant information has been gathered, the theoretical sampling approach achieves Relevance by increasingly and consistently adapting the gathered data to match and fit the developing theory, (Glaser and Strauss 1967). The appropriate sample size in grounded theory depends more on the concept of 'theoretical saturation' (Glaser & Strauss, 1967; Strauss & Corbin, 1998). Theoretical saturation can be achieved in the level in which there is no additional relevant data concerning a category can be captured , (Thomson, 2011).

Although the sample cannot be pre-set at the starting point, the researcher must begin somewhere, typically in one concentration site and, following an initial data collection and analysis, after an initial period of data collection and analysis, will be expanded to other sites allowing theoretical comparison, called "site spreading" and determined by the emerging theory (Glaser 2001 p181). Although according to

Glaser (1978), groups should be chosen according to necessity and not prior to the research start, “, for practical reasons of this study initial assumptions on the sampling rout had to be made.

Theoretical sampling is not only connected to “site spreading”, but also to guiding data collection within a single site. As the data collection section of this chapter will demonstrate, the type of data sampled was determined according to the emerging theory, namely which participant to interview or observe next, the length, purpose and topic of the interview and so on, which are always guided by the developing analysis as the researcher continues to record conceptual memos. Furthermore, as mentioned before, theoretical sampling is not fully descriptive, but comparative of empirical indicators (Glaser 2001). Therefore, „covering everything“ is not the researcher’s goal; on the contrary data collection is skilfully and purposefully delimited in the service of developing theory. Thus, at the beginning, data analysis generates a variety of possible leads, leading to many simultaneous different paths. However, the more saturated categories become and theory clearer, the fewer amounts of data is needed, which means that data collection becomes more focused, with a clear aim, (Glaser 2001), therefore theoretical sampling finishes once the main aim has been achieved, (Creswell, 1998). Other Grounded theory supporters are suspicious of interpreting the data gathered from a large cohort of respondents, suggesting starting with perhaps five or six participants chosen according to common interests, also called homogeneous sampling, (Glaser and Strauss, 1967). In this research, due the western and central location of most banks’ head offices, the study was entirely conducted there, and banks were chosen if easy to access.

3.9 Data Collection Tool

In accordance with the Grounded theory, the approach to collecting data in this study presumed the “all is data” approach (Glaser, 2001), meaning that data collection is not restricted to specific methods and cannot be pre-set at the beginning of the study. Instead, data are drawn from any appropriate source, responding to leads originating in the data and selecting data collection methods that will best fit the developing questions. As mentioned by Glaser (1998, p8), data

can include “the briefest comment, the lengthiest interview, written words in magazines, books and newspapers, documents, observations, biases of self and others” (Glaser 1998 p.8).

According to Nathaniel (2008), even if any type of data may be used with the Grounded theory; qualitative interviews appear to be the most commonly used form of data collection (Roman, Osinski and Erdmann, 2017). For the purposes of this study, 28 unstructured interviews with practitioners were conducted, varying in length between half an hour and two hours. While early interviews were open and unstructured, providing a temporary set of codes and categories, identifying multiple, tentative leads to follow up in further data collection.

3.9.1 Issue-focused interviewing approach

According to Sackmann (1991), interviewing participants using the Issue-Focus Method boosts encourages the development of the participants’ main concern (. In other words, since in early interviews especially the grounded theorist avoids asking too specific questions which might pre-set the interview focus, in other words, interviews started with an open, question.

Issue-focused interviewing technique is, according to Diesing (1971), “based on a phenomenological orientation and to the choice of a design of successive comparisons”. The content of the transcribed interviews was theoretically analysed (Carney, 1979), then any other sources such as observations and documentaries and a result analysis section were used for reinforcement. Two additional critical discussions were also employed for the sole purpose to achieve result objectivity.

The unstructured interviews used the following questions:

- Can you name two incidents which included positive employee engagement?
- Can you name two incidents which included unsuccessful employee engagement?

Moreover, a further interview type used in the present thesis is the Unstructured Interviews which were the participant-guided open-discussion type (Glaser, 1998),

allowing the researcher to gather enough data. Interviews started with an open question, participants being encouraged to continue discussing the core topic, namely employee engagement within their organizations (DiCicco-Bloom and Crabtree, 2006). Since the interviewees' mother tongue was Arabic, the interview was conducted in Arabic to allow employees to be comfortable while expressing their views, thus avoiding the language obstacle. The researcher gathered data and catalogued using digital recordings and notes taken during the interview, followed by the re-coding of the text due to the arising of new concepts and patterns. Overall, the interviewees had various roles in different regions, from management to subordinates.

3.9.2 Theoretical Saturation

Glaser and Strauss (1967) define theoretical Saturation as the moment when “the researcher stops sampling, whereby categories and their properties are considered sufficiently dense and data collection no longer generates new leads”. Theoretical Saturation is not perceived only as descriptive redundancy, in fact Glaser and Strauss (1967) underline that if categories are condensed enough, implies that merely perceiving theoretical saturation is not synonymous to complete coverage, while the researcher does “know everything”. Instead, Saturation is based on symbols' ability to interchange, while their different incidents may describe or refer to the same concept (Glaser, 1998). In other words, although the observed data will generate different new incidents from a descriptive point of view, their constant comparison will not modify the theoretical concept. When these indices interchange within the main category and its properties, the theory therefore becomes saturated.

Therefore, the Saturation point shows the theoretical stability level, in which the main category is based on as much observational variation in the data as possible. Moreover, of a vital importance is the fact that these concepts and theories are still adjustable within the main area (Aldiabat, 2018). New data, no matter its origin - further theoretical field sampling, existent literature or collegial feedback- can often to change the theory, therefore the final Grounded theory is perceived as a continuous and not completed process, in which Saturation is only “a pause in the

never-ending process of generating theory” (Glaser and Strauss 1967 p.40). In other words, Saturation within the grounded theory does not verify hypotheses or describe a specific situation. In fact, the researcher mainly focuses on developing a theory which can handle change. Therefore, the present research achieves after conducting 26 interviews, the researcher deciding there was need for two additional interviews to be able to confirm the Saturation level was reached.

3.10 Data Analysis

Grounded theory analysis is concerned with developing rather than interpreting or describing, therefore not providing the qualitative studies’ typical description, while grounded theory generates a theoretical and prudent explanation of what is happening in the research context (Glaser, 2002a). Glaser (1998) also emphasises the possibility for the participants not to clearly express the main concern, in fact it may be abstracted from the collected data., through an iterative process of coding (Glaser 1998), the analysis focus being the incidents in the data, and not the person themselves (Glaser and Strauss 1967). The remainder of this chapter proceeds with an explanatory overview of each of the steps in data analysis: constant comparison; substantive coding (a two-stage process involving open and selective coding); theoretical coding. Each of these steps has been rigorously adhered to in the development of the emergent theory presented in this thesis.

The researcher has used the NVIVO software program to process the raw data, then store and interpret it. Coding procedures were used to analyse the qualitative data, starting with labelling as dictionary, directory, recipe, or axiomatic cultural knowledge. For the development of the conclusions and theory development within employee engagement, a cultural knowledge map was employed as well.

The in-vivo software in a technique to trace “number of mentions”, namely how often a word is used in a specific context, allowing therefore qualitative and successful data collection. It is not just common words that are being traced, but also key terms or phrases are picked up by the above-mentioned software as well, then “coded by the researcher according to the context and used to construct a

particular theme category” as explained by (Theron, 2015). The aim of this type of software search is therefore to compare a variety of themes and concepts.

Furthermore, the above-mentioned software also enables for the use of “free nodes”, namely “theme categories without permanent title or placement within the analysis framework” (Hutchisona, et al. 2010) ,Furthermore enabling the application of the grounded theory to the qualitative data coding with the theme development and comparison. A graphical position could be developed into a so-called “hierarchal node tree” which uses status, connection, theme titles and sub-titles to agree with or reject any resultant views concluded by the researcher. Each node records the extracted data such as memos, field notes and document images(Hutchisona et al. 2010).

As explained by Theron (2015) , a node tree is compared to a family tree, namely defined as “when a concept is “born,” it is temporarily “free” until the proper parent, sibling and/or child (legitimate or not) can be found”. Therefore, the position of qualitative data can be represented graphically and is perceived as a useful means to theoretically develop models delineating the researcher’s understanding of the organization overall.

3.10.1 Coding

First step within the process taken by the researcher is coding through data labelling and classification to depict all issues. Grounded theory supposes three consecutive, sequential and non-iterative coding levels – open coding, selective coding, and theoretical coding, each leading towards further stages. Once the empirical data had been collected, the researcher translated the Arabic scripts into English and verification for the translation was been verified by a translator Glaser (1978, 1998).

3.10.2 Open coding

The first data stage is called initial coding, which supposes methodically assigned labels to data segments to extract meaning. One of the strategies employed to label the participants’ stories is called Line-by-line analysis and it is used to emphasise the meaning within the narrative which the researcher is likely to miss

(Charmaz, 2006). An example provided by Charmaz (2006) is gerunds, used to “label blocks of text to preserve action and make meaning explicit as it unfolded within the data” (Charmaz, 2012). The first mostly descriptive labels, were used to concisely re-tell the story, however, as further emphasised by Charmaz (2006), “exceptions occurring when gerunds were substituted for in vivo codes, with employees using words or phrases such as ‘they don’t listen’, ‘just putting up with it’ and ‘not worth the effort’. Invivo codes played a vital role within coding, as they originate in the employees’ language and describe and underline meaningful problems” (Charmaz, 2006).

According to Strauss (1987), the usefulness of the in-vivo codes lay according to Strauss (1987) in their progress within deep theoretical understanding of the experience without further abstraction.

First, with the identification of the early data patterns, audio transcripts and notes were rechecked to ensure the analysis matches the data, which offered to further analytical stage which looked at implicit meaning originating in the interview context. As underlined by Strauss and Corbin (1990), initial conclusions can be argued and possible subjectiveness can be dealt with by returning to initial courses, therefore leading to new interpretations of employee's narratives and new codes suggesting plurality of meaning (Charmaz, 2006). In-depth data analysis and repeated transcript reading led to increased sensitivity towards employees’, allowing them to develop their beliefs, and study their impact on action. Continuous comparison of pre-set data sets led to early category formation and the identification of interview transcript specific features. Cho and Lee, (2014) highlighted feature was used as an efficient tool to delineate initial categories through a simple colour-coding system, while Line-by-line data transcript coding organised the narrative into action blocks , which enabled an in-depth interpretation of the interactions. Labels were compared and contrasted, to form common larger-data-chunk categories (Charmaz, 2001). New conclusions therefore emerged from incident-incident comparisons with the development of initial coding progressed, refining codes and developing categories at the same time (Charmaz, 2007). The colour-coding highlighting kept being used to organise significant data features.

3.10.3 Selective coding

In second stage of coding, according to Charmaz (2006), the researcher goes forward to synthesise and explain wider data segments. Selective coding is a repetitive process aiming at finding the most important and extensive themes on the research topic and provide an abstract analysis (Charmaz, 1983). Some theoretical initial coding categories are used to investigate and organise data to be able to approximate the analytical more than the descriptive usefulness. (Charmaz, 1995). Data comparison with pre-set categories and new versus old categories comparison is used to decide on their suitability within the analytical process (Charmaz, 2006). Therefore, each transcript was continuously and carefully re-used and re-read, further compared to earlier categories extracted from the initial coding, to be further contrasted against new data as well, all this investigation being needed to develop meaning.

The researcher focused on analysing different views on employees' experiences through codes, therefore seeking for substitute justifications as well to clarify all possible aspects of the content. For example, as explained by (Theron, 2015), "the code 'being listened to' was also labelled as 'having your say' and 'being understood' to reflect the subtle interplay of meaning as data analysis progressed". This process was perceived as a useful method to analyse and verbalise various employee perspectives regarding engagement. Simultaneous note-taking (memos) helped with the classifications, broadening the analysis and underlining and developing new insights as well. The more focused coding developed through constant comparative analysis, the main research questions were not forgotten, namely engagement seen from the employees' point of view(Cho and Lee, 2014).

The comparative method is continuously used and designed to help the researcher in formulating an "integrated, consistent, plausible, close-to-data theory". (Glaser and Strauss, 1967), emphasises that this method develops a theory based on plausible but not scientifically proven hypotheses regarding real social problems. In fact, data Saturation is, in this case, when no concepts emerge, as it enables the increase of validity. The present thesis uses this constant comparison process from the starting coding until the development and

insertion of the literature review within the development of the theory. The data extracted from the initial two interviews are further compared throughout the coding process within and between interviews, aiming at providing data comparison and an evaluation on similarities and differences, to be further compared to the already existing categories to search for Fit and to accept or reject the data as well.

3.10.4 Axial coding

The aim of this step is to clarify the available concepts and awards them the status of categories. The structure is presented as having one category at the centre and the rest developed around it as a network. Specifically, axial coding is applied at the centre and at the later stage, and, similarly to open coding, to very short textual segments as detailed analysis), to larger extracts or to the entire text (Gallicano, 2013). A very important role is played by the development of the axial categories - concepts relationship. The axial category is expanded from a cause-effect point of view. within axial coding, the hypothetical relationships have to be constantly deductively revised, based on new data, (Scott, 2004). Furthermore, Strauss's coding model was perceived as useful and valuable in the attempt to clarify the connection between categories linked to social action aspects.

3.11 Developing Themes

Grounded theory, theoretical coding is still a very little understood procedure, according to, Cutcliffe (2000). With the development of theoretical framework, newly developed incidents do not need to be compared with other incidents, however still compared to these emergent categories, until saturation is achieved. (Cutcliffe, 2000) Finally, in order to integrate the theory and set the theoretical basis concerning the relationship between categories, the researcher adopts a concept-to-concept comparison approach (Glaser and Holton, 2004), which may gradually lead to a theoretical delimitation and the establishment of a high-level set which address the participants' main concerns and ensuring data variation.

Furthermore, Holton (2007) underlined that the focus of theoretical coding is to look at the connection between the main category, its properties and connected

categories to develop the final theoretical framework concepts. In other words, a theoretical code is a model for integrating the theory, grouping fractured substantive codes into an organised whole (Glaser 2005). Initially, interview scripts would not include clear themes, needing to be extracted from the concepts within the gathered data, (Onofrei et al., 2004). This process focuses on the cohesion between concepts by forming connections between codes, followed by clustering them together with shared cohesions (Allan, 2003).

Grounded theory uses this approach because there are not any hypotheses made prior to the start of the research (Glaser and Strauss, 1967). In the present research, a Focus group was used to developed themes, namely small or large 'collective conversations'. Focus groups are group discussions aiming at analysing a specific set of topics (Kitzinger, 2005), supposing a collective activity, with the common aim of explaining and analysing a group's interpretations in order to understand a specific issue from a particular point of view , (P. Liamputtong, 2009). Furthermore, focused groups highly useful for the research purpose as these discussions reveal a variety of different perceptions, but also a vital social interaction and observation activity, (Glaser and Strauss, 1967).

3.12 Quality and Rigor in Qualitative, Grounded theory Research

Lincoln and (Guba and Lincoln, 2000) claim that qualitative research should be evaluated according to trustworthiness and not validity, therefore, different rigor and quality criteria are required in order to reflect the various assumptions held by interpretive researchers about the type of reality and suitable inquiry methods.

The rigor criteria analysed in this study is not exhaustive though, but chosen according to how reputable, knowledgeable and reflective references are on qualitative research. The fact that rigor is replaced by alternative criteria within interpretive studies does not mean that it needs to be replaced by favour of "interpretation"; in fact, to trigger any claim, there is need for interpretive criteria of confirmability, auditability, authenticity, and transfer ability. The researcher should analyse and interpret the results form a both personal and external view, based on these criteria, each stage of the process. Each topic is discussed consecutively, to criticise The Grounded theory approach when used in qualitative field studies and

to clarify how quality and rigor may be kept within interpretive, qualitative Grounded theory generation (Guba and Lincoln, 2000).

In this research, Triangulation was used to verify the rigor of study, a method involving the use of multiple data sources to produce a deeper understanding of the theme. Several approaches were mentioned by , (Cohen and Crabtree, 2006) and used to achieve Triangulation: “methods Triangulation (different data collection methods including interviews, journals, focus groups, observations, and documents), data Triangulation (using different participants or data sources within one study in subsets of people, time, and space, (Cohen and Crabtree, 2006), Researcher/ analyst Triangulation (using multiple analysts to review findings through cross - case or within case analyses), or theory Triangulation (using multiple perspectives to interpret the data)”.

3.12.1 Focus group

Focus groups are small or large ‘collective conversations’ , (Kamberelis and Dimitriadis, 2013), namely group discussions looking at a specific set of topics (Kitzinger 2005) and “involving some kind of collective activity” (Kitzinger 2005: 56). The main aim of a focus group is to interpret the views of a select group of people to explain a specific issue from the participants’ point of view (Liamputtong, 2009). From the method point of view, focus group interviews usually suppose a group of 6–8 people originating in similar social and cultural environments, with common interests and concerns. The goal of these meetings is to discuss around a topic with the help of a moderator in a chosen location comfortable enough for the participants to vividly express their opinion in a one or two-hour discussion. The objective of a focus group is not reaching a consensus on the debated topic; on the contrary it encourages various responses which would provide a more in depth clarifying the attitudes, behaviour, opinions or perceptions of participants on the given topic (Liamputtong, 2009).

3.12.2 Inter- rater reliability

This tool was used to examine the consistency of the results, very useful to avoid researcher bias and validating the study results (The Inter-rater process was conducted by a fellow researcher at the Cranfield University known in the Inter-rater process as (Rater2). As explained by (Bland and Altman, 1986), “samples of 10% of the results were assigned to (Rater2) to compare the two results. The reliability of inter–rater percentage indicated 0.97 % of agreement between the two raters which is an acceptable percentage”.

3.12.3 Peer review journal article

Peer review is usually the chosen technique to help maintain standards and ensure that the research work reporting is truthfully and accurately as possible. According to (Gannon, 2001), peer review is considered as effective but individual clinicians because it contributes to the objective assessment of what information to believe and what to regard with scepticism. This occurs because these clinicians have different background experience are aware that a peer reviewed, published manuscript is considered worthy by more experienced researchers, (Cuchna, Hoch and Hoch, 2014). These research results have been published in the journal of human research management peer review journal, and that indicates the truthful and accuracy of research approach.

3.13 Research steps

The present study was conducted in Saudi Arabia. Seven banks were selected, based on their accessibility; furthermore, ethical issues were also considered, and anonymous interviews were conducted, with the interviewees having a choice to withdraw from the interview whenever they wish. Further emphasis was placed on the fact that the collected data would be used for academic purposes only.

For the purpose of this study, 28 unstructured interviews with practitioners were conducted, varying in length from one to two hours. The interviews were open and unstructured, providing a set of codes and categories, identifying multiple, tentative leads to follow up during further data collection. The interviews were conducted as open discussions to enable the researcher to capture data of

sufficient depth. The interviews were set up and conducted with managers and subordinates. This diversity enabled the researcher to gather a variety of different views from people with similar work circumstances.

The interviews started with an open question and the interviewees were encouraged to keep talking about the issue (Sackmann, 1991). During the interview, intervention by the researcher was kept to a minimum. The aim was to adopt a participative approach, in which the participants or interviewees could express their views in the open discussion phase. This approach to the discussion affirmed that there would be no influence from either the researcher or the previous pragmatic literature. This study used un-structured interviews. No set of questions was prepared in advance of the interviews, although the interviewees were aware of the scope of the research. Using issue-focus allowed the researcher to capture any elements of culture that influenced employee engagement. Furthermore, it made it possible for the researcher to magnify the scope of the research to organizational culture's influence on employee engagement. To help the interviewees to prepare their thoughts, a simple definition of employee engagement was introduced and communicated to them prior to the interview: employee engagement is "the individual's involvement, and satisfaction with as well as enthusiasm for work" (Harter, Schmidt and Hayes, 2002).

To encourage the participants to narrate stories about their experience of engaging in their organizations, which will enrich the data that can be extracted from their stories; the following two broad questions were introduced:

- Can you name two incidents which included successful employee engagement?
- Can you name two incidents which included unsuccessful employee engagement?

The interview held in Saudi Arabia, the lengths of the interviews varied from one hour to two hours. The outcomes of this study were to obtain valuable information on employee engagement factors based on the views of the employees of these banks.

Digital recordings were used, and some notes were taken during the interview for subsequent verification.

The researcher commenced the coding process of the 16 hours of recording. The voice records were converted into 180 pages of interview transcripts, followed by 28 script analysis which were turned into 45 codes (see table 6).

The coding process began by converting the recorded interviews scripts into a Word document, using, NVivo software, the initial coding started by going through the scripts to identify any employee engagement factors. This process was the most important and challenging step because of the need for accuracy in the coding clustering. The second phase of the coding entailed verifying the initial codes (Focused coding). Moreover, it is an important element of the coding process, to maintain the accuracy and reliability of the process (Miles and Huberman, 1994)

The purpose of the verification process is to ensure that the data are converted into proper codes. The main issue found during this process is that some of the codes need to be broken down into smaller codes to capture more factors from the interviewee scripts. One of the focused codes' contributions to the whole process is that it helped to determine the initial concepts and categories.

The next step is to develop the themes; the present research used a focus group, attended by seven Saudi bank employees, of which the researcher was the facilitator, with minimum interventions to avoid bias. The focus group was used in order to assist with the naming and conceptualization of the relationships that exist between the substantive codes and to discriminate where each idea fits within the theme.

The researcher conducted focus group ½ day workshop in Saudi Arabia. These included the seven banks participating in the research and their main role was to

cluster the codes into possible themes. The emerged themes were used to develop the proposed interventions, which is one of the components of the employee engagement framework that the present study produced.

3.14 Chapter Summary

The present chapter began with a review of the research's philosophical position, which includes the methodology that the researcher will follow, and then reviewed the different methodologies suitable for qualitative research. Then, the researcher explored the chosen methodology for the present research and presented the procedure of this methodology and how to determine its credibility. Furthermore, the research steps were illustrated in this chapter. Next chapter will be illustrating the present study results and findings.

Chapter Four

4 Results and findings

4.1 Introduction

This chapter will illustrate the result of the pilot study and main study conducted for the present study. Furthermore, in this chapter, the themes developed by the focus group members and the thematic analysis will be illustrated. The present study is based on two stages; this first stage is the pilot study consisting of seven interviews, while the main study includes 28 interviews. The pilot study and the main study were conducted in Saudi Arabia, with managers and their subordinates from seven banks. The interview lengths varied from one hour to two hours. The outcomes of this study were to obtain valuable information on employee engagement factors based on the views of the employees of these banks.

4.2 Ethical considerations

The ethical concerns were addressed prior to the start of the present study and were based on the ethical principles developed by Cranfield University. Moreover, the interviews were anonymous, and the interviewees were free to withdraw at any time during the interview. Furthermore, permission to record the interviews was obtained from the organization and interviewees, accompanied by an emphasis to the participants' organizations that the gathered data would be used solely for academic purposes.

4.3 Research Setting

As far as the location is concerned, the present study was conducted in Saudi Arabia, in the western and central provinces where the head offices of most of the banks involved are located. One of the selection criteria for banks to be included in this study was the ease with which they could be accessed. Since Saudi Arabia is a large country comprising five provinces, and most of the banks' head offices

involved are located in the western and central province, the pilot study took place in the above-mentioned provinces. Banks were selected based on their ease of access, so seven banks were contacted in order to set up the interviews; seven interviews were conducted with both managers and employees from the chosen banks: a mixture of three senior managers, a manger, and three officers. This wide diversity enabled the researcher to obtain the views of both managers and their staff with similar work circumstances.

4.4 Stage 1- Pilot study

Table 4.1 Pilot study; Interview list

Bank	Management Level
Bank 1	Senior Manger
Bank 2	Senior Manager
Bank 3	Manager
Bank 4	Officer
Bank 5	Officer
Bank 6	Officer
Bank 7	Senior Manager

Table 4.2 The employee engagement factors that emerged from the pilot interviews

Factor		Definition
1	Organization's external image perception	How society, social institutions, government organizations, segments of the economy and economic powerhouses perceives the bank's image, and how it influences the employees' process of engagement.
2	Self-image perception within the organization	How employees at the individual level perceive the image of the organization for which they work, and how far this influences their attitude and the extent of their engagement level.
3	Lack of Talent Management Programs	The programs that provide guidelines with parameters, test enabling employees to find jobs that match their preferences and skills.
4	Lack of Employees' Career Management	The situation when an employee's personal objectives do not match the organization's objectives and goals; employees tend to be disengaged.
5	Inequity & Unfairness	When an organization has double standards and treats its employees in an unequal manner. Those in the affected group of employees will be reluctant to engage.
6	Islamic view – Non-interest-bearing transactions	Saudis have a belief that makes them reluctant to work in conventional banking, which is associated with interest transactions. Avoiding interest transactions prevents employees from being engaged.
7	Islamic view – Female segregation law	Females are not allowed to share an office with male employees. Segregation rules play a substantial role in limiting women's participation and involvement in work.
8	Integration and Mobility Management	Saudi Arabia is a huge country with five provinces, each with its own customs and way of life. Some employees cannot cope with the traditions of other provinces. This affects their behavior regarding engaging with groups from different areas.
9	Leadership style	In the Middle East, this differs from other styles around the world, which are driven by profits and hierarchy. The leader tends to be more subjective than objective.

Factor		Definition
10	Organizational Communication	The process that the organization uses to share information with its employees, regardless of the organizations' levels. The types of information communicated vary between decisions, organization plans, and projects. Internal communication is a crucial tool that leaders use to engage the employees.
11	Management Efficiency	This is the ability of the organization to utilize resources in an efficient way, which motivates employees to be more engaged. Efficiency can also motivate employees to perform more to achieve the desired output.
12	Empowerment	The organization gives employees the authority to make decisions and not simply wait for approval. Organizations facilitate empowerment by providing internal systems that help them to do their work and prevent situations where the internal system does not support the employees.
13	Tools and Techniques for measuring employee and customers satisfaction	Organizations use these to measure the level of employee satisfaction. Survey results help organizations to develop programs that suit their engagement level, and that can help the organization to develop a competitive engagement environment or culture.
14	Equality and Fairness	This refers to fairness and equality in the organization in terms of opportunities development, and resolving the issues that affect the whole organization, not just a specific group or level.
15	Setting Goals	These are the long-term aims to be accomplished. Setting goals inspires the employees to engage with an organization's goals; particularly if these goals can be achieved.
16	Setting Objectives	These are tangible attainments that can be achieved by following a certain number of steps. Communicating these objectives to the employee will inspire them to be more involved in meeting them.
17	Coping with groups	The ability of an individual to be involved with groups. In Saudi banks, the female segregation law can affect their involvement, and the amount of flexibility of an individual to accept group directions and viewpoints.
18	Leading by motivation	Leadership, in the context of employee engagement, is how the leaders in the organization and top management in general, perform their roles in motivating the employees.

Factor		Definition
19	Performance Management	Performance Management is also one of the factors that affect employees' behavior. Good performers are recognized, whilst at the same time performers with a negative attitude or passive behavior can be encouraged through performance systems that recognize every employee's effort level, rather than ignoring them, which may lead to them ultimately leaving the bank.
20	Recognition	A policy that an organization adopts to reward the best performers, as well as valuable suggestions and proposed projects that contribute to the organization's performance. Recognition plays an important role in inspiring the employees to become engaged.
21	Non-Financial Reward:	This is used to motivate employees and has an important impact on employees' involvement e.g. education, development.
22	Financial-Reward:	An organization uses these to motivate the employees. They can be salary-related or long-term incentives and benefits. This makes employees more engaged.
23	Work Group Management	Teamwork is a behavior that is supported by a positive attitude for working as one organization, rather than every division working in isolation of the other departments. Goals are set to meet whole organization's goals and objectives.
24	Opportunities for Development	Training and development inside an organization provide an opportunity for employees to climb the ladder, rather than becoming stuck at the same level. This has a significant impact on employees' attitudes toward their organization.
25	Ergonomics Management	This aims to ensure that the work is enjoyable and involves being a facilitator in maintaining a friendly environment to prevent staff turnover. Friendly organizational work environments encourage the employees to be more engaged.
26	Scientific and Objective Hiring Process	The selection of people who match the organization's principles, core values, communication, teamwork and integrity will increase the chances of the employees being more engaged.
27	Enthusiasm toward work and the organization	Employees are passionate about their work, and the organization they work for, with a tendency to respond positively and committed involvement in an organization's decisions or procedures. This will make the employees more engaged as they believe in the organization.

Factor		Definition
28	Willingness to take on new, additional, different from the routine tasks	An employee's willingness to accept new tasks assigned by the organization. This will make employees more engaged whatever the task or role is.
29	Innovation and Quality Management Constant and Continuous Improvement	Employees are continually proposing developments and improvements to the work process.
30	Alignment of Employee and Organizational Values	Employees' actions reflect their beliefs and values. This makes them more engaged if they match the organization's core values.
31	Loyalty Management	This intrinsic enabler refers to the individual's belief in the organization's image, and their pride in working for the organization.
32	Employee Satisfaction at Work	Individuals' personal satisfaction makes them feel part of their organization. Job satisfaction can be a tool for increasing employee engagement.
33	Competency and Skill Framework Employee and Job-based	The extent to which a job holder is required to acquire and use a range of different skills and enhance his/her existing skillset.
34	Job Autonomy	The amount of discretion that the jobholder has in making decisions about what to do and how to do it. Delegation of Authority – Ownership and accountability - Responsibility for failure without any reprimand.

4.5 Stage (2) Main Study Results and Findings

The pilot study coding process produced 34 codes. These codes emerged as the result of analysing the seven interview data scripts (see table 4-2), during the initial coding process. These factors' attributes is given to organization efforts to achieve the desired level of employee needs and employee engagement (Judge, Colbert and Ilies, 2004).

The pilot study informed the main study in terms of improving the researcher's conceptualization ability, as indicated by how the researcher analyzed the main study data and the factors extracted from the participants' scripts. Furthermore, the pilot study assured the researcher that the unstructured interview and the two broad questions were the most appropriate data collection tool for capturing the data for the present study. Finally, the timing was one of the crucial issues that the researcher had learned about from the pilot study, as the pilot study was conducted in the summer time and so it was challenging to conduct the interviews. Therefore, the main study avoided this time of year.

The main was study conducted in Saudi Arabia, and the researcher was able to conduct 28 interviews. The interview list was as follows (see table 4-3):

Table 4.3 Main Study Interview List

Bank	Management Level
Bank 1	1. Head of department – Male 2. Supervisor – Male 3. Administrator - Female
Bank 2	1. Section Head – Male - 2. Officer – Female 3. Officer – Female - 4. Head of department – Male 5. Senior manager – Male
Bank 3	1. Davison Head – Female 2. Officer – Male 3. Manger – Female 4. Officer – Female
Bank 4	1. Officer – Female. 2. Officer – Male 3. Manager – Male 4. Senior Manager – Male
Bank 5	1. General Manger – Male 2. Officer – Male 3. Officer – Male 4. Officer – Female
Bank 6	1. Davison head – Male 2. Officer – male 3. Officer – female 4. Officer – male
Bank7	1. Senior Manager – Male 2. Officer – Male 3. Officer – Male 4. Officer – Female

4.5.1 Data analysis

The researcher commenced the coding process for the 16-hour recording. The voice records were converted into 180 pages of interview transcripts, followed by 28 script analysis which were turned into 45 codes (see table 6). The results of the study show that the strongest factor influencing employee engagement was employee satisfaction and achievement recognition (see figure 21). Furthermore, during the interviews, there were 28 citations of these factors (see table 7). The study results also conclude that jobs matching the employees' tendency is the second strongest factor influencing employee engagement, which was cited 27 times within the gathered data (see table 7), whereas effective organization, communication policies, financial reward, opportunity for development, and empowerment and support were mentioned on 26 occasions (see table 7).

Furthermore, the results also identified another crucial factor that is closely linked with the role played by Islamic culture in influencing organizational culture within Saudi Banks, namely the banking system regulations and female segregation, both of which are linked with Sharia, the Islamic law. The study also perceives that coping with groups is a further factor influencing Saudi employee engagement (see Table 4.4).

Table 4.4 Main study employee engagement Factors in Saudi Banks

No	Factors	Description
1	Adjust to different regional sub-cultures	Saudi Arabia consists of 5 provinces, each with its own sub-culture. Therefore, some employees may be unable to cope with the other sub-cultures.
2	Islamic view – Non-interest-bearing transactions	Saudis have a belief that makes them reluctant to work in conventional banking, which is associated with interest-related transactions. Avoiding these transactions may prevent employees from being engaged in certain jobs.
3	Measurable Tools and Techniques to measure Employee and customer Satisfaction	Organizations may use tools such as surveys to measure the level of employee satisfaction. Survey results help organizations to develop programs that fit their engagement level. Moreover, organizations have a competitive engagement culture.
4	Organizations' external image perception	This refers to how society, the social institutions, government organizations, segments of the economy and economic powerhouses perceive the image of a bank, and how it influences employee engagement.
5	Self-Image perception within the organization	This factor refers to how employees at the individual levels perceive the image of the organization they work for, and how far this influences their attitude and the extent of their engagement level.
6	Scientific and Objective Hiring Process	This relates to the selection of people who match the organization's goals and objectives, core values, communication, teamwork and integrity. Which will increase the chances of employees being more engaged.
7	Strict rules	This factor refers to the strict rules that organizations adopt. This level of punishment and rules may make the employees reluctant to participate or fearful of engaging in new tasks.
8	Government employment laws	The Saudi Government employment laws were developed to preserve employee and employer rights. However, these rules prevent employers from making low performance employees redundant. Furthermore, employees misuse this high job security and tend to be less engaged.

No	Factors	Description
9	Reluctance to make decisions	This refers to a type of employee who tends to avoid situations which require decisions to be made. Such personalities are anxious about the consequences of their decisions. Therefore, they tend to avoid becoming involved and, eventually, become disengaged.
10	Not to accept the presence of women in the organization	It refers to a category of employees who advocate in favour of the idea of prohibiting women and men sharing the same work place. This was part of the Saudi culture which was originally part of the Islamic rules.
11	Islamic segregation rule	It is an Islamic rule embedded within Saudi culture and it is based on Islamic principles. Different genders cannot share an office. Overall, the segregation rules play a substantial role in limiting women's participation and involvement at work.
12	Lack of Talent Management Programs	This factor refers to the unavailability of programs which promote the development of skills and competences. These programs must be embedded in an organization's policies and values.
13	Negative aspiration	This arises when an employee has an aspiration to attain a certain level in the organization. If this proves impossible, the employee may withdraw, become passive, and eventually disengage.
14	Belief in the organization's mission and vision	Employees' actions reflect their beliefs and values. They are more engaged if these match the organization's core values.
15	Lack of Employees' Career Management	The situation when an employee's development objectives in the organization are unobtainable within the company and do not match the organizational aims. This leads to employees becoming disengaged.
16	Unequal opportunities between women and men	This factor is about the distribution opportunities for development, and growth is unequal between female and male employees. Men in Saudi Banks are more exposed and have more opportunities to be developed and grow.
17	Leading by motivation	The behaviour of leaders and the top management in general, in performing their roles in motivating the employees.
18	Competency and Skill Framework	The availability of resources which enable employees to utilize, acquire and enhance their existing skills.
19	Alignment of Employee and Organizational Values	Employees' actions reflect their beliefs and values which match the organization's core values, leading to more engaged employees.

No	Factors	Description
20	Adherence to old policies	This factor refers to the old, inefficient policies that were adopted by the organization a long time ago, so the organization is unable to cope with new developments and update or change these policies.
21	Lack of clear goals and objectives	This is a condition whereby the employees may be unaware of the organization's goals and objectives. As a result, the employees will be less interested, and engaged.
22	Fair reward distribution	These are a crucial tool that organizations use to motivate employees because the fair distribution of rewards makes employees more engaged.
23	Observe the employees' morale	According to the interviewees, employees' self-esteem is another employee engagement factor within Saudi Banks. They mentioned that it is valid since Saudi society is more emotional and more focused on interpersonal relationships.
24	Acknowledge Achievements	Employees value celebrating achievements as these motivate them to be engaged, emphasizing that celebrating can be at an individual, departmental and organizational level.
25	Promote ideas and creativity	This factor is related to the extent of innovation and creativity provided by the organization. Moreover, it is about the internal policies of the organizations, which aim to maintain and encourage employees to propose new ideas and initiatives.
26	Monotony at work	This factor refers to the type of work, underlining that a routine job makes employees disinterested in becoming involved, since routine tasks are not usually associated with challenges and innovation, therefore discouraging employees from being engaged.
27	Age restraint	Age is one of the factors perceived by the interviewees as preventing individuals from becoming engaged, as they are unwilling to be involved in the organizational process when they are approaching retirement age. Furthermore, they find it difficult to cope with new developments and technologies.
28	Focus on attendance rather than productivity	This situation focuses on organizational policies which are more concerned about discipline than employee productivity. Such organizational behaviour discourages employees from contributing toward the organizational outcomes, making them less interested and disengaged.

No	Factors	Description
29	Education and professional specialization	This refers to a type of employee who usually avoids situations in which they are required to make decisions. Such personalities are anxious about the consequences of their decisions and therefore tend to avoid becoming involved so, eventually, they become disengaged.
30	Employee Loyalty	This refers to the belief that employees regarding which values and beliefs characterize their workplace. It is also about the exertion that organizations make to reinforce these in their strategies. Therefore, such strategies motivate employees to be engaged.
31	Unfair management	This factor refers to organizations' double-standards and organizational management that treats employees in an unequal way. Those in the affected group of employees will be reluctant to be engaged.
32	Employee – Manager positive relationship	A positive connection between managers and employees needs to be maintained to encourage employees to be more involved in organizational decisions and plans. Having such a positive relationship will lead to employees becoming more engaged in the organizational process.
33	Fair and clear principles to assess performance	Performance management is a factor that affects employee behaviour. Good, fair performers are recognized while, at the same time, those with a negative attitude or passive behaviour can be encouraged through performance systems.
34	Trustful employee – organization relationship	Within the Saudi bank context, a safe environment refers to the trust between the organization and employees as well as among the employees themselves. Moreover, it is about the feeling of being a member of the family, in a safe environment which helps to avoid conspiracies and offensive competition among the organization's members.
35	Allowances and benefits	This factor is about the group of non-financial rewards that motivate employees to perform better. It is indicated that organizations care about employees' well-being by offering allowances, which can take the form of children's education, paid vacation, housing, etc.
36	Enthusiasm toward work and the organization	Employees are passionate about their work, and the organization they work for, showing a tendency to respond positively by involvement in the organization's decisions or procedures.
37	Resistance to change	This refers specifically to the category of Saudi bank employees who are not flexible about accepting change, so their involvement will be limited and eventually they will become disengaged.

No	Factors	Description
38	JOB Autonomy	The extent of choice that employees can access which enables them to make decisions, and the degree of responsibility each has for failure without any “reprimand.”
39	Effective internal communication Polices	Internal communication is a process used by organizations to share information with subordinates across the organizational levels. Communication platforms are developed by the organization to share decisions, organization plans and future projects. Moreover, internal communication is an important tool used by the leaders to engage the employees.
40	Opportunities for Development	Training and development in an organization provide employees with a chance to change, improve their ability and climb the ladder, rather than be stuck at one level.
41	Financial Reward	Financial rewards are another crucial tool that organizations use to motivate employees. The fairness of the reward distribution makes employees more engaged.
42	Empowerment and support	The organization gives employees the authority to make decisions and not simply wait for approval. Organizations facilitate empowerment by providing internal systems that help them to do their work, as well as preventing situations in which the internal system does not support the employees.
43	Jobs in accordance with the employees' tendency	This factor refers to individual tendencies, how they match the job that the employee is doing, as well as employees' capability to carry out the job tasks.
44	Achievement Recognition	A culture maintained by an organization to reward the best performers, valuable suggestions and proposed projects that contribute to the organization's performance. Recognition plays an important role in inspiring employees to be engaged.
45	Employee Satisfaction at Work	Employees are passionate about their work, and there is a tendency to respond positively toward the organization's decisions or procedures, thereby making the employees more engaged, as they are satisfied with their workplace.

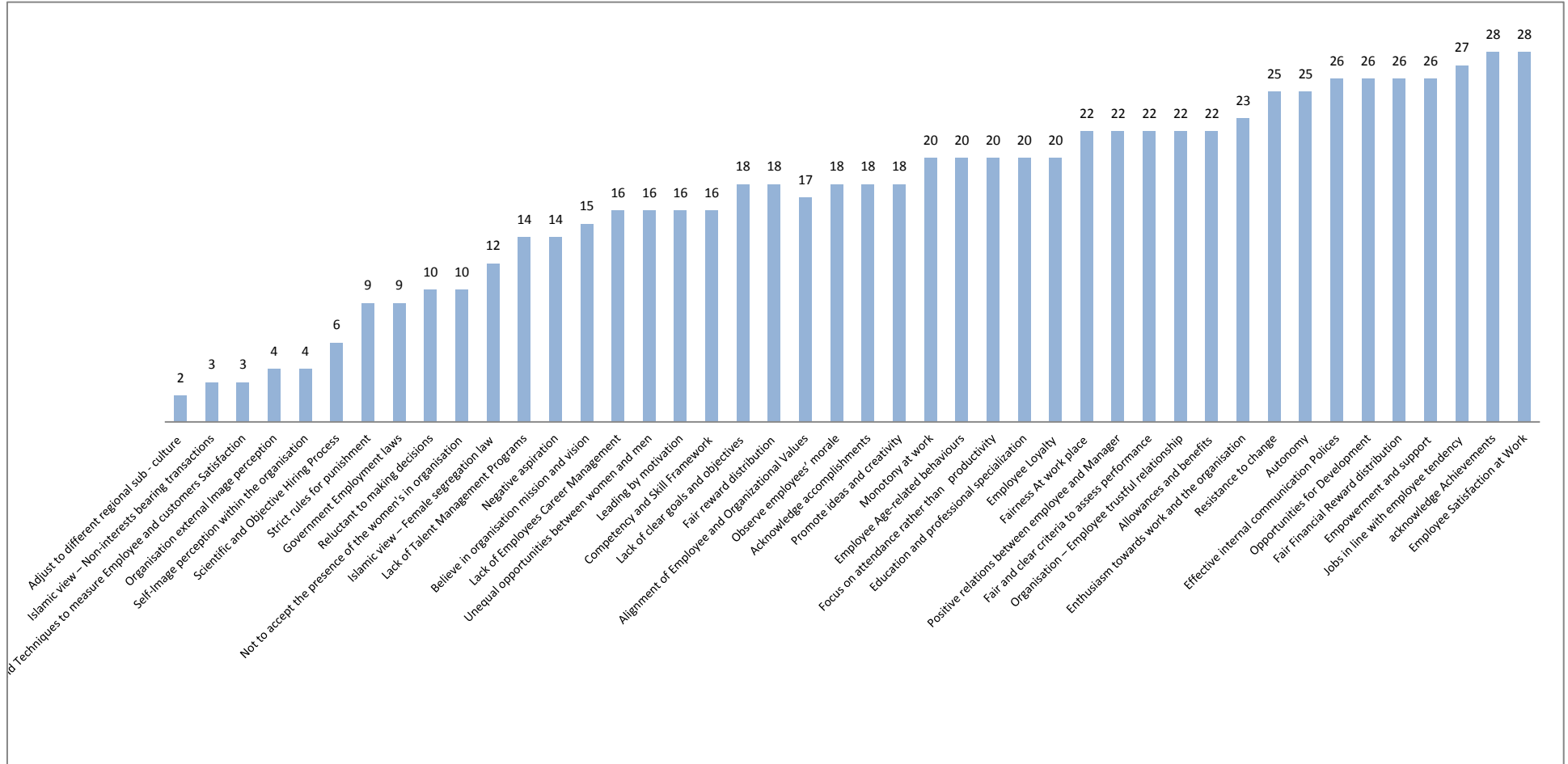
Table 4.5 the frequency of factors quoted in the interviews

Theme	Bank 1	Bank 2	Bank 3	Bank 4	Bank 5	Bank 6	Bank 7	Total
Adjust to different regional sub - culture		2						2
Islamic view – Non-interests bearing transactions	1		1			1		3
Measurable Tools and Techniques to measure Employee and customers Satisfaction	1			1			1	3
Organization external Image perception			1	1		1	1	4
Scientific and Objective Hiring Process	2		1		1	2		6
Self-Image perception within the organization	1	2			3	2	1	9
Strict rules for punishment	2	2		1	4			9
Government Employment laws		3		1	2		3	9
Reluctant to make decisions	3		4			3		10
Not to accept the presence of the women's in organization	2		4			4		10
Islamic view – Female segregation law	2	1	1		2	3	3	12
Lack of Employees Career Management	3	1	2	1	3	1	3	14
Negative aspiration	4		2	2	2	4		14
Believe in organization mission and vision		4	3		5	3		15

Theme	Bank 1	Bank 2	Bank 3	Bank 4	Bank 5	Bank 6	Bank 7	Total
Unequal opportunities between women and men	3		4			3	6	16
Leading by motivation	3		5	2	4		2	16
Competency and Skill Framework	5	3		3	3		2	16
Alignment of Employee and Organizational Values	3	4	1	3	4	2		17
Adherence to old policies	1		3	1	4	3	6	18
Lack of clear goals and objectives	3	4	2		4	3	2	18
Fair reward distribution			4	4	4		6	18
Observe the morale of Employees		4	3	4	5	2		18
Celebrate accomplishments			4	5	4	2	3	18
Promote ideas and creativity		1	2		5	4	6	18
Monotony at work	6		4	3	2	3	2	20
Age Restrain	4		5	2	4	5		20
Focus on attendance rather than productivity	2	3	4		5		6	20
Education and professional specialization	4		4	3	5	4		20
Employee Loyalty to organization	3	2	3		5	4	3	20

Theme	Bank 1	Bank 2	Bank 3	Bank 4	Bank 5	Bank 6	Bank 7	Total
Unfair Management	6	3	4	3	2	4		22
Positive relations between employee and Manager	3	4	3	5	2	3	2	22
Fair and clear principles to assess performance	3	4	3	4	2	2	4	22
Employee – organization trustful relationship	4	4	3	4		4	3	22
Allowances and benefits	3	2	5	4	3	5		22
Enthusiasm towards work and the organization	2	2	4	5		4	6	23
Resistance to change	3	4	4	5	4	2	3	25
Autonomy	4	3	5	4	3		6	25
Effective internal communication Polices	5	5		4	5	1	6	26
Opportunities for Development	5	4	3	3	4	3	4	26
Financial Reward	2	5	4	5		4	6	26
Empowerment and support	4	5	3	5	2	4	3	26
Jobs in accordance with employee tendency	4	5	4	5	4	5		27
achievements Recognition	4	3	5	3	5	4	4	28
Employee Satisfaction at Work	4	4	3	2	4	5	6	28

Figure 4.1 Factors quoted in the interviews

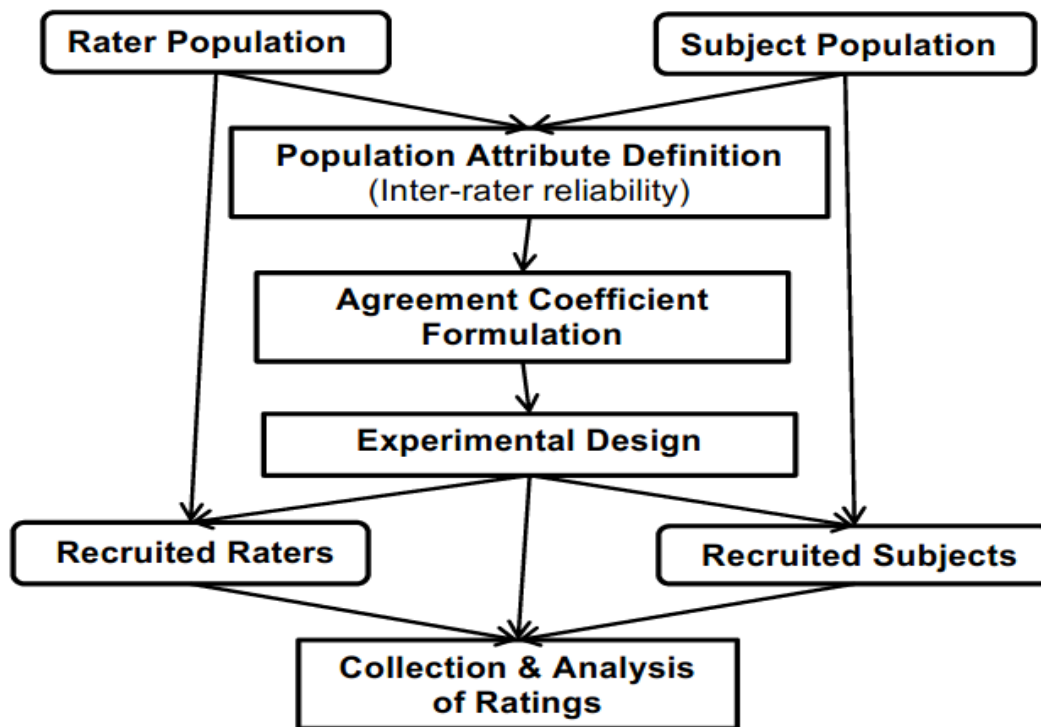


4.6 Results reliability

Inter-rater reliability is a vital tool, to avoid bias conclusions produced by the researcher, used to examine the results' constancy. Inter-rater reliability also validates the results of the study as pertinent and not personal interpretations of the interviewees or the researcher (Bland, and Altman, 1986). Furthermore, (Gwet, 2010), emphasizes that to the rating process is to be represented as table the first column represents the factors , and the other columns represent the ratters.

A collaborative research (Rater 2) at Cranfield University was independently rated at 10% of the sample size. The outcomes of Rater 2 matched the researcher's results with the authenticity of inter-rater, at a 0.97% agreement percentage, the percentage which according to (Gwet, 2010) an acceptable agreement percentage (see table 8).

Figure 4.2 Phases of an Inter-Rater Reliability Study



Source : (Gwet, 2010)

Table 4.6 Inter- rater reliability

No	Researcher	Theme	
1	Adjust to different regional sub-culture		1
2	Islamic view – Non-interests bearing transactions		1
3	Measurable Tools and Techniques to measure Employee and customers Satisfaction		1
5	Organization external image perception		1
6	Self-Image perception within the organization		1
7	Scientific and Objective Hiring Process		1
8	Strict rules		1
9	Government Employment laws		1
10	Reluctant to make decisions		1
11	Not to accept the presence of the women's in organization		1
12	Islamic segregation rule		1
13	Lack of Talent Management Programs		1
14	Negative aspiration		1
15	Believe in organization mission and vision		1
16	Lack of Employees Career Management		1
17	Unequal opportunities between women and men		1
18	Leading by motivation		1
19	Competency and Skill Framework		1
20	Alignment of Employee and Organizational Values		1
21	Adherence to old policies		1
22	Lack of clear goals and objectives		1
23	Fair reward distribution		1
24	Observe the morale of Employees		1
25	Celebrate accomplishments	acknowledge Achievements	0
26	Promote ideas and creativity		1
27	Monotony at work		1
28	Employee Age-related behaviors		0
29	Focus on attendance rather than productivity		1
30	Education and professional specialization		1
31	Employee Loyalty		1
32	unfair Management		1
32	employee and Manager positive relationship		1
33	Fair and clear principles to assess performance		1

No	Researcher	Theme	
34	Safe work Environment	Employee – organization trustful relationship	0
35	Allowances and benefits		1
36	Enthusiasm towards work and the organization		1
37	Resistance to change		1
38	Job autonomy		1
39	Effective internal communication Polices		1
40	Opportunities for Development		1
41	Financial Reward		1
42	Empowerment and support		1
43	Jobs in accordance with employee tendency		1
44	Recognition of achievements		1
45	Employee Satisfaction at Work		1
	Total Number of agreed factors between two ratter Factors	43	
	Total number of factors	45	
	IRR	0.97	

4.7 Thematic analysis

One method of qualitative analysis is thematic analysis, which can be applied to data in order to identify existing trends and themes, as well as to evaluate any categorisations that may be made. Boyatzis (1998) noted that through interpretation of the data present, a grouping of topics and in-depth clarification can be made. When such interpretation is being applied in research, a main method is considered to be thematic analysis, due to its methodical approach. Ultimately, the entire data set can be assessed to determine a theme's regularity within it. Subsequently, the overarching significance of a study can be improved, with greater elaboration and precision enabled. Varied data and characteristics must be collated and comprehended during qualitative research, Marks and Yardley (2004) suggesting that a broader comprehension of a particular matter can be provided through thematic analysis.

Analysis of the obtained data in a manner that reflects the data set is imperative for undertaking sound qualitative research. With research subjects' identifying problems and raising subjects, the ability of significant associated variables to be determined through thematic analysis makes it useful in this regard. Consequently, with the cognition, activity and conduct of research subjects being rationalised and explained most effectively by them, they are a crucial aspect of research data. Based on Hatch's (2002) and Creswell's (2003) outlining of thematic analysis, it is evidently relevant to such data as an analytical tool.

Frith and Gleeson (2004) believed that both deductive and inductive research approaches can accommodate thematic analysis, given that it is a fluid strategy. Beginning with fairly narrow material and data, then identifying wider concepts and ultimately developing theoretical concepts, characterises the inductive research approach. As Patton (1990) related, data is then usually appropriately connected to the developed themes. If research is working with observational data, less rigidity is helpful for the researcher. With interpretation on a study's wider subject being sought through the obtainment of varied data, such as observational

information, analysis must be undertaken even down to explaining specific terms, with thematic analysis providing the requisite flexibility.

Furthermore, the adoption of different comparative methods is necessary in order for research subjects' views to be contrasted with other obtained data.

Developing themes from data that has been coded and categorised is the process followed during thematic analysis. Thus, subjects' viewpoints may be assessed in relation to any relevant influential variables. Miles and Huberman (1994) outlined how distinctions and trends within data may form the basis of its categorisation and presentation following thematic analysis. Thus, as Braun and Clarke (2006) suggested, determining a hierarchy of prominent themes as particular trends, while undertaking coding and categorisation, are procedures that must be followed during the analytical process. Moreover, Creswell (2009) advocated the establishment of a rational and justifiable body of findings based on justification of variables and issues' associations. Creswell (2009) and Miles and Huberman (1994) explained that the obtained data will be more authentically and successfully assessed through thematic analysis if research subjects across varied contexts are participating, with a variety of data collection techniques adopted, such as interviews, questionnaires and observation.

The themes are the outcomes of the focus group workshops, which were conducted in Saudi Arabia. As mentioned earlier, the group comprised seven participants. The researcher conducted the first workshop at the Saudi Central Bank. The workshop lasted half a day. The purpose of this workshop was to cluster the factors into themes by building connections between these codes (Thematic analysis).

Table 4.7 Focus Group Members

Bank	Management Level
Bank 1	Head of department
Bank 2	Senior Manager
Bank 3	Manager
Bank 4	Officer
Bank 5	Officer
Bank 6	Officer
Bank7	Manager

Table 4-8 thematic analysis result

The factors were classified into nine themes through the group participation of the focus group, which led to the development of 45 lower level codes delineating the individual organizational culture aspects into aggregate themes (higher level codes) covering wider employee engagement factor aspects to increase the employee engagement levels. The aggregate themes and key constructs were then theoretically processed through a continuously refined inductive process achieved by the focus group members.

Competency and skills development	Fairness at workplace	Motivation; reward and recognition	Job characteristics and employee competent matching	Employee psychological ownership	Organization behaviour and practices	Diversity Management
<p>Willingness to do new, tasks and different roles.</p> <p>Opportunities for development</p> <p>Competency and skills framework.</p> <p>Lack of Talent Management Programs</p> <p>Lack of Employees Career Management</p> <p>Promote ideas and creativity.</p>	<p>Unequal opportunities between women and men.</p> <p>Fair reward distribution</p> <p>Fair and clear criteria to assess performance</p>	<p>Achievements Recognition</p> <p>Benefits and allowances</p> <p>Financial reward</p> <p>Celebrate accomplishments</p>	<p>Jobs in line with employee tendency.</p> <p>Education and professional specialization.</p> <p>Monotony work.</p> <p>Reluctant to make decisions.</p> <p>Believe in organization mission and vision.</p> <p>Negative aspiration</p> <p>Resistance to change</p> <p>Value of work</p>	<p>Organization's external image assertive perception</p> <p>Self-image perception within the organization (Acceptance)</p> <p>Alignment of employee and organizational values</p> <p>Enthusiasm towards work and the organization.</p> <p>Positive relations between employee and Manager</p> <p>Employee satisfaction at work</p> <p>Employee Loyalty</p>	<p>Achievements Recognition</p> <p>Focus on attendance rather than productivity</p> <p>Age discrimination</p> <p>Observe Employees morale</p> <p>Lack of clear goals and objectives</p> <p>Adherence to old policies</p> <p>Job autonomy.</p> <p>Strict rules for punishment</p> <p>Scientific and objective hiring process.</p> <p>Measurable Tools and Techniques to measure Employee and customers Satisfaction</p> <p>Effective internal communication Polices</p> <p>Empowerment and support</p> <p>Employee - organization trustful relationship</p> <p>Observe the morale of Employees</p>	<p>Islamic view, non- interest bearing transaction.</p> <p>Islamic law – Female segregation.</p> <p>Adjust to different regional sub culture</p>

4.7.1 Competency and skills development theme

The results of the present study underline that training and development within Saudi banks is the strongest factor. Firstly, as argued by (Constable *et al.*, 2009), all organizations offering their employees chances to develop and learn, and also making use of their subordinates' abilities, would aim to engage them more, which consequently leads to increased employee satisfaction. As stated by a senior manager in a Saudi investment bank: "When the organization provides employees with opportunities to develop, employees tend to stay with the bank". Moreover, the importance of the above-mentioned factor increases also due to the fact that the Saudi economy has enough resources to make training and learning possible. (Vance, 2006) also supports this idea, stating that, if employees are provided with learning opportunities, they will be more satisfied and engaged with their work. Providing employees with career development opportunities and offering resources for this is also perceived as a solid measure for increasing employee engagement. As one employee stated during an interview:

"Developing skills is one of the motivating factors that banks use to retain talented employees and motivate them to be more productive and engaged" interview #21

As discussed by Ellinger, (2013), managers play a crucial role in training employees. A direct line manager has full access to the employees and the chance to listen, observe, and monitor stress or work overload levels (Smith, Peters and Caldwell, 2016). (Adkins, 2016) emphasizes that successful managers use constant appraisal and positive reinforcement with their teams to achieve high-standard performance. Therefore, line managers have the chance to train their employees in order to build a direct rapport with them, leading to high-quality performance (Smith, Peters and Caldwell, 2016). The training offered by the line manager is perceived as the best method for obtaining positive results, Constant training leads to increased employee self-esteem and confidence while activating in a dynamic, global market and during organizational change as well. With the increase of training

opportunities, employees' interest in internal promotion increases as well (DeVaro and Morita, 2013).

A head of the development division at a Saudi bank stated:

“There are diverse ways to engage our employees; namely, we start the process for new employees joining the bank, and this starts with induction programmes. At this stage, employees are sent to attend a six-month program to verify their individual capabilities, grasp of power, knowledge and ability to learn” Interview # 3

Another engagement method is ongoing development and coaching to maintain performance. One manager stated:

*“In order to keep employees engaged; the HR department also monitors the level of engagement in all departments...We do our best to make our work enjoyable; we try to be facilitators by making sure that no turnover is caused by work environment”
(Interview #12)*

4.7.2 Employees' psychological ownership theme

As explained by (Avey et al., 2009), ownership is a psychological condition which reflects employees' attachment to and involvement in their job, as well as their sense of obligation to make decisions, which is perceived as having a positive impact on their organization. When employees feel that they “belong” and are attached to their organization, there is a high chance that they will remain with the organization (Schaufeli and Bakker, 2004). The feeling of “belonging” to a workplace creates the sense of ownership towards the workplace; the interpretation of such an attitude is a feeling that the workplace provides job security to the employees (Avey et al., 2009). In the case of Saudi Banks, there is the issue of the high turnover rate within the banking industry which makes it difficult for organizations to keep their employees for very long or ensure that those employees have a secure future and a true feeling of belonging to the organization.

“I keep thinking about my work at home” interview #3

However, (Pierce, 2001) perceives that this accountability feeling and, hence, responsibility result from rather than in PO. When ownership is perceived, both an individual's sense of accountability and responsibility and of their rights highly increase, referred to as the "expected rights and presumed responsibilities" linked to both real and perceived ownership (2001: 2000). Therefore, this greatly influences the organizational management, because those employees who acknowledge PO might need to be offered the chance to participate in the decision-making process influencing the target. On the other hand, those managers who aim to increase PO must realise that it requires mutual responsibilities.

"Developing the work process is one of propriety" interview # 14

Adkins (2015) argued that millennials are characterised by the lowest engagement level and, as this generation represents most of the current workforce, this has become a great concern among organizations, a challenge which must be addressed. This sense of belonging is built through increased trust between leaders and subordinates.

Organizations tend to build these relationships through exhibited behaviours, applied programs and policies and daily attitude toward employees. Therefore, successful organizations show their real attitude toward their employees, which is completely different from the principles and priorities mentioned in their official annual reports. Some organizations manifest a real interest in changing the traditional hierarchical relationship and treat their employees as partners, therefore decreasing or cancelling all barriers (Caldwell *et al.*, 2014).

4.7.3 Job characteristics and employee competent matching theme

Baker and Demerit (2013) emphasized that job design is an essential aspect of work that enhances employee engagement levels in organizations. Job characteristics are one of the most significant drivers that encourage employees to be engaged (Christian *et al.*, 2011). Furthermore, job

autonomy, skills diversity, learning opportunities and career development are all examples of job attributes that improve employee engagement (Bakker and Demerout, 2007). Engaged employees are more interested in the types of job that offer a greater challenge, as well as provide room for improvement and an opportunity to use their interpersonal skills (Crawford et al., 2013).

One interviewed senior manager at a Saudi Bank stated:

“Jobs that match employees’ personal agenda will definitely engage them” Interview #

9

A senior manager at a Saudi bank emphasized during the interview that:

“Employees assigned to jobs that match their own preferences are more productive and have a willingness to learn, so ultimately will be more engaged”. Interview # 17

Job content mismatch can inhibit engagement, as stated by a Bank Senior Manager in Interview #25:

“Employees will be engaged if their job has certain job characteristics that meet their expectations and provide them with opportunities to use their skills”. Interview

Job design is a vital tool that organizations use to encourage employees’ psychological engagement and this in line with the Job Characteristics Model (JCM) (Oldham and Hackman, 1981).

The main feature of the (JCM) model is allowing employees to have a positive and meaningful perception of their roles in the organization. Furthermore it provides employees with a sense of responsibility and enables them to become more familiar with feedback practices regarding their decisions’ consequences (Shantz et al., 2013). Furthermore, the literature on job design supports the view that task enrichment leads to increased employee satisfaction (Fried and Ferris, 1987).

4.7.4 Organization behaviour and practices theme

Among all the factors mentioned by the interviewees, the organization's communication level is the second most important. Specialized literature and previous research have examined the role played by the leader-employee relationship, and the definitions of leadership revolve around this relationship in fact (Kesby, 2008). According to (Lawrence, 2007), leaders in general are willing to build up a higher engagement culture, while Lloyds (2008) focuses more in the role of internal communication as a vital tool in the leader-staff relationship, which is thought to be the answer to maintaining employee engagement and, consequently, increasing the productivity and revenue within the organization. (Sparrow, 2013), offers a new approach which discusses the human resource strategies as a crucial tool in increasing employee engagement and performance, which is achieved faster if leaders collaborate more efficiently.

During the interview in the present study, an officer stated that:

“Our problems is not with organizational policies and procedures, the problem is that managers’ behaviours contradict with these polices; for example, there a well-defined bonus distribution policy, but the implementation does not comply with the polices, but instead is based on personal relationships” interview #24

According to Suan Choo et al. (2013), for employee engagement to increase, it is necessary for organizational practices to match the organization's mission and human resource strategies which may lead to managers and leaders working together to achieve higher employee engagement and performance levels. Motivated employees have faith that the organization will treat them fairly because increased trust is a crucial factor of employee engagement (Sanna, Sarah and Peter, 2013; (Li, Pan and Zhang, 2009).

According to Ulrich et al. (2012) “the strategic integration of human resource management systems” produces organizational cultures which inform organization members about the company's competence and integrity and the quality of their HR systems. Prefer and Sutton (1998) emphasized the

vital role of organised, structured human resource management systems being integrated with the company values. Human resource managers support an engagement-focused environment through the development of a clear, proactive strategic communication plan (Lockwood, 2007). In other words, defined, structured and honest collaboration is a crucial management factor influencing employee engagement. Specialized management literature underlines the value of coordinated human resource management policies and structures in order to achieve a stronger influence of employee commitment and organizational performance compared to those organizations in which these systems are only partially coordinated (Hollenbeck and Jamieson, 2015).

An example that might illustrate this situation well is that, during the present study, one of the employees stated that:

“I don't feel engaged in the organization's process, nor make any extra effort to achieve the department's targets, I feel that there is no fair bonus distribution, and it is more personal than being linked to individual performance”. Interview # 26

This employee's department manager, during his interview, stated that:

“Our department is professional, and we design fair policies and products that recognize each employee's achievement Interview # 9

Daniels (2009) argues that human behaviour is the key variable driving all organizational outcomes: “If management practices, systems, and processes are not designed on the basis of known facts about behaviour, no organization can expect to create a workplace where all employees consistently give their best” (p. 7). Indeed, the variables mentioned above are known within behavioural analysis and applied to organizations in the form of Organizational Behaviour Management (OBM), which aims to improve behavior without dealing with or trying to modify psychological traits, states, or other hidden phenomena.

4.7.5 Fairness in the workplace theme

The present research has uncovered that unfairness is the most influential inhibitor mentioned by the interviewees due to the fact that Saudi culture relies on personal relationships only partially. As stated by an organizational development manager with the Saudi Investment Bank interviewed for the study: “Unfairness in opportunities to grow and to be developed makes employees tend to withdraw from involvement in Organizational activities, or in some cases leave the bank”. (Maslach and Leiter, 2008) and (Saks 2006) both underline the importance of fairness, as positively connected to employee engagement, whereas unfairness is seen as leading to employee burnout.

In fact, Colquitt et al. (2001) classify organizational fairness into three types: “procedural, distributive, and interactional”. Employees’ psychological ownership theme makes it difficult for organizations to keep their employees for a longer time, ensuring that those employees have a secure future and a true feeling of belonging to the organization.

However, Pierce (2001) perceives this accountability feeling and, hence, responsibility resulting from rather than in PO. When ownership is perceived, both an individual’s sense of accountability and responsibility and of their rights highly increase, referred to as the “expected rights and presumed responsibilities” linked to both real and perceived ownership, (2001: 2000). Therefore, this greatly influences organizational management, because those employees who acknowledge PO might need to be offered the chance to participate in the decision-making process influencing the target; on the other hand, those managers who aim to increase PO must realize that it requires mutual responsibilities.

As stated by an Organizational development manager with the Saudi Bank interviewed for the study:

*“Unfairness in opportunities to grow and develop which are not equal makes employees tend to withdraw from involvement in organization activities, or in some cases leave the Bank”
interview #16*

With the desire to get the distributive leg of justice correct, today, organizations are spending millions to ensure that their compensation policies are benchmarked in the industry in which they operate. However, the best companies are not just recognizing and rewarding good performance frequently, but also ensuring that the small wins and the little things done, including exemplary behaviour, are rewarded and made significant (Colquitt and Zipay, 2015). Many companies are emphasizing their philosophy that life, health and the need for rest and recreation are equally important to all employees.

There are no well-defined policies that maintain equal opportunities between female and male in assigning female in senior positions. Interview 9

They are doing so by means of benefits catering to employee needs such as Medical Insurance, Sick Leave, Privilege Leave, and Life Insurance (Jimenez and Dunkl, 2017). When these are not differentiated by grade, and privilege practices such as car parking, company transport, cafeterias and recreational facilities are equally accessible to all employees, irrespective of the organizational hierarchy, employees perceive a larger sense of fairness and belonging, and equity in the firm (Colquitt and Zipay, 2015).

4.7.6 Diversity management theme

The findings of the present research underlined the connection between employee engagement inhibitors and the impact of Islamic culture on Saudi banks' organizational culture. The following inhibitors clearly originated in the Islamic view of female segregation, as well as bank transactions which must be interest-free. As clearly stated by Kalliny and Gentry (2007) and reinforced by (Branine and Pollard, 2010) as well, religion is the most influential factor on Arab culture, as the majority of Islamic culture originated in Islamic principles which define life and social practices within those cultures; hence all norms and beliefs come from Islamic principles (Al-Shaikh, 2003). Saudi Arabia is usually described as the heart of the Islamic world and the culture is widely influenced by Islamic culture. The main banking system in Saudi Arabia is the Islamic system. In other words, the

products must respect the rules of an interest-free banking transactions system.

A human resources senior manager stated during the interview conducted in the present study:

“There are many reasons preventing Saudis from being engaged, the main issue being the social attachment to the religious background. They believe that all bank transactions are prohibited” Interview # 5

A female employee at the junior level added:

“Social influences for Saudis are stronger than in other Arab countries or western countries. There was no acceptance of me as a woman” Interview #11

Furthermore, the Islamic culture also heavily influence Saudi customs (Al-Saggaf, 2004); in other words the Islamic principles (Shar’ia) are deeply rooted in all life aspects, which is not valid for all Arab countries in fact (Hickson and Pugh, 1995). To conclude, the Islamic banking system, the main banking system in Saudi Arabia, obeys Shar’ia; namely, all products must respect the interest-free rule. Furthermore, gender “segregation” is the other characteristic that must be complied with; namely, women and men cannot share offices.

4.7.7 Motivation, reward and recognition theme

Previous research has proven that rewards do play a crucial role in how engaged Saudi bank employees are and, the wealthier a bank is, the more engaged their employees are. On this particular topic, Vance (2006) emphasizes that “Compensation (rewards and benefits) can powerfully influence employee engagement”.

Rewards are also seen as vital factors influencing employees’ motivation as well, and (Swarbrooke, 1995) underlines that organizations should show commitment; therefore, they should show openness towards developing “well designed compensation and benefits programs” (Swarbrooke, 1995). Recognition and reward are therefore seen as successful strategies for

achieving higher engagement levels and this is due to the fact that motivated employees are likely to participate more to achieve higher productivity and customer satisfaction as well (Mehta, D., 2013).

Inclusive organizations create a climate of trust, commitment, motivation, and job satisfaction (Stevens, Plaut and Sanchez-Burks, 2008). Creating an inclusive organizational climate is positively connected to employee engagement (Downey *et al.*, 2015). The traditional diversity research ignored the consequences and dynamic nature of exclusion (Prasad, 2001). Inclusion in the workplace can be defined as the degree to which employees can approach and access resources, information, become involved in work groups, and have an influence upon the decision-making. Inclusion embodies the worker's ability to provide an organization with a complete and effective contribution (Barak, *et.al.*, 1998). Researchers recognize that one way to optimize employee and firm performance is to facilitate programs which expand inclusion and minimize resistance ((Pugh *et al.*, 2008), where inclusion is defined as the need to foster environments that are receptive to diversity (Stevens *et al.*, 2008).

(Katz and Kahn, 1978) claimed that hiring highly-motivated, enthusiastic and reliable employees, who want to do more than their required tasks, as well as being part of the organization, would surely lead to more successful, highly functioning companies. This argument, developed by Katz and Kahn, is to be found at the basis of Kahn's engagement theory (1990).

Managers need to learn how to meet four vital employees' needs first if they want to motivate them, namely: "acquire (obtain scarce goods, including intangibles such as social status); bond (form connections with individuals and groups); comprehend (satisfy our curiosity and master the world around us); and defend (protect against external threats and promote justice)" (Lee and Raschke, 2016).

As stated by a manager at a Saudi bank during the interview:

“We develop our recognition and reward policies in a way that can accommodate regular performing employees, as well as value talent and outstanding performers - two factors which motivate each person and can be highly critical as well” Interview # 5.

Another manager added that:

“We design our pay systems to accommodate all levels of the organization rather than the senior level only. More specifically, through the design of our benefit system which is accessible to all employees and differs from the benefits offered by other groups, e.g. schools or education” Interview # 7

The foundation factor for the reward is the element of fairness within the reward distribution system (Terera and Ngirande, 2014). Non-monetary recognition is also valued by employees (Mark A. Burgman, 2015); namely, recognition by managers, which is said to enhance employee loyalty. One of the aspects to which we pay attention is rewards in terms of fixed pay and bonuses. Rewards can be financial or non-financial (Al-Ghamdi 2014):

“We have designed a reward system that accommodates these rewards to retain our staff and make them more engaged” Interview # 23

4.8 Chapter Summary

This chapter began by exploring the pilot study and the 34 factors that have been developed in the pilot study. Furthermore, this chapter illustrated the 45 factors that have been produced in the main study conducted in Saudi Arabia. Furthermore, this chapter illustrated the factors quoted during the interviews, and the use of the inter-rate technique to validate these results. This chapter explored the thematic analysis used in the present study for the conceptual themes developed by the focus group members. Furthermore, this chapter illustrated the quotations extracted from the present study participants' interviews to support the themes developed. In the next chapter a discussion of the present study findings as well as the employee engagement framework.

Chapter Five

5 Discussion

5.1 Introduction

This chapter will revisit the key findings obtained from this study based on the research objective determined for this study, and then propose a strategic approach for maintaining an employee engagement culture within Saudi banks. Furthermore, the next section will discuss the key results obtained from the research outcomes offered in the present thesis. Furthermore, this chapter will discuss the framework developed in the present study, that includes the interventions developed. Finally, this chapter concludes with the framework validation exercise.

5.1 Findings Discussion

This section will summarize the main points that arose from the literature review and gathered data, following the order of the research objectives. This thesis commenced by reviewing the literature on employee engagement, organizational culture, and the relationship between these two concepts. Then, it explored how to achieve organizational culture change, and finally how to create an employee engagement culture.

5.1.1 Diversity management and employee engagement

As discussed in this research, diversity management is one of the themes contributing to the improvement of employee engagement was identified in Saudi banks. Islamic culture also has a strong influence on Saudi traditions (Al-Saggaf, 2004), the country implementing the Islamic principles (Sharia) in all aspects of life, (Hickson and Pugh, 1995). The main banking system is the Islamic banking system (obeying Sharia), therefore, all financial products must comply with the interest-free transaction style. Furthermore, there is the issue “gender “segregation”, which does not allow men and women to share offices. Previous research has been conducted on the physical and

emotional factors affecting women's contribution and effectiveness while working in groups. (Al-Munajjed, (2010) stated that Saudi women a predominant presence within the Saudi workforce, due to the segregation rule within Article 4 of the Saudi Labour Code, directly stating that "both the employer and the employee shall comply with the dictates of Islamic Sharia" (AIDossary 2017).

The origins of female segregation have been interpreted in various ways according to different scholars within the field. While some attribute it partially to religious motives, others explain it as a precaution to avoid extra-marital affairs, hence the requirement for a man and a woman not to be left alone in the same place. On the other hand, some researchers perceive it a total segregation, no matter the setting. In Saudi Arabia, certain religious laws have been the subject of numerous debated, namely whether it is a direct result of the teachings of Qur'an and the Hadith of the Prophet Mohammed or simply a social interpretation of these laws. This segregation rule was also connected to coping within groups, affecting collaboration and harmony within groups (Bassiouni, 2012).

Another employee engagement factor mentioned by interviews was the lack of coping within groups. The presence of this inhibitor may result from having different subcultures present across the five Saudi provinces. There is great variation between the Western and Central provinces. On one hand, the main Western city, Jeddah, known as "Saudi Arabia's gateway to the world", is characterised by multicultural city due to the numerous pilgrims visiting the holy places in Makkah and Medina. On the other hand, The Central province is mostly characterised by a more "reticent" culture influenced by GCC countries, resulting in the formation of having lack of coping with such subcultures variations.

The Saudi society is currently undergoing massive change in terms of increasing professional methods within the workplace which will decrease the influence on Organizational outcomes. However, there is still some

resistance against it within the Saudi society as it is still believed to lead to a materialistic focus.

Many researchers have emphasised the need to consider employee engagement levels to fully comprehend the complicated workforce diversity-performance relationship, (Gallego et al. , 2010); (Horwitz and Horwitz, 2007). As defined by Kahn (1990), “employee engagement is a psychological state which enables employees to present themselves physically, cognitively and emotionally during the role performance”. Kahn’s (1990) model underlines the vital role played by intergroup relations on the psychological work environment, also affecting employee engagement. A number of Organizational variables, such as Organizational support, have been perceived as employee engagement predictors (Saks, 2006; (Rich, et al. 2010).Also, stronger cohesion and commitment within the organization as well as greater attachment are generally characteristic to multicultural environments due to the diversity within the group and the various types of mediating variables (Gilbert and Ivancevich, 2001).

5.1.2 Competences and skills development and employee engagement

It has been argued that meeting employees’ needs to learn and advance in their career is the perfect means to increasing engagement. Providing employees with broader, more challenging and meaningful tasks is also a key factor in keeping them motivated and committed. As stated by (Foma, 2014),”meaningful work inspires engagement and enthusiasm in employees, motivating them to take ownership of new challenges and broaden their experience and skill-sets”. In other words, it provides employees with a feeling of progress, of going forward, gaining experience and, ultimately, be able to aim at more advanced positions. Furthermore, employees need to feel their work is important, appreciated, encouraged to accept more challenging roles with greater responsibilities (Roh and Kim, 2016). Having career advancement opportunities is as a significant factor influencing

employee engagement, Furthermore career success as having a job that is challenging and that they are passionate about” (Imandin et al. 2015). Furthermore, offering them with the opportunities to learn new ones and be remembered for the work they have done.

Closely connected to the factor mentioned above, another factor which might lead to motivation and performance increase is the provision of training and development as supported by (Chaudhary, Rangnekar and Barua, 2012), together with narrowing the gap and encourage employees to accomplish increased standards and performance (Marrelli, 2011), Therefore, providing training opportunities and increasing the norms and requirements might be the answer to achieving high performance within an organization (Weldon, 2012). Moreover, increased engagement could also be triggered by other factors such as human resource improvement and effective training, training and permanency. (Chaudhary, et.al., 2012) support this view by underlining the importance of an organization to reinforce employee confidence and offer effective training, claim also supported by (Kumar and Sia, 2012) who also emphasise the vital role played by training programs, but that of tenure as well, stating that both would not only lead to increased engagement but also retention. In summary, providing constant and continuous training , promote employee higher confidence level results in increased engagement (Marrelli, 2011), as well as high retention.

The literature clearly states that labelling a job as “successful” is directly linked to the presence of opportunities for continuous learning, challenging tasks and opportunities to make a difference. All these factors lead not only towards increased employee engagement, but employee retention as well (Imandin, Bisschoff and Botha, 2015).

The present study indicated that Saudi banks value the importance of developing skills and recognition as a valuable tool for encouraging their employees to be more engaged. Therefore, this may be because most Saudis in general are young, and in the banking industry it is the same

situation, which reinforces the need to develop skills and competences, as they are still young. Furthermore, investment in them is associated with a high potential profit return. Moreover, the 2030 vision is influencing the decisions of the banks' top management, as the private sector and the banks are among the main industries which will play role in the new reform of the finance and economy of Saudi Arabia. Therefore, banks must develop their competences and skills to meet the needs and roles that they are will be handling as part of the 2030 vision.

5.1.3 Employees' psychological ownership and employee engagement

Employee engagement is the emotional commitment an employee has to the organization and its goals". In other words, these employees care about their work and their company, their goals are not just earning an income and waiting for a promotion, but align their goals to those of the organization's, they put an effort into their work (Lu, Liu and Zhao, 2017). In this regard, the research by CIPD (2014) revealed a positive links between emotional engagement and well-being and negative links between emotional engagement and work-family conflict and burnout, which suggests that emotionally engaged employees tend to be happier and healthier and perform more efficiently (Lu, Liu and Zhao, 2017), (Olckers, et.al., 2017). Employees have a stronger feeling of belonging when involved in the process of improving an organization's performance and future development, becoming supportive and enthusiastic as well (Osborne and Hammoud, 2017). Creating a certain sense of collaboration, belonging and community among the employees leads to enhanced engagement (Graham, 2014). Pfeffer (1998) agrees with the above-mentioned claim and goes on to underline that recognising the successful contributions of employees and awarding them accordingly through "profit sharing or gain sharing compensation systems, celebrating organization successes, and saying "Thank you" effectively and meaningfully" brings about an increased sense of belonging and devotion towards the organization (Pfeffer, 1998). In other

words, companies start admitting the vital role played by creating strong connections with the employees, (Caldwell and Floyd, 2014).

5.1.4 Job Characteristics and employee competences matching, and employee engagement

As argued by Crawford et al. (2010), motivated employees are likely to be attracted to more challenging jobs, which allow them to improve their interpersonal skills. (Macey and Schneider, 2008) agrees with this statement and add that the association between individual objectives and the organization's goals stimulates employees 'engagement leads to deeper involvement in their work which they consider as their own. It is a crucial element, namely it is not just of the main trigger of work satisfaction and achievement, but also a vital factor in providing jobs that match employee preferences and preventing the role conflict situation.

Some researches claim that having a positive attitude towards work leads to increased engagement, (Purcell, 2014), claims that responsibility sharing between managers and subordinates in an even stronger factor.

The CIPD survey conducted by (Truss *et al.*, 2006) is in favour of giving employees influence in making decisions, for them to be allowed to express their opinions during the decision-making process, factor though to have a greater impact on Organizational performance as well, (Lucas, Lupton and Mathieson, 2006), (Truss et al., 2006). The survey conducted by Truss et al. (2006) concluded that "currently many organizations are not very successful in doing this and as a result many employees felt they lacked opportunities to express their views and be involved in decisions". On the other hand, researchers at Towers Perrin (2003) disagree with the previous study as "62% of respondents argued they have an appropriate amount of decision-making authority to do their job well" (Padhi and Panda, 2015).

5.1.5 Organization behaviour, and practices and employee engagement

High performance organization behaviour mention social exchange theory to claim that employee engagement increases when they feel valued and trusted (Rich, et al., 2010); Saks, 2006). There are a few studies on the organization behaviour - engagement connection; however theoretical studies have uncovered a connection between high engagement levels and the same outcomes as the high-performance organization behaviour literature. Engaged employees dedicate themselves to their jobs, resulting in “the enactment of active in-role performances” (Rothbard, 2001); (Christian, et al., 2011); (Macey and Schneider, 2008), higher performance, high cognitive vigilance, and emotional and social connection to their work (Kahn,1990). Besides the Strategic HRM field, researchers in psychology and social psychology have also been interested in analysing attitudes as a factor influencing engagement and performance outcomes There is a variety of management actions which lead to increased engagement, able to be clarified an OBM perspective through a variety of communication tools such as: task clarification (Crowell *et al.*, 1988); (Rice, Austin and Gravina, 2009); (Slowiak, et .al, 2006), goal setting (Ludwig and Geller, 1997),((Eikenhout and Austin, 2005).

Management consistency is another connected factor to management communication, and organization behaviour research underlines the use of Behavioural Systems Analysis, including process maps of the managerial processes (Diener, *et al.*, 2009) to uncover organizations in which work procedures and tasks are ambiguous. Fixing these ambiguities leads to improved behaviours and engagement.

Additional, management behaviour possibly connected to engagement is performance feedback (Squires, et al.,2007). (Aubrey, 2004) underline the negative effect ambiguous verbal feedback may have on engagement, while clear, objective feedback based on the employee’s behaviour and results is highly valued and with a positive impact on engagement.

Recent HRM studies conclude that Organizational behaviours actives give ambiguous signals to employees regarding their feedback, therefore employees are unclear on whether they are valued or trusted, leading to the development of feelings of obligation, who then respond through high performance levels (Snape and Redman, 2010); (Snape and Redman, 2010) Innovative approaches to HRM underline the need for a more positive HR approaches, for example, engaging employees to keep them, rather than focusing on strategies to solve problems (Avey *et al.*, 2009); (Bakker *et al.*, 2008); (Mongrain and Matthews 2012).

Baron, (2013) emphasized that, if employees consider other colleagues are treated unfairly; there are higher chances for them to lose their motivation as well. (Sanna, and Peter, 2013) goes further to say that employees' acknowledgement of the presence of "higher levels of perceived justice" leads to an increase engagement. Business leader-management-employee communication is also a positive key factor influencing Organizational success, a view also recognised by business leaders themselves, especially linked to both productivity and engagement within the workplace (Hynes, 2012).

As mentioned previously, in the present thesis, Saudi organizational culture is based on interpersonal relationships, therefore, employees perceive and interpret management decisions as being more personal and subjective rather than objective. Consequently, these decisions have a more positive or negative impact on employee's attitude than other organizational culture contexts. Moreover, this factor may play a crucial role in determining employees' engagement level and attaining the desired employee engagement level is more difficult.

5.1.6 Fairness at workplace and employee engagement

The present research has uncovered unfairness is as the most influential factor mentioned by interviewees due to the Saudi culture relying on personal relationships only partially.

A variety of measures can be taken by an organization to achieve increased employee engagement, and some of them will be discussed below. The most important issue to underline is that the higher the number of touch-points or involvement, the higher the engagement and fairness levels. For example, Greenburg's five procedural components (2002), regarding job evaluation, easy to incorporate within the organization: 1) Soliciting and using input from others prior to evaluation, 2) Using two-way communication during the information gathering process, 3) Allowing the employee to have the ability to challenge the evaluation, 4) Raters' familiarity with the ratees' work and 5) Consistent application of standards across the organization" (Zeinabadi and Salehi, 2011) .

According to Saks (2006), procedural justice is the perception that an employee has about the processes and means used to distribute Organizational resources, the same researcher underlining the link between the degree of perceived procedural justice and employee engagement (Saks, 2006). The main idea of procedural justice is that employees feel that their voices were heard, and they have a feeling of involvement in the development of results. Secondly, distributive justice refers to employees' perception of the fairness in the definite distribution of resources, focusing on the results against the processes (Saks, 2006). Distributive justice involves that resources and rewards be distributed fairly (Saks, 2006). Colquitt et al. (2001) defined interactional justice as the value of interpersonal treatment employees' experiences after task is completed, considering honesty, respect, politeness, and reasoning. According to the same source, interactional justice comprises two types of interpersonal experiences: "relational justice" and "informational justice", fairness being perceived as

high in the case of organization leadership who treats employees with dignity, respect. The more leadership employees get involved in good quality exchanges on procedure and result distribution, informational justice rises (Colquitt et al., 2001).

Another factor is the use of evaluation diaries to evaluate performance, which also leads to increased perceived level of fairness. The diary ensures that information used is not just the most recent employee self-appraisal similarly has a positive influence over the fairness level (Beugré, 1998). Another positive factor is compensation and benefits, namely allowing employees to have a say in setting their wages which despite being considered odd, but it can increase the employees' belief in fairness.

5.1.7 Motivation; reward and recognition and employee engagement

The present study has concluded that rewards play a vital role in employee engagement. Previous research has proven that rewards do play a crucial role in how engaged Saudi bank employees are and the wealthier a bank is, the more engaged their employees are. On this particular topic, Vance (2006) emphasises that "Compensation (rewards and benefits) can powerfully influence employee engagement".

Rewards are also seen as vital factors influencing employees' motivation as well and (Swarbrooke, 1995) underlines that organizations should show commitment, therefore they should show openness towards developing "well designed compensation and benefits programs" (Swarbrooke, 1995). Recognition and reward are therefore seen as successful strategies towards achieving higher engagement levels and this is due to the fact that motivated employees are likely to participate more to reaching higher productivity and customer satisfaction as well (Mehta and Mehta, 2013).

Financial rewards are employed as a sign of a company's valuing team contributions more than quality. There are many types of rewards, such as monetary rewards (a cash bonus allocated individually), while team bonuses

would be given besides the wages, (Mehta, et al., 2017). On the other hand, team rewards should not decrease employees' "intrinsic" motivation to do their job, therefore the need for continuous innovation to improve the work process or impress the customer. Monetary rewards as "usually being a variable individual or group compensation separated from the salary, received as a consequence for extraordinary performance or as an encouragement." There should be sets of rules set in advance for this reward and performance should be a vital factor (Hoole and Hotz, 2016).

Rewards systems should be motivation, therefore there is need for criteria to be clearly set, it should have an impact in terms of value and size. Furthermore, (Saunderson, 2004) identifies the "essential nature of employee recognition as vector of motivation, a component of meaningful work, an agent of personal development, and centre for work place mental health". (Brunet et al., 2015) emphasized that there are a lack of recognition regarding the employees' work and role within the organization leads to psychological distress and, as the result, a negative attitude towards the management. (Evans, 2001) agrees with the previous statement, emphasising the positive effect of managerial recognition on employee performance and engagement and mobilization, as well as in Organizational change and success achievement.

Extensive research on those topic has been conducted, for example (Spellman, 2007) who proposed the "Hierarchy of engagement" model which is similar to Maslow's need hierarchy model. This model focuses on basic pay and benefits needs which once satisfied, the employee will be looking for development chances such as promotion and then leadership style (Kompaso and Sridevi, 2010). However, Blessing White (2006) concluded that nearly 60% of the employees involved in the survey regard development as a crucial factor influencing job satisfaction, while strong manager-employee relationship is a vital factor for the employee engagement and retention formula (Markos and Sridevi, 2010). Moreover, Development Dimensions International (DDI, 2005) differentiates 5 actions a manager should take to achieve high motivation and

engagement within the workplace, namely: “align efforts with strategy; empower; promote and encourage teamwork and collaboration; help people grow and develop; provide support and recognition where appropriate”.

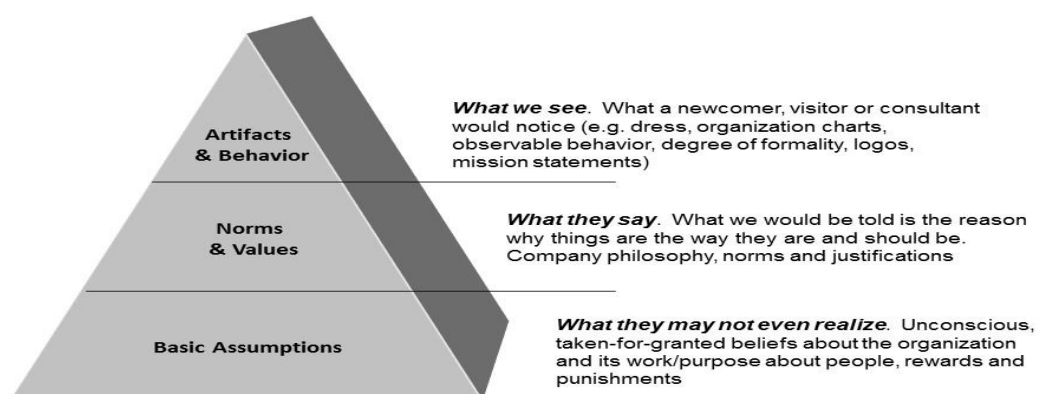
According to Subramoniam, (2013) organizations which have various methods of compensating employees have employees which may be “(a) engaged, (b) retained, and (c) happy. Similarly, (Weldon, 2012) classifies the types of total compensation offered by Organizational leaders to their employees into several categories, namely (a) merit raises, (b) bonuses, (c) instant rewards, (d) tuition reimbursement, (e) training, (f) benefits, (g) gift cards, and (h) employee stock offering”. According to Moseley (2013), organizations ought to directly and individually inform employees regarding increases in compensation resulting from company performance and merit increases (Tanwar and Prasad, 2017). Employees who agree with organizations’ goals are likely to be highly interested in those companies offering a total compensation package as well as bonuses based on performance. Performance-based bonuses are a vital factor influencing engagement, in both public and private sectors.

5.2 Themes and Schein’s model

These themes are interconnected and not independent aspects of Saudi employee engagement, reflecting the focus group members’ opinions of the topic, through a participative approach. Schein’s model is used in the present themes, “to understand a group’s culture, it is necessary to comprehend its shared underlying assumptions”. On the other hand, if values and beliefs are taken for granted, the fundamental assumptions might not be clear enough to be understood. (Schein, 1991). Therefore, the present thesis uses Schein’s model theme representation as engagement aspects at visible (artefacts) or as perceived manifestation level (values).

The fundamental beliefs are the main origin of these artefacts and values (Schein, 1992).

Figure 5.1 Schein organizational culture model



Source: Modified from Edgar Schein, "Coming to a New Awareness of Organizational Culture"

Table 5.1 Themes within Schein's Model

Culture Level	Theme
Artefact	<ul style="list-style-type: none"> • Organization and Behaviour practices • Employee psychological ownership. • Job characteristics and employees competent matching
Values	<ul style="list-style-type: none"> • Fairness at work place. • Diversity management • Motivation; recognition and reward • Competency and skills Development.
Underlying assumptions	Not visible

5.3 Employee engagement framework

To make changes to the current engagement culture, it is necessary to adopt a model to make changes. While exporting the literature, the researcher set criteria to identify the most appropriate model of employee engagement interventions.

To make culture changes, adopting a model that considers culture as a dynamic concept is important, to help the area that needs to be altered to move to the desired direction or level. The present study adopted Kotter's model of change as it provides clear steps that lead to changes. Furthermore, this model emphasized how to avoid making errors when implementing changes to achieve the desired outcomes of the changes process (Kotter, 1995). Overall, there is no clear description of specific change methods; however, three specific models have produced groundbreaking work according to the specialized literature.

Firstly, (Kotter, 1995) aimed to avoid change process errors by constructing an eight-stage model.

According to Kotter, to enable an organization to prosper, there are eight crucial success factors that will lead the organization through successful changes (Kotter, 2012 and Kotter, 2007). As illustrated in the figure and quote above, by following the eight steps of change, the company can make successful walk through. (Kotter, 2012 and Kotter, 2007) introduced the eight steps for making changes through reorganization and added that these eight steps can prevent any errors that might occur during a change process. These steps are:

Creating a sense of urgency

A sense of urgency will make the organizational members make changes as a vital task. Furthermore, this sense of urgency can be converted into action to prevent the negative consequences that might arise unless these changes are implemented (Kotter 2012 p. 37-51, Kotter, 2007 p.3).

Creating the directional team, a powerful coalition

The second step is convincing the employees to change, which requires substantial support from the management. This means adopting a plan of assigning a group to lead the change (Kotter 2012 p. 53-sixty-eight, Kotter, 2007 p. 4, 5). Moreover, this group shapes the urgency and conveys the message that change is needed (Kotter 2012 p. 53-68, Kotter, 2007 p. four-5).

Developing a change vision

This step refers to the management's desire to implement ideas and solutions to make the change. By developing a vision which is straightforward and well defined as well as apprehend, and incorporating this into the organizational strategy, this will result in including the employees within the change process and support any decisions that may be required to make the change (Kotter 2012 p. 69-86, Kotter, 2007 p.56).

Communicating a vision

Having created a sense of urgency regarding the need for change, the role of the management in the change intuitively involves sharing the organization's vision with the organizational members, as this is a vital step in realizing successful change. Furthermore, the organization must incorporate its vision in all of the processes and practices that it undertakes (Kotter 2012 p. 87-103, Kotter, 2007 p. 6).

Removing obstacles

In the fifth step, the group leading the change must remove any obstacles that may detract from the change process, identify the source of any resistance in the organization and provide solutions that will help to minimize or remove the causes of this resistance (Kotter 2012 p. 105-120, Kotter, 2007 p. 6-7).

Induce short-term wins

To maintain the organizational members' motivation and support change, recognizing the short-term achievement will help to maintain support for the change intuitive, but setting short-term goals may lead to criticism during the early stages of the change process, that may detract from the whole process of change (Kotter 2012 p.121-136, Kotter, 2007 p.8).

Building on change

Having completed the steps of involving and communicating the need for change, an organization should implement and build on the change, while continuing to work toward achieving the main goals and dealing with any resistance that may arise (Kotter, 2012 p .37-152, Kotter, 2007 p.8).

Make it stick

Making the change one of the organizational cultural components is the final step in Kotter's model of change, and an indication of cultural success is if the new way of performing the organizational task is perceived as better than the old way. Moreover, the change's success should be communicated to the whole organization and changes can be made to stick by incorporating them into the day to day work process (Kotter, 201).

5.4 Interventions

To develop interventions to improve employee engagement in Saudi banks, it is essential to consider the organizational culture, due to that fact that applying a predetermined intervention based on different empirical evidence that was based in different cultural settings will not be feasible. In this context, namely the reward theme developed in this research, the general perception was that the financial reward is the most crucial factor in motivating employees, whilst the results of this research indicated that, for employees form Saudi banks, non-financial rewards are more highly valued

than financial ones. This result is due to the Saudi work culture, which is mainly based on the interpersonal culture-work setting. A cultural change has been previously suggested as necessary to enhance employee engagement culture in Saudi banks. The present chapter analyzes the main issues regarding the theoretical categories presented in Chapter Four in order clearly to understand Saudi bank employee engagement. The theoretical categories provide new views that might enable Saudi banks to achieve higher employee engagement levels.

5.4.1 Organizational behaviour and practice interventions

The recommended interventions by Management to maintain an employee engagement culture is as follow:

1. Maintain employees' autonomy.
2. Set up achievable targets and a rational performance appraisal
3. Develop an effective communication strategy.

The interventions' anticipated outcome is to reduce the danger of role ambiguity and conflict as well as help employees to manage their responsibilities, reinforce their involvement to maintain employee engagement and prevent potential resistance to organizational decisions and plans.

The interventions' anticipated outcome is a reduction in the risk of role ambiguity and conflict as well as helping employees to manage their responsibilities, reinforce their involvement to maintain engagement and prevent potential resistance to organizational decisions and plans. The organizations in Saudi Arabia are expected to play a crucial role in Vision 20-30 and the radical changes taking place. The changing stage reinforces the need for organizations to develop competent employees, and engagement is one of the tools that organizations use to achieve this goal. Moreover, organizations' behaviour is expected to be reformed in a way that is in line with the new working culture in Saudi Arabia. Organizational behaviour has a

significant influence on employees' attitude and behavior; therefore, organizations may have well-defined policies, but these are not reflected in the leadership and organizational behavior, which plays a crucial role in determining the engagement level.

5.4.2 Job characteristics and employee competent matching interventions

The intervention to maintain a match between employee preferences and job characteristics is:

1. Designs jobs that provide them with the opportunity to gain skills, grow, improve and provide jobs with a variety of different skills.

The aim of the intervention is to create a job that matches the employee skills and competences which will influence employees' performance and engagement level. Having such a workplace will improve an organization's performance and outcomes. It plays a crucial role in providing jobs that match employee preferences and prevent role conflict situations. Furthermore, it will be reflected in employee productivity and engagement.

Engaged employees are more interested in the type of job that offers greater challenges, as well as providing room for improvement and a chance to use their interpersonal skills (Crawford *et al.*, 2011). This view is supported by Macey *et al.* (2009), who argue that the association between individual objectives and the organization's goals stimulates employees to be more engaged. Create a composite for individuals to undertake in their work and to regard as their own. This is crucial, not only as a basis for individuals' satisfaction and achievement at work, but also in providing jobs that match the employee preferences and prevent role conflict situations.

5.4.3 Fairness in workplace interventions

To maintain fairness within the workplace, to maintain an employee engagement culture, this study proposed the following intervention:

- Develop policies that monitor organizations' leadership decisions and to maintain a good value of justice.

Fairness is perceived to be high when the organizational leadership treats the employees with dignity and respect. The anticipated outcome of this intervention is that the employees will feel that their voices were heard, and have a feeling of a fair involvement in results development. This form of involvement technique enforces the perception of fairness (Greenberg, 2002). Furthermore, the equal distribution of reward and development opportunities reflects the organizational commitment and builds a trustful relationship, which encourages the employees to be more engaged.

This intervention aims to make employees feel that their voices have been heard and that they have been offered fair involvement in the development of the results, which enforces the perception of fairness (Sert *et al.*, 2014). Furthermore, the equal distribution of rewards and developmental opportunities reflects the organizational commitment and builds up a trusting relationship, which encourages employees to be more engaged (Barclay, et al., 2017).

5.4.4 Competences and skills development interventions

Competence and development are important factors in improving employee engagement:

- Prompting sustainable training and development strategies.
- Allocating enough resources to maintain training strategies

This provides employees with opportunities to develop. The availability of talent required to create the talent pool may involve training new employees to combine new acquirements into the organization and have various skills within the organization to make sure that being highly skilled keeps employees engaged. According to (Satish Kumar, 2015), organizations which provide opportunities for development, and make use of their employees' skills, will have more engaged employees. In other words,

employees will become satisfied with the organization as a source. Saudi banks that provide more opportunities for learning and development will also have more engaged employees (Danvila et al. 2013).

5.4.5 Employee psychological ownership intervention

The intervention used within this study to maintain employee psychological ownership is as follows:

- Designing and operating in an open, participative management style which leads toward moral progression.

The anticipated outcome of this intervention is that employees will feel more attached to the organization, which will urge them to execute tasks and become more emotionally attached to their work. It is an investment with a great return for the organization; it enforces a sense of accountability for it, and positively influences employees' engagement level (Pierce et al., 2001; Avey et al., 2009).

Employees feel more psychologically attached to the organizational goals and objectives, that will urge them to execute tasks and be more emotionally attached to the work. It is an investment with a great return for the organization. It enforces the sense of accountability for it, and positively influences engagement level (Dawkins et al. 2017). The present study offered the following intervention to assess employees' psychological ownership.

5.4.6 Motivations; reward and recognition interventions

The intervention proposed to improve motivational level - reward and recognition:

- Developing fair reward policies and practices is linked to the accomplishment of business goals.
- Designing recognition policies that can be in the form of non-cash benefits.

The aim of this intervention is to create a work environment that attracts employee value schemes, provides rewards policies that contribute toward retaining people and enlisting their engagement and, moreover, offers motivation policies that cover all organizations' levels to gain employees' commitment and engagement.

Organizations may provide employees with rewards in different "forms" (recognition, cash bonuses), and, no matter what form they take, they are very important because they have a long-term influence on employees and reinforce their perceptions of the importance of staff contributions as towards appreciation (Wang and Hou, 2015). The way to achieve an effective organizational reward strategy is to offer different reward systems. The main tool to be considered when designing a reward system is to link it to employee performance.

5.4.7 Diversity management interventions

The concept of diversity management developed in this study is another important theme, since Saudi Arabia is currently making changes to the work culture, during a culture transition period, that involves:

- Developing policies which provide an assurance of equal opportunities between different groups and genders.
- Adopting a fair recruitment and promotion procedure that does not "discriminate" against any specific individual or group.

The desired outcome of these interventions is to equip organizations with an ability to accommodate different views from different genders to accomplish the desired employee engagement culture. Diversity management is an important theme, since Saudi Arabia is in the stage of bringing about changes to the work culture, in a culture transition period, which needs to have the ability to accommodate different views from different genders to accomplish the desired work culture.

Organizations that implement an integration strategy can accommodate the different characteristics of each employee. Organizations that reinforce an “integration strategy”, “performance management”, and reward and promotion system will disregard both employee characteristics (Szu-Fang, 2013) and their possible association with certain groups or links to performance. However, thanks to an integration strategy, such stereotypes will therefore be discouraged, and all groups or genders will be proactively included (Patrick & Kumar 2012). Inclusiveness is one of the aspects of the engagement which organizations maintain, so we implement a strategy that takes into account maintaining the organization decision flow internally, not just receiving decisions from the top management (Kreitz, 2008)

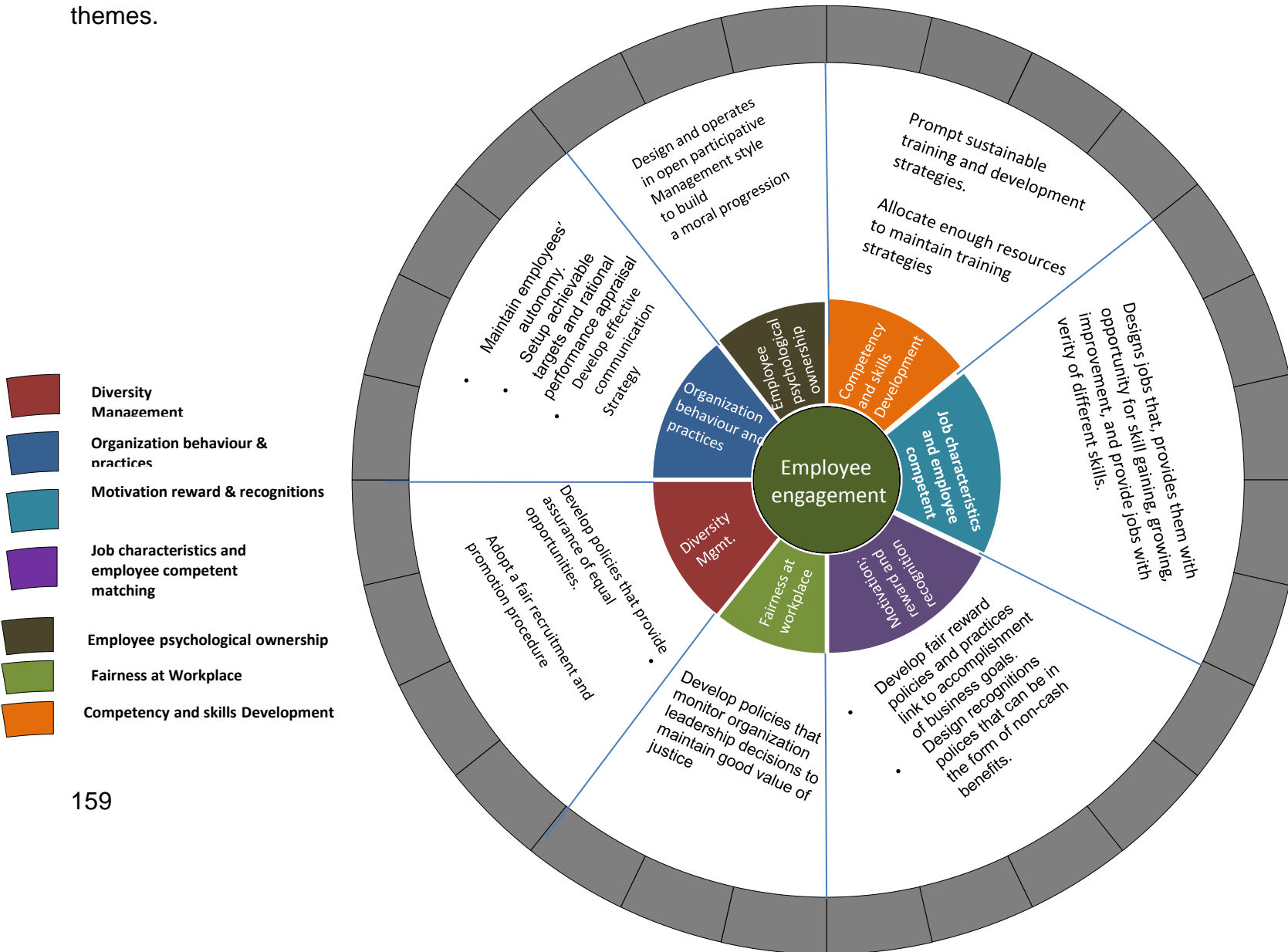
Table 5.2 employee engagement framework interventions

Theme	Interventions
Fairness in the workplace	<ul style="list-style-type: none"> • Developing policies that monitor organizational leadership decisions and maintain a good value of justice.
Employee psychological ownership	<ul style="list-style-type: none"> • Designing and operating in an open, participative management style that builds a moral progression.
Competency and skills Development	<ul style="list-style-type: none"> • Prompting sustainable training and development strategies. • Allocating enough resources to maintain training strategies
Motivations; Rewards recognition	<ul style="list-style-type: none"> • Developing fair reward policies and practices linked to the accomplishment of business goals. • Designing recognitions polices that can be in the form of non-cash benefits.
Organizational behavior and practices	<ul style="list-style-type: none"> • Maintaining employees’ autonomy. • Setting up achievable targets and rational performance appraisal • Developing an effective communication strategy
Diversity Management	<ul style="list-style-type: none"> • Developing policies that provide an assurance of equal opportunities between diverse groups and genders. • Adopting a fair recruitment and promotion procedure that does not “discriminate” against any specific individual or group.
Job characteristics and employee competent matching	<ul style="list-style-type: none"> • Designing jobs that provide them with opportunities for gaining skills, growth and improvement, and providing jobs with a variety of different skills.

By implementing these interventions, the anticipated outcomes will be to reduce the risk of role ambiguity and conflict, as well as helping employees to manage their responsibilities and reinforce their involvement to maintain engagement and prevent potential resistance to organizational decisions and plans. As stated by (Lawrence, 2007), “leaders are keen to establish a culture of engagement by allocating considerable time and effort to achieving the desired level of engagement”. Internal collaboration is an important factor in fostering a leader-staff trust relationship, leading to the clear development of an organizational culture to maintain the organization’s sustainability (D’Aprix, 2006). According to Idris (2007), interpersonal relationships, which characterise the Saudi work environment, have a strong effect on employees’ careers, and possibly also their participation in the work process.

Figure 5.2 Employee engagement framework

Having identified step one through analyzing the existing culture illustrated in the themes shaped by the participants in the focus group, these themes have been developed by the focus group members; they believed that the core categories (phenomena) influencing these themes used in developing the framework on which the interventions are based had to be planned to have a positive impact on improving the area of these themes.



5.4.8 Framework Validation

The primary purpose of using experts' judgment is to provide "judgments" and utilise their wide experience and knowledge (Munnichs 2004). In this research, the main goal of undertaking the validation process is to authenticate the framework components, suggested interventions, and the anticipated outcomes of these interventions, to ensure framework applicability and that the intervention used is the most appropriate, to examine the framework elements and the interventions, as well as evaluate how the interventions are linked to the framework elements and the anticipated outcomes of the interventions. The researcher aims to validate the framework by approaching academic and practical views that will provide integrated insights.

Academic validation was sought by inviting a senior lecturer from King Saud University to validate the framework in terms of its components and the anticipated outcome from the suggested intervention, aiming to gain input from a theoretical perspective. The senior lecturer has been working at the Business Administration College for about 10 years.

The researcher approached a management consultant practitioner with more than 20 years' experience, including training and working with management consultancy firms (e.g. Hewitt Watson, Maclagan ,Mackenzie). Currently, he is the director and founder of Tahweel Company, which specializes in management and organizational development advice. This expert was chosen due to his wide experience of Saudi Arabia and GGC countries with regard to organizational development.

The overall opinion is that the framework is relevant to Saudi Arabia and GCC countries, as the experts expressed a view that the suggested intervention framework is a decent attempt to fill this gap. A summary of the experts' validation judgement comments are as follows:

Academic expert	Practitioner expert	Researcher response
<p>There exists an overlap between interventions, so explore the possibility of merging some of these interventions</p>		<p>The researcher revisited the proposed intervention to explore the possibility of merging potential interventions that can be merged and found it feasible to merge some of these interventions. The total number of interventions was 16. As a result of merging these interventions, the final number was 12.</p>
	<p>There is a need to refine some of the interventions' anticipated outcomes to make them more realistic and more feasible to achieve.</p>	<p>The researcher revisited the anticipated outcomes and refined some of those that were not feasible to achieve.</p>
	<ul style="list-style-type: none"> • Link the framework's implementation to the time scale 	<p>The framework implementation varies according to the organization's size and the resources available to implement the framework, therefore incorporating the time scale for the anticipated outcomes would rely on these factors; however the present study produced the gauging assessment process that can be used to measure changes.</p>

5.5 Chapter Summary

This chapter began by discussing the findings of the present study, the themes that emerged, the link between these themes and engagement, then how these themes can be applied to Schein's model. Furthermore, this chapter illustrated the development of the framework, which includes the emerged themes, and developed interventions. In this chapter, the proposed interventions were explored as well as their anticipated outcomes. Furthermore, in this chapter, the Kotter change model was explored as it was used as a guideline for the interventions. The framework's validation was then illustrated. The next chapter is a summary of the present study and research contribution of knowledge , research limitations ,future research recommendations and finally a conclusion will be drawn.

Chapter Six

6 Summary, research limitations, contribution to knowledge, recommendations, and conclusion

6.1 Introduction

This chapter will provide a summary of the research objectives, questions, process and results. A conclusion and recommendations for academics and practitioners are also included here. Furthermore, the study limitations together with a summary of how the aims and objectives of the present thesis were achieved from the derived findings are also included.

The present study consists of two stages; this first stage is the pilot study, which involved seven interviews, while the main study included 28 interviews. The study was conducted in Saudi Arabia, with managers and their subordinates within seven banks. The outcome of this study was valuable information on the engagement factors based on the views of the employees in these banks. The key findings of the present thesis indicated that the factors that make the greatest contribution to engagement were diversity management, organizational behaviours and practices, job characteristics and employee competent matching, motivation, reward and recognition, fairness in the workplace, competency and skills development, and employee psychological ownership.

The aim of the present study is to develop a framework, based on organizational culture-related factors, to improve and facilitate an employee engagement culture in Saudi banks that may apply in other GCC countries.

A research question was developed to achieve the above-mentioned aims:

How can organizational culture-related factors be applied to facilitate an employee engagement culture in Saudi Banks?

To answer the research question, the following sub-questions were formulated:

What are the organizational culture-related factors that influence employee engagement in Saudi Banks?

What are the interventions which can be applied to facilitate an employee engagement culture in Saudi Banks?

In answering this question, the finding revealed that organizational culture has a significance influence on employee engagement. These findings agree with previous research confirming the close connection between organizational culture and engagement. Such findings reinforce the existence of a relationship between organizational culture and engagement, which can be used to create an engagement culture.

This study provided an answer to the second question by producing the factors that influence engagement in Saudi banks. Moreover, this study provided the themes which can be used to develop interventions that facilitate an engagement culture in Saudi Banks. These factors could also be employed to improve engagement and promote an engagement culture. The responses from the individual interviews and analysed data were explained through the concept of engagement. Once the data had been collected and analyzed, seven main themes emerged, including job characteristics and employee competent matching, motivation, recognition, rewards, organizational behaviour and practices, psychological ownership, diversity management, competences development, and fairness within the workplace. “engagement as a phenomenon should be managed at all organizational levels” (Naujokaitiene et al., 2015). As mentioned by (Rose et al. 2015), it is vital for managers to use engagement strategies and protect employees from dysfunctional situations to create a safe work environment that will enable them to contribute fully to the provision of tangible outcomes for the organization. Men and Stacks (2013), therefore, concluded that “leaders have a responsibility to ensure that employees feel safe and have the necessary resources to complete their jobs”. Therefore, the main message of this research was that, to achieve engagement,

appropriate and effective measures to create effective means of leadership behaviour should be formulated by the management.

The objectives of the study were achieved. The first objective was to explore the factors that affect employee engagement in Saudi Arabian banks the researcher attained this objective by exploring the literature on engagement, organizational culture and its relationship with engagement. The process of exploring the literature was conducted according to the grounded theory approach, the researcher having started by exploring the initial literature to gather all of the necessary data in order avoid any bias having an effect prior to commencing the interviews. Once the results had been obtained and analyzed, the researcher conducted an intensive literature review to make a constant comparison between the resulting findings and the discussed literature, which were later used in the development of the interventions.

The second objective was to conduct primary research to conduct a pilot and main study to determine the factors acting on employee engagement in Saudi Arabian banks. Therefore, to achieve this objective, a pilot interview-based study and main study were conducted in Saudi Arabia involving seven Saudi banks. The methods used were based on the grounded theory research process and the results were validated using the inter-rater methodology.

The third objective was to develop interventions based on the emerged themes. To achieve this objective, the researcher used the action research process, which is a “focus group” approach, to develop the themes.

The fourth objective was to develop a framework based on the literature and research findings. This was achieved by formulating interventions which were used to build the framework which comprises the themes, interventions and desired outcomes of these interventions.

The fifth and last objective was to evaluate and validate the framework using experts' judgments, to achieve this objective, the researcher approached academic experts, the first being from King Saud University, who was selected

due to his wide experience in the fields of management and organizational culture; therefore, he is familiar with the region's culture and organizational culture. The second expert was a practitioner who works as a management consultant with wide experience of conducting management studies and organizational behaviour consultancies projects. He is widely experienced in management framework development and implementation.

6.2 Contribution to knowledge

6.2.1 Theoretical contribution

How engagement is affected by organizational culture is a subject that this study improves understanding of. Furthermore, factors affecting employee engagement are determined based on the analysis. Additionally, the specific context of Saudi Arabia in relation to engagement was explored.

Diverse aspects of Saudi society are also identified in the research, based on empirical findings. Personal and organizational conduct in Saudi Arabia is considered to be strongly shaped by shared cultural norms and principles, for example language and religion (Muna, 1980; Hofstede, 1984). Furthermore, this study provided understanding of characterises personal and organizational behaviour in Saudi Arabia, as distinctive features of the society. Overall, the study undertaken here found that Saudi society's micro-dynamics are defined through sub-categories of the population marked by diversity and variation these are typically overlooked by academics exploring organizational culture in the country.

Moreover, thus study's magnitude and extent has been established in a way that seeks to make the study relevant, drawing on an aspect of management research. A specific body of literature's missing components identified in order to establish a study problem in a typical investigation. However, here the study subjects' perspectives have been considered as a means of identifying problems and topics relevant to them, with a response and resolution then provided through the research. Meanwhile, academic research will often present numerous, connected viewpoints on the studied subject, whereas this

study has sought to establish an overarching position on the topic through following a grounded theory method. Contrasting and ultimately combining concepts drawn from study subjects' viewpoints is undertaken in accordance with abstract theorisation, which is grounded theory's ultimate objective. Thus, the social psychological procedure determined through this research has been comprehensively assessed through such contrasting and combination processes.

The practical implications of the study findings

This study has developed a framework which can be implemented in Saudi banks to improve the engagement level and contribute to the organizational progress and profit growth. As Saudi Arabia is going through radical changes in all aspects of culture, organizational culture is one of the areas which are mostly affected. The Saudi 20-30 Vision strategy highly focused on organizational change, and employee behaviour is planning to change the performance appraisal and evaluation criteria to link the benefits and compensation for employee performance, leading to engagement. In contrast, the changes were needed especially due to the concept of "rewards for all".

The theme of diversity management is an important study outcome to be used in the transformation phase that Saudi Arabia is currently going through; namely, giving more opportunities to women to take higher positions within the government and in the private sector. These changes may create different views, opinions and styles that reinforce the need for proper diversity management that enables banks to cope with such variations, and deal with any resistance that these changes may cause.

6.3 Research Limitations

The aim and objectives set out in chapter one have been achieved. However, throughout the research, several obstacles have been encountered; namely, the research has only included findings from the Saudi Arabian context, which could be more beneficial if this were to be expanded to include other GCC countries.

Finally, the background of the Saudi Banking industry, which is a male dominated society, and its relaxed attitude toward knowledge sharing as identified in this research made it challenging for the researcher to achieve a bigger qualitative female sample for this research.

Concerning the grounded theory method, a particular case study's data is used as the basis of the concepts that are developed, meaning that the circumstances unique to that case may be narrowly explained through the grounded theory method. Therefore, the case of Saudi Arabia here is explained by the main concepts and theoretical conceptualisation, limiting generalisability. Additionally, identifying a sufficient sample for a grounded theory study, which is usually limited, is a process questioned in some academic circles. According to the qualitative method adopted, between 10 and 50 participants are usually sufficient. If the study query can be sufficiently and adeptly responded to through the sample then this is considered sufficient; when analysis of collected data no longer produces original understanding, categories or themes as the research advances, a sufficient participant sample will thus have been reached.

This research's methodology selection is a further limitation, as the researcher was posed with a number of difficulties as a consequence, despite significant understanding being enabled through the study design and grounded theory method. Essentially, engagement and organizational culture's relationship would have been more effectively elaborated on had greater resources and further time been available.

The outcome of applying the set of interventions to another organization would depend upon the existing position of the engagement culture. The recommended interventions may have some applicability in other organizations, but it would be pertinent to gauge the issues that are inhibiting an engagement culture in these organizations before suggesting suitable remedies for this.

Further research would be required to test the extent to which the proposed interventions have widespread applicability. Furthermore, considering the PhD time scale, the framework's implementation was unfeasible.

6.4 Recommendations for future research

There are several recommendations for future researchers. The first is to continue the examination of engagement culture and, as this phenomenon is dynamic rather than static in nature, future research on it might introduce more factors that influence it over time. Furthermore, as Saudi Arabia goes through this transformation stage, female employees' roles lie at the heart of the changes. In this context, it is worth mentioning that an example of the radical changes taking place in Saudi Arabia, and the roles that were assigned and will be assigned to Saudi women, is that, for the first time, the head of the municipality of Medina will be a female, which indicates that women are beginning to assume pivotal leadership roles. Therefore, more research on female engagement would provide more insights into the engagement culture.

This research has been conducted in Saudi Arabia, so further research could be conducted in other Gulf countries, such as Kuwait, Bahrain, and the United Arab Emirates, to explore how engagement impacts on the organizations in these countries.

As this research was conducted specifically within the banking industry in Saudi Arabia, another similar study could examine other sectors of Saudi Arabia, such as engagement in the public or private sector in Saudi Arabia.

Conclusion

The purpose of this qualitative study was to explore the organizational culture factors that increase engagement and promote an employee engagement culture. The responses drawn from the individual interviews and gathered data provide an understanding of the aspects of engagement within the work culture. The main outcomes of this doctoral study were that employee engagement starts with a manager linking it to individuals, which could be increased through adopting different approaches to organizational culture. This study is one of the few studies that consider the relationship between organizational culture and engagement to facilitate an engagement culture.

6.5 Chapter summary

This chapter summarized the present study by first illustrating how this research has answered the research question and how the objectives have been achieved. Furthermore, in this chapter, the contribution of knowledge in terms of the theoretical contribution and practical implications were illustrated. Furthermore, the research limitations, and recommendations for future study were illustrated. Finally, this chapter provided a conclusion to the present study.

7 Reference

- Abdel-Fattah, M. A. (2015) 'Grounded theory and action research as pillars for interpretive information systems research: A comparative study', *Egyptian Informatics Journal*, 16(3), pp. 309–327. doi: 10.1016/j.eij.2015.07.002.
- Abdul Nifa, F. . (2013) 'Development of a framework for partnering through aligning organizational cultures in the Malaysian construction industry', p. 296.
- Abedifar, P., Ebrahim, S. M., Molyneux, P. and Tarazi, A. (2015) 'Islamic banking and finance: recent empirical literature and directions for future research', *Journal of Economic Surveys*, 29(4), pp. 637–670. doi: 10.1111/joes.12113.
- Aboshaiqah, A. E., Hamadi, H. Y., Salem, O. A. and Zakari, N. M. A. (2016) 'The work engagement of nurses in multiple hospital sectors in Saudi Arabia: a comparative study', *Journal of Nursing Management*, 24(4), pp. 540–548. doi: 10.1111/jonm.12356.
- Acar, A. Z. and Acar, P. (2014) 'Organizational Culture Types and Their Effects on Organizational Performance in Turkish Hospitals', *EMAJ: Emerging Markets Journal*, 3(3), pp. 18–31. doi: 10.5195/EMAJ.2014.47.
- Adkins, A. (2016) 'Employee engagement in U.S. stagnant in 2015', *Gallup Management Journal Online*, (January), pp. 1–5. Available at: <http://www.gallup.com/poll/188144/employee-engagement-stagnant-2015.aspx?version=print>.
- Adkins, B. and Caldwell, D. (2004) 'Firm or subgroup culture: where does fitting in matter most?', *Journal of Organizational Behavior*, 25(8), pp. 969–978. doi: 10.1002/job.291.
- Agarwal, U. A. (2014a) (2014) 'Examining the impact of social exchange relationships on innovative work behaviour – Role of work engagement, Team Performance Management, 20(3/4): 102-120.', p. 20(3/4): 102-120.
- Ahmad, A. and Aldakhil, A. (2012) 'Employee Engagement and Strategic Communication in Saudi Arabian Banks', *IBIMA Business Review*, pp. 1–9. doi: 10.5171/2012.383929.
- Ahmady, G. A., Nikooravesh, A. and Mehrpour, M. (2016) 'Effect of Organizational Culture on knowledge Management Based on Denison Model', *Procedia - Social and Behavioral Sciences*, 230, pp. 387–395. doi: 10.1016/j.sbspro.2016.09.049.
- Aktar, A. and Pangil, F. (2017) 'Antecedents and Consequences of Employee Engagement: A Conceptual Study', *IOSR Journal of Business and Management*, 19(06), pp. 54–67. doi: 10.9790/487X-1906065467.

- Aktaş, E., Çiçek, I. and Kıyak, M. (2011) 'The Effect Of Organizational Culture On Organizational Efficiency: The Moderating Role Of Organizational Environment and CEO Values', *Procedia - Social and Behavioral Sciences*, 24, pp. 1560–1573. doi: 10.1016/j.sbspro.2011.09.092.
- ALZahrani and Almazari (2015) 'THE IMPACT OF E-BANKING ON EMPLOYEES JOB SECURITY', III(3), pp. 1–15.
- Al-ghamdi, A. M. (2014) 'The role of motivation as a single factor in second language learning ahmed', 11, pp. 1–14.
- Al-Meer, A. R. A. (1989) 'Organizational Commitment: A Comparison of Westerners, Asians, and Saudis', *International Studies of Management & Organization*, 19(2), pp. 74–84. doi: 10.1080/00208825.1989.11656505.
- Al-Saggaf, Y. (2004) 'The Effect of Online Community on Offline Community in Saudi Arabia', *The Electronic Journal of Information Systems in Developing Countries*, 16(1), pp. 1–16. doi: 10.1002/j.1681-4835.2004.tb00103.x.
- Al-Shaikh, F. N. (2003) 'The practical reality theory and business ethics in non-Western context: evidence from Jordan', *Journal of Management Development*, 22(8), pp. 679–693. doi: 10.1108/02621710310487855.
- Alarcon, G., Lyons, J. B. and Tartaglia, F. (2010) 'Understanding predictors of engagement within the military', *Military Psychology*, 22(3), pp. 301–310. doi: 10.1080/08995605.2010.492695.
- Alarcon, G. M. and Lyons, J. B. (2011) 'The Relationship of Engagement and Job Satisfaction in Working Samples', *The Journal of Psychology*, 145(5), pp. 463–480. doi: 10.1080/00223980.2011.584083.
- Albrecht, S. L. (2012) 'The influence of job, team and organizational level resources on employee well-being, engagement, commitment and extra-role performance', *International Journal of Manpower*. Edited by T. Kalliath, 33(7), pp. 840–853. doi: 10.1108/01437721211268357.
- Alderfer, C. P. and Smith, K. K. K. (1982) 'Studying Intergroup Relations Embedded in Organizations', *Administrative Science Quarterly*, 27(1), p. 35. doi: 10.2307/2392545.
- Aldhuwaihi, A., Shee, H. K. and Stanton, P. (2012) 'Organisational Culture and the Job Satisfaction-Turnover Intention Link: A Case Study of the Saudi Arabian Banking Sector', *World Journal of Social Sciences*, 2(3), pp. 127–141.
- Aldiabat, K. M. (2018) 'Data saturation: The mysterious step in grounded theory method', *The Qualitative Report*, 23(1), pp. 245–261. Available at: <http://nsuworks.nova.edu/tqr>.
- Ali, A. J. (1995) 'Cultural Discontinuity and Arab Management Thought', *Int. Studies of Mgt. & Org*, 25(3), pp. 7–30. doi: 10.2307/40397307.

Alkhalaf, A. H. (2017b) 'Identifying employee engagement factors in the oil and energy industry in Saudi Arabia', (May).

Allan, G. (2003) 'A critique of using grounded theory as a research method', *Electronic Journal of Business Research Methods*, 2(1), pp. 1–10. doi: 10.1.1.129.9102.

Alshenqeeti, H. (2014) 'Interviewing as a Data Collection Method: A Critical Review', *English Linguistics Research*, 3(1). doi: 10.5430/elr.v3n1p39.

Armstrong, M. (2006) *A Handbook of Human Resource Management Practice*. Kogan Page Publishers, Business & Economics.

Ashkanasy, N. M., Wilderom, C. P. M. and Peterson, M. F. (2011) *The Handbook of Organizational Culture and Climate*, *The Handbook of Organizational Culture and Climate*. 2455 Teller Road, Thousand Oaks California 91320 United States: SAGE Publications, Inc. doi: 10.4135/9781483307961.

Ashkanasy, N. M., Wilderom, C. P. and Peterson, M. (2000) 'Introduction', in *Handbook of Organizational Culture and Climate*.

Askey, H., Askey, H. and Askey, H. (2017) 'The Empowerment Experience: A Study of Two', (January), pp. 1–204.

At-Twajri, M. I. and Al-Muhaiza, I. A. (1996) 'Hofstede's Cultural Dimensions in the GCC Countries: An Empirical Investigation*', *International Journal of Value-Based Management*, 9, pp. 121–131. doi: 10.1007/BF00440149.

Avey, J. B., Avolio, B. J., Crossley, C. D. and Luthans, F. (2009) 'Psychological ownership: Theoretical extensions, measurement and relation to work outcomes', *Journal of Organizational Behavior*, 30(2), pp. 173–191. doi: 10.1002/job.583.

Bakker, A. (2004) 'Job Demands and Job Resources and Their Relationship with Burnout and Engagement: A Multiple-Sample Study relationship with burnout and', *Journal of Organizational Behavior*, 315(November 2015), pp. 293–315. doi: 10.1002/job.248.

Bakker, A. B. and Demerouti, E. (2008) 'Towards a model of work engagement', *Career Development International*, 13(3), pp. 209–223. doi: 10.1108/13620430810870476.

Bakker, A. B. and Leiter, M. P. (2010) *Work engagement: A handbook of essential theory and research*, *Work Engagement: A Handbook of Essential Theory and Research*. doi: 10.4324/9780203853047.

Bakker, A. B., Schaufeli, W. B., Leiter, M. P. and Taris, T. W. (2008) 'Work engagement: an emerging concept in occupational health psychology', *Work*

and Stress, 22(3), pp. 187–200. doi: 10.1080/02678370802393649.

Balan, S. and Vreja, L. O. (2013) 'the Trompenaars' Seven-Dimension Cultural Model and Cultural Orientations of Romanian Students in Management', *the Trompenaars' Seven-Dimension Cultural Model and Cultural Orientations of Romanian Students in Management*, 1, pp. 95–107. Available at: <http://conferinta.management.ase.ro/archives/2013/pdf/11.pdf>.

Barclay, L. J., Bashshur, M. R. and Fortin, M. (2017) 'Motivated cognition and fairness: Insights, integration, and creating a path forward', *Journal of Applied Psychology*, 102(6), pp. 867–889. doi: 10.1037/apl0000204.

Barkhuizen, N., Mogwere, P. and Schutte, N. (2014) 'Talent Management, Work Engagement and Service Quality Orientation of Support Staff in a Higher Education Institution', *Mediterranean Journal of Social Sciences*, 5(4), pp. 69–77. doi: 10.5901/mjss.2014.v5n4p69.

Bennis, W. G. (1969) 'The Temporary Society*', *The Journal of Creative Behavior*, 3(4), pp. 223–242. doi: 10.1002/j.2162-6057.1969.tb00057.x.

Biggs, A., Brough, P. and Barbour, J. P. (2014) 'Relationships of individual and organizational support with engagement: Examining various types of causality in a three-wave study', *Work and Stress*, 28(3), pp. 236–254. doi: 10.1080/02678373.2014.934316.

Blaikie, N. (2009) 'Designing Social Research', *Polity Press*, pp. 1–298. doi: 10.1017/CBO9781107415324.004.

Bland, J. M. and Altman, D. G. (1986) 'Statistical Methods for Assessing Agreement Between Two Methods of Clinical Measurement', *Lancet*, 327, pp. 307–310. doi: 10.1016/S0140-6736(86)90837-8.

Bledow, R., Schmitt, A., Frese, M. and Kühnel, J. (2011) 'The affective shift model of work engagement', *Journal of Applied Psychology*, 96(6), pp. 1246–1257. doi: 10.1037/a0024532.

Boyce, C. and Neale, P. (2006) 'Conducting in-depth interviews: A Guide for designing and conducting in-depth interviews', *Evaluation*, 2(May), pp. 1–16. doi: 10.1080/14616730210154225.

Boyatzis RE (1998) *Transforming Qualitative Information*. Sage: Cleveland

Boyd, G. (2015) 'Culture change.', *Radiology management*, 28(2), pp. 52–53.

Bradford, A. (2017) *Deductive Reasoning vs. Inductive Reasoning*, *Live Science*. Available at: <https://www.livescience.com/21569-deduction-vs-induction.html>
<http://files/1035/21569-deduction-vs-induction.html>.

Branine, M. and Pollard, D. (2010) 'Human resource management with Islamic management principles', *Personnel Review*. Edited by P. S. Budhwar, 39(6), pp.

712–727. doi: 10.1108/00483481011075576.

Braun, V. and Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative research in psychology*3(2), pp. 77–101.

Brdese, H., Corbitt, B., Pittayachawan, S. and Alsaggaf, W. (2012) 'Organisational culture and adoption of electronic commerce: A study of the Saudi Arabian tourism market', in *ICCSE 2012 - Proceedings of 2012 7th International Conference on Computer Science and Education*, pp. 857–862. doi: 10.1109/ICCSE.2012.6295204.

Breckenridge, J. and Jones, D. (2009) 'Demystifying theoretical sampling in grounded theory research', *The Grounded Theory Review*, 8(2), pp. 113–127.

Brief, A. P. and Weiss, H. M. (2002) 'Organizational Behavior: Affect in the Workplace', *Annual Review of Psychology*, 53(1), pp. 279–307. doi: 10.1146/annurev.psych.53.100901.135156.

Brijball Parumasur, S. (2012) 'The effect of organisational context on organisational development (OD) interventions', *SA Journal of Industrial Psychology*, 38(1), pp. 1–28. doi: 10.4102/sajip.v38i1.1017.

Brown, M. F. (1998) 'Can Culture Be Copyrighted?', *Current Anthropology*, 39(2), pp. 193–222. doi: 10.1086/204721.

Brown, S. P. and Leigh, T. W. (1996) 'A new look at psychological climate and its relationship to job involvement, effort, and performance.', *Journal of Applied Psychology*, 81(4), pp. 358–368. doi: 10.1037/0021-9010.81.4.358.

Bryman, A. and Bell, E. (2015) *Business Research Methods, Social Research*. doi: 10.4135/9780857028044.

Cacciattolo, K. (2014) 'Understanding Organisational Cultures', *European Scientific Journal*, 2(November 2014), pp. 1857–7881.

Caldwell, C., Bryan, L. and Floy, L. A. (2015) 'Internal marketing to achieve competitive advantage', *Cscanada*, 10(1), pp. 1–8. doi: 10.3968/6298.

Caldwell, C., Floyd, L., Taylor, J. and Woodard, B. (2014) 'Beneficence as a source of competitive advantage', *Journal of Management Development*, 33(10), pp. 1057–1079. doi: 10.1108/JMD-01-2013-0007.

Cameron, K. s. and Quinn, R. E. (2006) *Diagnosing and Changing Organizational Culture.*, *The Jossey-Bass Business & Management Series*. doi: 10.1111/j.1744-6570.2006.00052_5.x.

Cameron, K. S. and Quinn, R. E. (1999) 'Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework', *Response*, 59, pp. 1–12. doi: 10.1111/j.1744-6570.2006.00052_5.x.

Chalofsky, N. (2003) 'An emerging construct for meaningful work', *Human Resource Development International*, 6(1), pp. 69–83. doi: 10.1080/1367886022000016785.

Cho, J. Y. and Lee, E.-H. (2014) 'Reducing confusion about grounded theory and qualitative content analysis: similarities and differences', *Qual Rep*, 19(64), pp. 1–20. doi: <http://www.nova.edu/ssss/QR/QR19/cho64.pdf>.

Christian, M. S., Garza, A. S. and Slaughter, J. E. (2011) 'Work engagement: A quantitative review and test of its relations with task and contextual performance', *Personnel Psychology*, 64(1), pp. 89–136. doi: 10.1111/j.1744-6570.2010.01203.x.

Chughtai, A. A. and Buckley, F. (2011) 'Work engagement', *Career Development International*, 16(7), pp. 684–705. doi: 10.1108/13620431111187290.

Cohen, D. and Crabtree, B. (2006) *Critical Case Sampling, Qualitative Research Guidelines Project*. Available at: <http://www.qualres.org/HomeCrit-3805.html>.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. and Ng, K. Y. (2001) 'Justice at the Millenium: A Meta-Analytic Review of 25 Years of Organizational Justice Research', *Journal of applied psychology*, p. 425. doi: 10.1037//0021-9010.86.3.425.

Colquitt, J. A. and Zipay, K. P. (2015) 'Justice, Fairness, and Employee Reactions', *Annual Review of Organizational Psychology and Organizational Behavior*, 2(1), pp. 75–99. doi: 10.1146/annurev-orgpsych-032414-111457.

Colyer, S. (2000) 'Organizational culture in selected Western Australian sport organizations', *Journal of Sport Management*, 14, pp. 321–341. doi: 10.1017/CBO9781107415324.004.

Constable, S., Coats, D., Bevan, S. and Mahdon, M. (2009) *Good Jobs*. London.

Cooke, R. A. and Rousseau, D. M. (1988) 'Behavioral Norms and Expectations: A quantitative approach to the assessment of organizational culture', *Group & Organization Management*, 13(3), pp. 245–273. doi: 10.1177/105960118801300302.

Crawford, C., Duckworth, K., Vignoles, A. and Wyness, G. (2011) 'Young people's education and labour market choices aged 16 / 17 to 18 / 19'. London. Available at: <http://dera.ioe.ac.uk/13624/1/DFE-RR182.pdf>.

Creswell, J. (2012) 'Creswell (2013) Qualitative Research Narrative

Structure.pdf', in *Qualitative Inquiry and Research Design: Choosing Among Five Approaches, Third Edition*, pp. 220–230.

Creswell, J. . and Plano Clark, V. L. (2018) *Designing and Conducting Mixed Methods Research*. 3rd edn. SAGE Publications, Inc.

Creswell, J. W. (2007) *Choosing among five approaches, Qualitative inquiry and research design*.

Creswell, J. W. (2009) 'Educational research: planning, conducting and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Merrill. Creswell, JW (2009)', *Research design. Qualitative, and mixed methods approaches*, pp. 570–590.

Cropanzano, R. and Mitchell, M. S. (2005) 'Social Exchange Theory: An Interdisciplinary Review', *Journal of Management*, 31(6), pp. 874–900. doi: 10.1177/0149206305279602.

Crozier, M. (1964) *The Bureaucratic Phenomenon*. avistock Publ., 1964 - Business & Economics.

Cuchna, J. W., Hoch, M. C. and Hoch, J. M. (2014) 'The interrater and intrarater reliability of the functional movement screen: A systematic review with meta-analysis', *Physical Therapy in Sport*, 19. doi: 10.1016/j.ptsp.2015.12.002.

Cutcliffe, J. R. (2000) 'Methodological issues in grounded theory', *Journal of Advanced Nursing*, 31(6), pp. 1476–1484. doi: 10.1046/j.1365-2648.2000.01430.x.

Cutcliffe, J. R. and McKenna, H. P. (2004) 'Expert qualitative researchers and the use of audit trails', *Journal of Advanced Nursing*, 45(2), pp. 126–133. doi: 10.1046/j.1365-2648.2003.02874.x.

Czarniawska, B. (2004) 'Narratives in Social Science Research. Introducing Qualitative Methods', *Social Science*, pp. 41–44.

D'Aprix, R. (2006) 'The Challenges of Employee Engagement: Throwing Rocks at the Corporate Rhinoceros', in Gillis, T. (ed.) *The IABC Handbook of Organizational Communication*. 2nd edn. San Francisco: John Wiley & Sons, pp. 227–239.

Dadfar, H., 1984. (1984) 'Organization as a mirror for reflection of national culture: A study of organizational characteristics in Islamic nations .', in *In Proceedings of the First International Conference on Organization Symbolism and Corporate Culture*.

Dalal, R. S., Baysinger, M., Brummel, B. J. and Lebreton, J. M. (2012) 'The relative importance of employee engagement, other job attitudes, and trait affect as predictors of job performance', *Journal of Applied Social Psychology*, 42(SUPPL. 1). doi: 10.1111/j.1559-1816.2012.01017.x.

Danvila, I., Sastre, M. Á. and Marroquín, E. (2013) 'The importance of professional competencies in the development of emotional intelligence', *Revista Internacional de Organizaciones = International Journal of Organizations*, 0(10), pp. 156–179. Available at: <http://www.raco.cat/index.php/RIO/article/view/274177>.

Darko, D. O.- (2010) 'CROSS CULTURAL BUSINESS COMMUNICATION : A case of Lower Silesia Chamber of Commerce , Wroclaw , Degree Programme in Business Management', (May), p. 24.

Davidson, M. C. G. (2003) 'Does organizational climate add to service quality in hotels?', *International Journal of Contemporary Hospitality Management*, 15(4), pp. 206–213. doi: 10.1108/09596110310475658.

Dawkins, S., Tian, A. W., Newman, A. and Martin, A. (2017) 'Psychological ownership: A review and research agenda', *Journal of Organizational Behavior*, 38(2), pp. 163–183. doi: 10.1002/job.2057.

Deal, T. E. and Kennedy, A. A. (1983) 'Corporate cultures: The rites and rituals of corporate life: Addison-Wesley, 1982. ISBN: 0-201-10277-3. \$14.95', *Business Horizons*, 26(2), pp. 82–85. doi: [http://dx.doi.org/10.1016/0007-6813\(83\)90092-7](http://dx.doi.org/10.1016/0007-6813(83)90092-7).

Demerouti, E., Bakker, A. B., Nachreiner, F. and Schaufeli, W. B. (2001) 'The job demands-resources model of burnout.', *Journal of Applied Psychology*, 86(3), pp. 499–512. doi: 10.1037/0021-9010.86.3.499.

Denison, D., Nieminen, L. and Kotrba, L. (2014) 'Diagnosing organizational cultures: A conceptual and empirical review of culture effectiveness surveys', *European Journal of Work and Organizational Psychology*, 23(1), pp. 145–161. doi: 10.1080/1359432X.2012.713173.

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', *The Academy of Management Review*, 21(3), p. 619. doi: 10.2307/258997.

Denison, D. R. and Spreitzer, G. M. (1991) 'Organizational culture and organizational development: A competing values approach', *Research in Organizational Change and Development*, pp. 1–21. Available at: http://www.denisonconsulting.com/sites/default/files/documents/resources/denison-1991-competing-values-approach_0.pdf.

Denscombe, M. (2014) 'The Good Research Guide', *For Small-scale Research Projects*, p. 360. doi: 10.1371/journal.pone.0017540.

Denison Consulting (2011) 'Organizational culture survey', *Denison Consulting*, Available at:

https://denisonconsulting.com/docs/forum/denison_organizational_culture_survey.pdf.

Denzin, N. K. and Lincoln, Y. S. (2000) 'The Discipline and Practice of Qualitative Research', in *Handbook of Qualitative Research*, pp. 1–20. doi: qualitative methoden; interpretative methoden; interpretatives paradigma;

Detert, J. R., Schroeder, R. G. and Mauriel, J. J. (2000) 'A framework improvement for linking culture and in initiatives organization', *Academy of Management Review*, 25(4), pp. 850–863. doi: 10.5465/AMR.2000.3707740.

DeVaro, J. and Morita, H. (2013) 'Internal Promotion and External Recruitment: A Theoretical and Empirical Analysis', *Journal of Labor Economics*, 31(2), pp. 227–269. doi: 10.1086/667814.

DiCicco-Bloom, B. and Crabtree, B. F. (2006) 'The qualitative research interview', *Medical Education*, pp. 314–321. doi: 10.1111/j.1365-2929.2006.02418.x.

Dimitrov, K. (2013) 'Edgar Schein's model of organizational culture levels as a hologram', *Ikonomicheski Izsledvania*, 22(4), pp. 3–36.

Downey, S. N., van der Werff, L., Thomas, K. M. and Plaut, V. C. (2015) 'The role of diversity practices and inclusion in promoting trust and employee engagement', *Journal of Applied Social Psychology*, 45(1), pp. 35–44. doi: 10.1111/jasp.12273.

Easterby-Smith, M., Thorpe, R. and Lowe, A. (2002) 'But how do we know that it is valid?', *Management Research. An Introduction*, pp. 52–54. doi: 10.1177/1744987107081254.

Ebadollah, A. (2011) 'Organizational culture and productivity', *Procedia - Social and Behavioral Sciences*, 15, pp. 772–776. doi: 10.1016/j.sbspro.2011.03.182.

ECONOMICS, T. (2018) *Saudi Arabia GDP*.

Ellinger, A. D. (2013) 'Supportive supervisors and managerial coaching: Exploring their intersections', *Journal of Occupational and Organizational Psychology*, 86(3), pp. 310–316. doi: 10.1111/joop.12021.

Engward, H. and Davis, G. (2015) 'Being reflexive in qualitative grounded theory: discussion and application of a model of reflexivity', *Journal of Advanced Nursing*, 71(7), pp. 1530–1538. doi: 10.1111/jan.12653.

Etherington, K. (2013) 'Narrative approaches to case studies.'

Fernández, W. and Lehmann, H. (2005) 'Achieving Rigour and Relevance in Information Systems Studies: Using grounded theory to investigate organizational cases', *The Grounded Theory Review*, 5(1), pp. 79–107. Available at: <http://groundedtheoryreview.com/wp-content/uploads/2012/05/GT-Review-vol5-no15.pdf#page=89>.

Ferraro, G. P. (no date) *The cultural dimension of international business / Gary P. Ferraro*.

Findley Musgrove, C., E. Ellinger, A. and D. Ellinger, A. (2014) 'Examining the influence of strategic profit emphases on employee engagement and service climate', *Journal of Workplace Learning*, 26(3/4), pp. 152–171. doi: 10.1108/JWL-08-2013-0057.

Flowers, P. (2009) 'Research Philosophies – Importance and Relevance', *Leading Learning and Change*, 1(3), pp. 1–5. Available at: [http://www.networkedcranfield.com/cell/Assignment Submissions/research philosophy - issue 1 - final.pdf](http://www.networkedcranfield.com/cell/Assignment%20Submissions/research%20philosophy%20-%20issue%201%20-%20final.pdf).

Ford, D. P. and Chan, Y. E. (2003) 'Knowledge sharing in a multi-cultural setting: a case study', *Knowledge Management Research & Practice*, 1(1), pp. 11–27. doi: 10.1057/palgrave.kmrp.8499999.

French, C. H. B. W. L. (2018) *Organization Development: Behavioral Science Interventions For Organizational Improvement 6Th Edition*. 6th edn. Pearson India, 2018.

Frith, H., & Gleeson, K. (2004). Clothing and embodiment: men managing body image and appearance. *Psychology of Men & Masculinity*, 5(1), 40-48.

Fried, Y. and Ferris, G. R. (1987) 'The validity of the Job Characteristics Model: A Review and meta-analysis', *Personnel Psychology*, 40(2), pp. 287–322. doi: 10.1111/j.1744-6570.1987.tb00605.x.

Gabriel, D. (2013) 'Inductive and deductive approaches to research', *Www.Deborahgabriel.Com*, p. 1.

Gajendran, T., Brewer, G., Dainty, A. and Runeson, G. (2012) 'A conceptual approach to studying the organisational culture of construction projects', *Australasian Journal of Construction Economics and Building*, 12(2), pp. 1–26. doi: 10.5130/ajceb.v12i2.2434.

Gallicano, T. (2013) 'An example of how to perform open coding, axial coding and selective coding', *The PR Post*, pp. 1–9. Available at:

<http://prpost.wordpress.com/2013/07/22/an-example-of-how-to-perform-open-coding-axial-coding-and-selective-coding/>.

Gan, T. and Gan, Y. (2014) 'Sequential Development among Dimensions of Job Burnout and Engagement among IT Employees', *Stress and Health*, 30(2), pp. 122–133. doi: 10.1002/smi.2502.

Gannon, S. (2001) '(Re)presenting the Collective Girl: A Poetic Approach to a Methodological Dilemma', *Qualitative Inquiry*, 7(6), pp. 787–800. doi: 10.1177/107780040100700609.

Gifford D. B., Goodman A. E., Z. F. R. (2001) 'The competing values framework: Understanding the impact of Organizational Culture on the Quality of Work Live', *Organization Development Journal*, v. 19, n.3, p. 58.

Glaser, B. G. (1998) 'Doing grounded theory: Issues and discussion', *Recherche*, 67, p. 2.

Glaser, B. G. (2016) 'The Grounded Theory Perspective: Its Origins and Growth', *The Grounded Theory Review*, 15(1), pp. 4–9. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=116403201&site=ehost-live>.

Glaser, B. G. and Holton, J. (2004) 'Naturalist Inquiry and Grounded Theory Glaser Forum Qualitative Sozialforschung Forum Qualitative Social Research', *Forum Qualitative Sozialforschung*, p. Art. 4. Available at: <http://www.qualitative-research.net/index.php/fqs/article/view/607>.

Glisson, C. and James, L. R. (2002) 'The cross-level effects of culture and climate in human service teams', *Journal of Organizational Behavior*, 23(6), pp. 767–794. doi: 10.1002/job.162.

Goulding, C. (1998) 'Grounded theory: the missing methodology on the interpretivist agenda', *Qualitative Market Research: An International Journal*, 1(1), pp. 50–57. doi: 10.1108/13522759810197587.

Grix, J. (2002) 'Introducing Students to the Generic Terminology of Social Research', *Politics*, 22(3), pp. 175–186. doi: 10.1111/1467-9256.00173.

Gruman, J. A. and Saks, A. M. (2011) 'Performance management and employee engagement', *Human Resource Management Review*, 21(2), pp. 123–136. doi: 10.1016/j.hrmmr.2010.09.004.

Guba, E. G. and Lincoln, Y. S. (2000) 'Competing paradigms in qualitative research', in *Handbook of qualitative research*, pp. 195–220.

Gump, S. E. (2009) 'Book Review: Gary P. Ferraro, The Cultural Dimension of International Business , 5th edn. Upper Saddle River, NJ: Pearson Prentice

Hall, 2006. 216 pp. ISBN 978—0-13—192767—4. Price \$53.33', *International Journal of Cross Cultural Management*. Edited by H. Primecz, L. Romani, and S. A. Sackmann, 9(3), pp. 382–385. doi: 10.1177/1470595809351453.

Gwet, K. (2010) 'Sample Size Determination', *Inter-Rater Reliability Discussion Corner*, pp. 1–7. doi: 10.1093/ilar.43.4.207.

Hakanen, J. J., Schaufeli, W. B. and Ahola, K. (2008) 'The Job Demands-Resources model: A three-year cross-lagged study of burnout, depression, commitment, and work engagement', *Work & Stress*, 22(3), pp. 224–241. doi: 10.1080/02678370802379432.

Halbesleben, J. R. B. (2010) 'A meta-analysis of work engagement: Relationships with burnout, demands, resources, and consequences', in *Work Engagement: A Handbook of Essential Theory and Research*, pp. 102–117. doi: 10.4324/9780203853047.

Hall, E. T. (1960) 'The Silent Language in Overseas Business', *Harvard Business Review*, 38, pp. 87–96. doi: 10.1136/jnnp.38.11.1140-a.

Hall, E. T. (1976) 'Beyond culture', *Contemporary Sociology*, p. 298. doi: 10.2307/2064404.

Hallberg, U. E. and Schaufeli, W. B. (2006) "Same" But Different: Can Work Engagement be Discriminated from Job Involvement and Organizational Commitment?', *European Psychologists*, 11(2), pp. 119–127. doi: 10.1027/1016-9040.11.2.119.

Hampden-Turner, C. (1990) *Corporate culture: from vicious to virtuous circles*. Hutchinson, 1990 - Business & Economics.

Harper, R. A. (2007) *Saudi Arabia*. 2nd ed. New York : Chelsea House, 2007.

Harris, S. G. and Mossholder, K. W. (1996) 'The Affective Implications of Perceived Congruence with Culture Dimensions during Organizational Transformation', *Journal of Management*, 22(4), pp. 527–547. doi: 10.1177/014920639602200401.

Harrison, R. and Stokes, H. (1992) *Diagnosing Organizational Culture Instrument*. 1st edn. John Wiley & Sons. Available at: <http://www.amazon.com/Diagnosing-Organizational-Culture-Instrument-Harrison/dp/0883903164>.

Harter, J. K., Schmidt, F. L. and Hayes, T. L. (2002) 'Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis', *Journal of Applied Psychology*, 87(2), pp. 268–279. doi: 10.1037//0021-9010.87.2.268.

Harter, J. K., Schmidt, F. L. and Keyes, C. L. M. (no date) 'Well-being in the workplace and its relationship to business outcomes: A review of the Gallup studies.', *Flourishing: Positive psychology and the life well-lived.*, pp. 205–224.

doi: 10.1037/10594-009.

Hartnell, C. A., Ou, A. Y. and Kinicki, A. (2011) 'Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values framework's theoretical suppositions.', *Journal of Applied Psychology*, 96(4), pp. 677–694. doi: 10.1037/a0021987.

Hatch, J.A. 2002. *Doing qualitative research in education settings* . SUNY Press

Heath, H. (2006) 'Exploring the influences and use of the literature during a grounded theory study', *Journal of Research in Nursing*, 11(6), pp. 519–528. doi: 10.1177/1744987106069338.

Hofstede, G. & Hofstede, G. J. (2005) *Cultures and Organizations: Software of the Mind, Revised and expanded*. 2nd edn, New York: McGraw-Hill. 2nd edn.

Hofstede (2017) 'Country Comparison - Hofstede Insights', *Hofstede Insights*, p. 1. Available at: <https://www.hofstede-insights.com/country-comparison/the-netherlands,the-uk/>.

Hofstede, G. (2001) 'Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations', *Kultura*, 41, pp. 861–862. doi: 10.1016/S0005-7967(02)00184-5.

Hofstede, G. (2001) 'Culture's consequences: comparing values, behaviours, institutions, and organizations across nations', in *Thousand Oaks, CA: Sage*. (2nd ed.).

Hofstede, G. (1980). (1980) 'Culture's consequences: International differences in work-related values.', *Beverly Hills, CA: Sage*.

Hofstede, G., Neuijen, B., Ohayv, D. D. and Sanders, G. (1990) 'Measuring Organizational Cultures: A Qualitative and Quantitative Study Across Twenty Cases', *Administrative Science Quarterly*, 35(2), p. 286. doi: 10.2307/2393392.

Hogan, S. J. and Cote, L. V. (2014) 'Organizational culture, innovation, and performance: A test of Schein's model', *Journal of Business Research*, 67(8), pp. 1609–1621. doi: 10.1016/j.jbusres.2013.09.007.

Hofstede, G. and Minov, M. (2010) *Compare countries - Hofstede Insights, Cultures and Organizations, Software of the Mind*. Available at: <https://www.hofstede-insights.com/product/compare-countries/>.

Hollenbeck, J. R. and Jamieson, B. B. (2015) 'Human Capital, Social Capital, and Social Network Analysis: Implications for Strategic Human Resource Management', *Academy of Management Perspectives*, 29(3), pp. 370–385. doi:

10.5465/amp.2014.0140.

Holton (2010) 'The Grounded Theory Review (2010), vol.9, no.1 20', 9(1), pp. 20–40.

Holton, J. and Glaser, B. G. (2007) 'The Grounded Theory Review: An International Journal. (2007) Vol. 6/3', *The Grounded Theory Review*.

Huhtala, M. and Feldt, T. (2016) 'The Path from Ethical Organisational Culture to Employee Commitment: Mediating Roles of Value Congruence and Work Engagement', *Scandinavian Journal of Work and Organizational Psychology*, 1(1). doi: 10.16993/sjwop.6.

Hutchisona, A. J., Johnstonb, L. H. and Breckona, J. D. (2010) 'Using QSR-NVivo to facilitate the development of a grounded theory project: An account of a worked example', *International Journal of Social Research Methodology*, 13(4), pp. 283–302. doi: 10.1080/13645570902996301.

Idris, A. M. (2007) 'Cultural barriers to improved organizational performance in Saudi Arabia', *Society for the Advancement of Management*, 72(2).

James, J. B., McKechnie, S. and Swanberg, J. (2011) 'Predicting employee engagement in an age-diverse retail workforce', *Journal of Organizational Behavior*, 32(2), pp. 173–196. doi: 10.1002/job.681.

Jimenez, P. and Dunkl, A. (2017) 'The Buffering Effect of Workplace Resources on the Relationship between the Areas of Worklife and Burnout', *Frontiers in Psychology*, 8. doi: 10.3389/fpsyg.2017.00012.

Johnson, G. (2015) 'Cultural Web', in *Wiley Encyclopedia of Management*. Chichester, UK: John Wiley & Sons, Ltd, pp. 1–2. doi: 10.1002/9781118785317.weom120228.

Judge, T. A., Colbert, A. E. and Ilies, R. (2004) 'Intelligence and leadership: A quantitative review and test of theoretical propositions', *Journal of Applied Psychology*, 89(3), pp. 542–552. doi: 10.1037/0021-9010.89.3.542.

Jung, T., Scott, T., Davies, H. T. O., Bower, P., Whalley, D., McNally, R. and Mannion, R. (2009) 'Instruments for Exploring Organizational Culture: A Review of the Literature', *Public Administration Review*, 69(6), pp. 1087–1096. doi: 10.1111/j.1540-6210.2009.02066.x.

Kahn, W. A. (1990) 'Psychological Conditions of Personal Engagement and Disengagement At Work.', *Academy of Management Journal*, 33(4), pp. 692–724. doi: 10.2307/256287.

Kalliny, M. and Gentry, L. (2007) 'Cultural Values Reflected in Arab and American Television Advertising', *Journal of Current Issues & Research in Advertising*, 29(1), pp. 15–32. doi: 10.1080/10641734.2007.10505205.

KalZiny, M. and Gentry, L. (2007) 'Cultural values reflected in arab and american television advertising', *Journal of Current Issues and Research in Advertising*, 29(1), pp. 15–32. doi: 10.1080/10641734.2007.10505205.

Kamberelis, G. and Dimitriadis, G. (2013) 'Focus Groups', in *Collecting and Interpreting Qualitative Materials*, pp. 129–152.

Kaouache, R. (2016) 'Analysis of organisational cultures', pp. 45–56.

Karatepe, O. M. (2013) 'High-performance work practices, work social support and their effects on job embeddedness and turnover intentions', *International Journal of Contemporary Hospitality Management*, 25(6), pp. 903–921. doi: 10.1108/IJCHM-06-2012-0097.

Katz, D. and Kahn, R. L. (1978) 'The Social Psychology of Organizations (Chapter 13)', in *The Social Psychology of Organizations*, pp. 397–425.

Kavoossi., Masoud (2000) 'The globalization of business and the Middle East : opportunities and constraints /', *Westport, CT : Quorum,*.

Keenoy, T. (2013) 'Engagement: A murmuration of objects?', in *Employee Engagement in Theory and Practice*, pp. 197–220. doi: 10.4324/9780203076965.

Kesby, D. (2008) 'Day-to-day leadership', *Human Resource Management International Digest*, 16(1), pp. 3–5. doi: 10.1108/09670730810848243.

Khan, M.-U.-H. (2016) 'Saudi Arabia's Vision 2030', *Defence Journal*, 19(11). Available at: <https://search.proquest.com/docview/1803047698/fulltextPDF/AB4419D815344298PQ/1?accountid=13963>.

Khan, M. A. and Afzal, H. (2011) 'High level of education builds up strong relationship between organizational culture and organization performance in Pakistan', *The International Journal of Human Resource Management*, 22(7), pp. 1387–1400. doi: 10.1080/09585192.2011.561955.

Khan, S. R. K. (2016) 'Influence of Organizational Culture on Teacher's Work Engagement: An Empirical Study.', *IUP Journal of Organizational Behavior*, 15(4), pp. 27–45. Available at: <http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=120476284&site=ehost-live>.

Kim, S. (2015) *Seven Dimensions of Culture, Culture and Business*. Available at: <http://cultureandbusiness.weebly.com/trompenaars-model.html>.

- Kitzinger, J. (2005) 'Focus group research: Using group dynamics to explore perceptions, experiences and understandings', in *Qualitative Research In Health Care*, p. 300. Available at: <https://books.google.com/books?hl=en&lr=&id=qXAwqGC19rMC&pgis=1>.
- Kolb, D. a (1984) 'Experiential learning: Experience as the source of learning and development', *Journal of Organizational Behavior*, 8(4), pp. 359–360. doi: 10.1002/job.4030080408.
- Kolb, S. M. (2012) 'Grounded Theory and the Constant Comparative Method: Valid Research Strategies for Educators', *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(1), pp. 83–86. doi: 10.1.1.301.9451&rep=rep1&type=pdf.
- Kong, S.-H. (2003) 'A portrait of Chinese enterprise through the lens of organizational culture', *Asian Academy of Management Journal*, 8(1), pp. 83–102. Available at: [http://web.usm.my/aamj/8.1.2003/AAMJ 8-1-6.pdf](http://web.usm.my/aamj/8.1.2003/AAMJ%208-1-6.pdf).
- Kotrba, L. M., Gillespie, M. A., Schmidt, A. M., Smerek, R. E., Ritchie, S. A. and Denison, D. R. (2012) 'Do consistent corporate cultures have better business performance? Exploring the interaction effects', *Human Relations*, 65(2), pp. 241–262. doi: 10.1177/0018726711426352.
- Kotter, J. P. (1995) 'Kotter's 8-Step Change Model', *MindTools.com*. doi: 10.1017/CBO9781107415324.004.
- Kreitz, P. (2008) 'Best Practices for Managing Organizational Diversity', *Journal of Academic Librarianship*, 34(2), pp. 101–120. doi: 10.1016/j.acalib.2007.12.001.
- Krog, A. (2014) 'The Relationship Between Organizational Culture and Work Engagement: A Multilevel Investigation', 12(4), p. 32.
- Kumar, D. P. and Swetha, G. (2011) 'A Prognostic Examination of Employee Engagement from its Historical Roots', *International Journal of Trade, Economics and Finance*, pp. 232–241. doi: 10.7763/IJTEF.2011.V2.108.
- Kumar, R. and Sia, S. K. (2012) 'Employee Engagement', *Management and Labour Studies*, 37(1), pp. 31–43. doi: 10.1177/0258042X1103700104.
- Langelaan, S., Bakker, A. B., van Doornen, L. J. P. and Schaufeli, W. B. (2006) 'Burnout and work engagement: Do individual differences make a difference?', *Personality and Individual Differences*, 40(3), pp. 521–532. doi: 10.1016/j.paid.2005.07.009.
- Lawrence, J. (2007) 'Building an employee satisfaction survey', *Personnel Today*, pp. 26–27. Available at: http://wv9lq5ld3p.search.serialssolutions.com.library.capella.edu/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF

8&rfr_id=info:sid/ProQ%253Aabiglobal&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.jtitle=Personnel+Today&rft.atitle=BUILDING+.

Lee, M. T. and Raschke, R. L. (2016) 'Understanding employee motivation and organizational performance: Arguments for a set-theoretic approach', *Journal of Innovation & Knowledge*, 1(3), pp. 162–169. doi: 10.1016/j.jik.2016.01.004.

Lewis R. Aiken, G. G.-M. (2006) *Psychological Testing and Assessment*. Waterstone's WHSmith Blackwell.

Li, X., Pan, F. and Zhang, Y. (2009) 'The Relationship between Organizational Culture and Government Performance-Based on Denison Model', *Asian Social Science*, 5, pp. 131–137.

Liamputtong, P. (2009) 'Qualitative data analysis: conceptual and practical considerations.', *Health promotion journal of Australia: official journal of Australian Association of Health Promotion Professionals*, 20(2), pp. 133–139. doi: 10.1071/HE09133.

Liamputtong, P. (2009) 'The in-depth interviewing method', in *Qualitative research methods*, pp. 42–63.

Liu, A. M. M., Shuibo, Z. and Meiyung, L. (2006) *A framework for assessing organisational culture of Chinese construction enterprises*, *Engineering, Construction and Architectural Management*. doi: 10.1108/09699980610680153.

Liu, L. (2016) 'Using Generic Inductive Approach in Qualitative Educational Research: A Case Study Analysis', *Journal of Education and Learning*, 5(2), p. 129. doi: 10.5539/jel.v5n2p129.

Locke, K. D. (2003) 'Grounded Theory in Management Research', p. 148.

Lockwood, N. R. (2007) 'Leveraging Employee Engagement for Competitive Advantage', *Research Quarterly*, 52(3), pp. 1–12. doi: 10.1109/HICSS.2007.324.

Luthans, Fred, T. & F. (2008) *Organizational behavior*. 11th ed. Boston: McGraw-Hill/Irwin, c2008.

Macey, W. H. and Schneider, B. (2008) 'Engaged in Engagement: We Are Delighted We Did It', *Industrial and Organizational Psychology*, 1(01), pp. 76–83. doi: 10.1111/j.1754-9434.2007.00016.x.

Maraña, M. (2010) 'Cultura y desarrollo. Evolución y perspectivas.', *Unesco Etxea*, p. 30. doi: 10.1017/CBO9781107415324.004.

Mark A. Burgman (2015) *Trusting Judgements How to Get the Best out of Experts R*.

Marks, D. and Yardley, L. 2004. Research methods for clinical and health psychology. SAGE.

Martin, J. (2002) *Organizational Culture: Mapping the Terrain*. 2455 Teller Road, Thousand Oaks California 91320 United States: SAGE Publications, - Business & Economics. doi: 10.4135/9781483328478.

Martins, E. C. and Terblanche, F. (2003) 'Building organisational culture that stimulates creativity and innovation', *European Journal of Innovation Management*, 6(1), pp. 64–74. doi: 10.1108/14601060310456337.

Martins, E. and Martins, N. (2002) 'an Organisational Culture Model To Promote Creativity and Innovation', *SA Journal of Industry Psychology*, 28(4), pp. 58–65. doi: 10.1016/S0732-0671(04)21003-3.

Martins, N. and Coetzee, M. (2011) 'Staff perceptions of organisational values in a large South African manufacturing company: exploring socio-demographic differences', *SA Journal of Industrial Psychology*, 37(1). doi: 10.4102/sajip.v37i1.967.

Maslach, C. and Leiter, M. P. (2008) 'Early predictors of job burnout and engagement.', *Journal of Applied Psychology*, 93(3), pp. 498–512. doi: 10.1037/0021-9010.93.3.498.

Maslach, C., Schaufeli, W. B. and Leiter, M. P. (2001) 'Job burnout', *Annual Review of Psychology*, 52, pp. 397–422. doi: 10.1146/annurev.psych.52.1.397.

Maslach, C., Schaufeli, W. B. and Leiter, M. P. (2001) 'Ob urnout', *Control*, pp. 397–422. doi: 10.1146/annurev.psych.52.1.397.

Maslowski, R. (2006) 'A review of inventories for diagnosing school culture', *Journal of Educational Administration*, 44(1), pp. 6–35. doi: 10.1108/09578230610642638.

Mats Alvesson, P.-O. O. B. (1992) *Corporate Culture and Organizational Symbolism*, W. de Gruyter, 1992 - Business & Economics. Walter de Gruyter, 1 Jan 1992 - Business & Economics.

Mays, N. and Pope, C. (2000) 'Assessing quality in qualitative research', *BMJ*, 320(7226), pp. 50–52. doi: 10.1136/bmj.320.7226.50.

McBain, R. (2007) 'The practice of engagement: Research into current employee engagement practice', *Strategic HR Review*, 6(6), pp. 16–19. doi: 10.1108/14754390780001011.

Mccallin, A. (2013) 'Grounded Theory Online ; supporting GT researchers Grounded Theory ... is it for me ? Which Grounded Theory ?', *Grounded Theory Online; supporting GT researchers*, pp. 12–15.

Mehta, D., M. N. K. (2013) 'Employee Engagement: A Literature Review',

Economica. Seria Management, 16(2), pp. 208–215. doi: October 2008.

Mello e Souza Wildermuth, C. and Pauken, P. D. (2008) 'A perfect match: decoding employee engagement – Part II: engaging jobs and individuals', *Industrial and Commercial Training*, 40(4), pp. 206–210. doi: 10.1108/00197850810876253.

Mercer, D. (2000) 'Management Worldwide: The Impact of Societal Culture on Organizations around the Globe.', *Journal of Management Studies*. London: Penguin UK, 37(3), pp. 475–477. Available at: <http://offcampus.lib.washington.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=3480307&site=ehost-live>.

Miles, M. B. and Huberman, M. (1994) 'Chapter 4', *Qualitative Data Analysis: An Expanded Sourcebook*, pp. 50–72. doi: 10.1111/j.1600-0447.1951.tb04141.x.

Miller, H. T. (2016) 'From social constructivist epistemology to context realism', *Critical Policy Studies*, 10(3), pp. 365–379. doi: 10.1080/19460171.2016.1200476.

Minkov, M. and Hofstede, G. (2011) 'The evolution of Hofstede's doctrine', *Cross Cultural Management: An International Journal*, 18(1), pp. 10–20. doi: 10.1108/135276011111104269.

Mor Barak, M. E., Cherin, D. A. and Berkman, S. (1998) 'Organizational and Personal Dimensions in Diversity Climate', *The Journal of Applied Behavioral Science*, 34(1), pp. 82–104. doi: 10.1177/0021886398341006.

Morente, F., Ferràs, X. and Žizlavský, O. (2017) 'Innovation cultural models: review & next steps proposal', *Universidad & Empresa*, 20(34), p. 53. doi: 10.12804/revistas.urosario.edu.co/empresa/a.5433.

Moustakas, C. (1994) *Phenomenological research methods, Methods*. Available at: http://books.google.com/books?hl=en&lr=&id=QiXJSszx7-8C&oi=fnd&pg=PR9&dq=a+phenomenological+research+design&ots=PtL4p_XYls&sig=RztroV-4gBsqsjfzvc1gwlqy2tA.

Mulder, P. (2015) *Trompenaars Cultural Dimensions, an analysis of 7 dimensions* | *ToolsHero*, *toolshero*. Available at: <http://www.toolshero.com/communication-skills/trompenaars-cultural-dimensions/>.

Naidoo, P. (2014) 'Rehema grace njuguna (2016) "influence of organizational culture on employee engagement at kcb head office by", international journal of contemporary business studies, p. 52.', (April).

Naidoo, P. and Martins, N. (2014) 'Investigating the relationship between organisational culture and work engagement.', *Problems and Perspectives in Management*, 12(4), pp. 432–440. Available at: <http://uir.unisa.ac.za/handle/10500/14656>.

Neuman, W. L. (2014) *Social Research Methods: Qualitative and Quantitative Approaches, Relevance of social research*. doi: 10.2307/3211488.

Newman, D. A. and Harrison, D. A. (2008) 'Been There, Bottled That: Are State and Behavioral Work Engagement New and Useful Construct "Wines"?', *Industrial and Organizational Psychology*, 1(01), pp. 31–35. doi: 10.1111/j.1754-9434.2007.00003.x.

Nielsen, K. and Randall, R. (2012) 'The importance of employee participation and perceptions of changes in procedures in a teamworking intervention', *Work & Stress*, 26(2), pp. 91–111. doi: 10.1080/02678373.2012.682721.

Nienaber, H. and Martins, N. (2014) 'An Employee Engagement Instrument and Framework Building on Existing Research', *Mediterranean Journal of Social Sciences*. doi: 10.5901/mjss.2014.v5n20p485.

O'Reilly, C. (1989) 'Corporations, Culture, and Commitment: Motivation and Social Control in Organizations', *California Management Review*, 31(4), pp. 9–25. doi: 10.2307/41166580.

O'Reilly, C. A., Caldwell, D. F., Chatman, J. A. and Doerr, B. (2014) 'The Promise and Problems of Organizational Culture', *Group & Organization Management*, 39(6), pp. 595–625. doi: 10.1177/1059601114550713.

O'Reilly, C. A., Chatman, J. A., Caldwell, D. F., Chatman, J. A. and Spataro, S. E. (2005) 'Organizational Culture Profile', *Using self-categorization theory to understand relational demography-based variations in people's responsiveness to organizational culture*, 48(2), pp. 321–331. Available at: <http://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=hpi&AN=HaPI-293834&site=eds-live&scope=site>.

O'Reilly, C. a., Chatman, J. and Caldwell, D. F. (1991) '(O'Reilly et al., 1991', *Academy of Management Journal*, 34(3), pp. 487–516. doi: 10.2307/256404.

Odom, R. Y., Boxx, W. R. and Dunn, M. G. (1990) 'Organizational Cultures, Commitment, Satisfaction, and Cohesion', *Public Productivity & Management Review*, 14(2), p. 157. doi: 10.2307/3380963.

Oldham, G. R. and Hackman, J. R. (1981) 'Alternative Frameworks Relationships Between Organizational Structure and Employee Reactions: Comparing Alternative Frameworks Greg R. Oldham and', *Administrative Science Quarterly*, 26(1), pp. 66–83. doi: 10.2307/2392600.

Omotola, A. O. and Oladipupo, A. O. (2011) 'Concepts and measurement of

culture in organisations', *Journal of Communication and Culture*, 1/2(1), pp. 64–86. Available at: [www.icidr.org/doc/ICIDR PDF contents/journal of research in education and society/JRESSvol2 nos3 december 2011/concepts and measurement](http://www.icidr.org/doc/ICIDR_PDF_contents/journal_of_research_in_education_and_society/JRESSvol2_nos3_december_2011/concepts_and_measurement).

Onofrei, M., Hunt, J., Siemienczuk, J., Touchette, D. R. and Middleton, B. (2004) 'A first step towards translating evidence into practice: Heart failure in a community practice-based research network', *Informatics in Primary Care*, 12(3), pp. 139–145. doi: Article.

Oppenheim-Gluckman, H. and De Collason, P. (2015) 'Comment les patients cérébro-lésés et leurs proches perçoivent les liens entre leur histoire familiale antérieure et le vécu actuel de la lésion cérébrale', *Journal de Readaptation Médicale*, 35(4), pp. 216–226. doi: 10.1136/bmj.39602.690162.47.

Ostroff, C., Kinicki, A. J. and Muhammad, R. S. (2012) 'Organizational Culture and Climate', in *Handbook of Psychology, Second Edition*. Hoboken, NJ, USA: John Wiley & Sons, Inc. doi: 10.1002/9781118133880.hop212024.

Ostroff, C., Kinicki, A. J. and Muhammad, R. S. (2013) 'Organizational Culture and Climate Integrated Model Of Culture', *Handbook of psychology*, (February), pp. 644–670. doi: 10.1002/0471264385.wei1222.

Ostroff, C., Kinicki, A. J., Muhammad, R. S., Osteroff, C., Kinicki, A. J. and Muhammad, R. S. (2012) 'Organizational Culture and Climate', in *Handbook of Psychology, Second Edition*. Hoboken, NJ, USA: John Wiley & Sons, Inc., pp. 643–676. doi: 10.1002/9781118133880.hop212024.

Patton, M.Q. 1990. *Qualitative evaluation and research methods* . 2nd ed. California, USA: Thousand Oaks

Parent, J. D. and Lovelace, K. J. (2015) 'The Impact of Employee Engagement and a Positive Organizational Culture on an Individual ' s Ability to Adapt to Organization Change', pp. 1–20.

Parker, S. K. and Griffin, M. A. (2011) 'Understanding active psychological states: Embedding engagement in a wider nomological net and closer attention to performance', *European Journal of Work and Organizational Psychology*, 20(1), pp. 60–67. doi: 10.1080/1359432X.2010.532869.

Parsons, T. (1951) *The Social System.*, *American Sociological Review*. doi: 10.2307/2087860.

Patrick, H. A. and Kumar, V. R. (2012) 'Managing workplace diversity: Issues and challenges', *SAGE Open*, 2(2), pp. 1–15. doi: 10.1177/2158244012444615.

Payne, D. (2000) 'Cheesed off with the blame culture... an “early warning

system” could ensure nurses are not afraid to report errors or malpractice.’, *Nursing Times*, 96(25), pp. 10–11. Available at: <http://gateway.library.qut.edu.au/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=c8h&AN=2000051415&site=ehost-live&scope=site>.

Pettigrew, A. M., Quarterly, A. S. and Dec, Q. M. (1979) ‘On Studying Organizational Cultures On Studying Organizational Cultures Andrew M * Pettigrew’, *Administrative Science Quarterly*, 24(4), pp. 570–581.

Pettigrew, S. F. (2000) ‘Ethnography and Grounded Theory: A Happy Marriage?’, *Advances in Consumer Research*, 27, pp. 256–261. Available at: <http://acrwebsite.org/volumes/8400/volumes/v27/NA-27>.

Pidgeon, N. and Henwood, K. (1996) ‘Grounded theory: practical implementation’, in *Handbook of qualitative research methods for psychology and the social sciences*, pp. 86–101.

Pierce, J. O. N. L. (2001) ‘Note Toward a Theory of Psychological Ownership in Organizations’, 26(2), pp. 298–310.

Prasad, A. (2001) ‘Understanding Workplace Empowerment as Inclusion’, *The Journal of Applied Behavioral Science*, 37(1), pp. 51–69. doi: 10.1177/0021886301371004.

Pugh, S. D., Dietz, J., Brief, A. P. and Wiley, J. W. (2008) ‘Looking Inside and Out: The Impact of Employee and Community Demographic Composition on Organizational Diversity Climate’, *Journal of Applied Psychology*, 93(6), pp. 1422–1428. doi: 10.1037/a0012696.

Pulla, V. (2014) ‘Grounded Theory Approach in Social Research’, *Space and Culture, India*, 2(3), p. 14. doi: 10.20896/saci.v2i3.93.

Puppatz, M. (2017) ‘Assessing Organizational Culture and Investigating its Link to Organizational Effectiveness’. Available at: http://opus.uni-lueneburg.de/opus/volltexte/2017/14440/pdf/Dissertation_Martin_Puppatz_final_e_Version.pdf.

Purcell, J. (2014) ‘Disengaging from engagement’, *Human Resource Management Journal*, 24(3), pp. 241–254. doi: 10.1111/1748-8583.12046.

Quinn, R. E. and McGrath, M. (1985) ‘The Transformation of Organizational Cultures: A Competing Values Perspective’, *Organizational Culture*, pp. 315–34. doi: 10.1016/S0065-2113(08)60255-2.

Quinn, R. E. and Rohrbaugh, J. (1981) ‘A competing values approach to organizational effectiveness’, *Public Productivity Review*, 5(2), pp. 122–140. doi: 10.2307/3380029.

Quinn, R. E. and Spreitzer, G. M. (1991) ‘The Psychometrics of the Competing Values Culture Instrument and an Analysis of the Impact of Organizational Culture on Quality of Life’, *Research in Organizational Change and*

Development, 5, pp. 115–142. doi: 10.1017/CBO9781107415324.004.

Ravasi, D. and Schultz, M. (2006) 'RESPONDING TO ORGANIZATIONAL IDENTITY THREATS: EXPLORING THE ROLE OF ORGANIZATIONAL CULTURE.', *Academy of Management Journal*, 49(3), pp. 433–458. doi: 10.5465/AMJ.2006.21794663.

Rehema Grace Njuguna (2016) 'Influamce of orgnizational culture on employee engagement AT KCB head office by', *International Journal of Contemporary Business Studies*, p. 52.

Reis, G., Trullen, J. and Story, J. (2016) 'Perceived organizational culture and engagement: the mediating role of authenticity', *Journal of Managerial Psychology*, 31(6), pp. 1091–1105. doi: 10.1108/JMP-05-2015-0178.

Rich, B. L., Lepine, J. a and Crawford, E. R. (2010) 'Job Engagement: antecents and effects on job performance.', *Academy of Management Journal*, 53(3), pp. 617–635. doi: 10.5465/amj.2010.51468988.

Richard, O. C., McMillan-Capehart, A., Bhuian, S. N. and Taylor, E. C. (2009) 'Antecedents and consequences of psychological contracts: Does organizational culture really matter?', *Journal of Business Research*, 62(8), pp. 818–825. doi: 10.1016/j.jbusres.2008.04.001.

Robinson, D., Perryman, S. and Hayday, S. (2004) 'The Drivers of Employee Engagement', *North*, 408, pp. 12–15. doi: IES Report No. 408.

Roger Harrison, H. S. (1993) 'Diagnosing organizational culture', in *Diagnosing organizational culture*. Pfeiffer & Co. - Business & Economics, p. 32.

Roman, D. J., Osinski, M. and Erdmann, R. H. (2017) 'The construction process of grounded theory in administration', *Contaduría y Administración*, 62(3), pp. 985–1000. doi: 10.1016/j.cya.2016.06.012.

Roohi Kursheed Khan, S. and Gunaseelan, R. (2016) 'Principals' transformational leadership and teachers' work engagement-a relationship study', *International Journal of Applied Business and Economic Research*, 14(8), pp. 5557–5570.

Sackmann, S. A. (1991) 'Uncovering Culture in Organizations', *The Journal of Applied Behavioral Science*, 27(3), pp. 295–317. doi: 10.1177/0021886391273005.

Sackmann, S. A. (2011) 'Culture and performance', in *The Handbook of Organizational Culture and Climate*, pp. 188–224. doi: 10.4135/9781483307961.n12.

Saks, nAlan M. (2006) 'Antecedents and consequences of employee

engagement', *Journal of Managerial Psychology*, pp. 600–619. doi: 10.1108/02683940610690169.

Saks, A. M. (2017) 'Translating Employee Engagement Research into Practice', *Organizational Dynamics*, 46(2), pp. 76–86. doi: 10.1016/j.orgdyn.2017.04.003.

Saks, A. M. and Gruman, J. A. (2014) 'What Do We Really Know About Employee Engagement?', *Human Resource Development Quarterly*, 25(2), pp. 155–182. doi: 10.1002/hrdq.21187.

Sanna, M., Sarah, W. and Peter, C. (2013) 'What drives organisational engagement?: A case study on trust, justice perceptions and withdrawal attitudes', *Evidence-based HRM: a Global Forum for Empirical Scholarship*, 1(1), pp. 96–108. doi: 10.1108/20493981311318638.

Sarti, D. (2014) 'Leadership styles to engage employees: evidence from human service organizations in Italy', *Journal of Workplace Learning*. Edited by D. Julia Claxton, 26(3/4), pp. 202–216. doi: 10.1108/JWL-09-2013-0066.

Satish Kumar, R. (2015) 'Competency Management through OD Interventions', *IOSR Journal of Business and Management Ver. II*, 17(7), pp. 2319–7668. doi: 10.9790/487X-17724550.

Saunders, M., Lewis, P., Thornhill, A. and Bristow, A. (2015) 'Understanding research philosophy and approaches to theory development', *Research methods for business students*, (Crotty 1998), pp. 122–161. doi: 10.1016/S0065-2776(08)01004-3.

Schaufeli, WB & Bakker, A. (2010) *Work Engagement, Work engagement: A handbook of essential theory and research*. doi: 10.4324/9780203853047.

Schaufeli, W. (2013) 'What is engagement?', in *Employee Engagement in Theory and Practice*, pp. 1–37. doi: 10.15171/ijhpm.2015.12.

Schaufeli, W. B. and Bakker, A. B. (2004) 'Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study', *Journal of Organizational Behavior*, 25(3), pp. 293–315. doi: 10.1002/job.248.

Schaufeli, W. B., Bakker, A. B. and Salanova, M. (2006) 'The Measurement of Work Engagement With a Short Questionnaire', *Educational and Psychological Measurement*, 66(4), pp. 701–716. doi: 10.1177/0013164405282471.

Schaufeli, W. B., Salanova, M., Gon Alez-ro, V. A. and Bakker, A. B. (2002) 'the Measurement of Engagement and Burnout: a Two Sample Confirmatory Factor Analytic Approach', *Journal of Happiness Studies*, 3, pp. 71–92. doi: 10.1023/A:1015630930326.

Schaufeli, W. B. and Taris, T. W. (2005) 'The conceptualization and

measurement of burnout: Common ground and worlds apart The views expressed in *Work & Stress Commentaries* are those of the author(s), and do not necessarily represent those of any other person or organization, or of the journal.', *Work & Stress*, 19(3), pp. 256–262. doi: 10.1080/02678370500385913.

Schaufeli, W. B., Taris, T. W. and Bakker, A. B. (2006) 'Dr Jekyll or Mr Hyde? On the Differences between Work Engagement and Workaholism', *Research Companion to Working Time and Work Addiction*, pp. 193–217. doi: 10.4337/9781847202833.00018.

Schaufeli, W., Maassen, G., Bakker, A. and Sixma, H. (2011) 'Stability and change in burnout: A 10-year follow-up study among primary care physicians', *Journal of Occupational and Organizational Psychology*, 84(2), pp. 248–267. doi: 10.1111/j.2044-8325.2010.02013.x.

Schein, E. (2007) 'Organizational Culture and Leadership Organizational Culture and Leadership', *Culture*, (Idd).

Schein, E. H. (1990) 'Organizational culture.', *American Psychologist*, 45(2), pp. 109–119. doi: 10.1037/0003-066X.45.2.109.

Schein, E. H. (1996) 'Culture: The Missing Concept in Organization Studies', *Administrative Science Quarterly*, 41(2), p. 229. doi: 10.2307/2393715.

Schein, E. H. (2004) 'Organizational Culture and Leadership', *Leadership*, 7, p. 437. doi: 10.1080/09595230802089917.

Schein, E. H. (2010) *Organizational Culture and Leadership*. 4th edn, SF JosseyBass Senge P. 4th edn. John Wiley & Sons, 16 Jul 2010 - Business & Economics. doi: 10.1080/09595230802089917.

Schneider, B., Barbera, K. M., Ostroff, C. and Schulte, M. (2014) 'A Configural Approach to the Study of Organizational Culture and Climate', in *The Oxford Handbook of Organizational Climate and Culture*. Oxford University Press. doi: 10.1093/oxfordhb/9780199860715.013.0027.

Schneider, B., Ehrhart, M. G. and Macey, W. H. (2013) 'Organizational Climate and Culture', *Annual Review of Psychology*, 64(1), pp. 361–88. doi: 10.1146/annurev-psych-113011-143809.

Schneider, B., Ehrhart, M. G. and Macey, W. H. (2013) 'Organizational Climate and Culture', *Annual Review of Psychology*, 64, pp. 361–88. doi: 10.1146/annurev-psych-113011-143809.

Schoon, N. (2009) 'Islamic Banking and Finance', *Banking*, (October), p. 203. Available at: <http://books.google.com/books?id=SiNaZcPUu4IC>.

Schraeder, M., Tears, R. S. and Jordan, M. H. (2005) 'Organizational culture in public sector organizations', *Leadership & Organization Development Journal*, 26(6), pp. 492–502. doi: 10.1108/01437730510617681.

Schultz, J. M. (1994) 'Stylistic Reformulation: Theoretical Premises and Practical Applications', *The Modern Language Journal*, 78(2), pp. 169–178. doi: 10.1111/j.1540-4781.1994.tb02028.x.

Scott, K. W. (2004) 'Relating Categories in Grounded Theory Analysis : Using a Conditional Relationship Guide and Reflective Coding Matrix', *The Qualitative Report*, 9(1), pp. 113–126. doi: 10.1177/160940690800700201.

Sert, A., Elçi, M., Uslu, T. and Şener, İ. (2014) 'The Effects of Organizational Justice and Ethical Climate on Perceived Work Related Stress', *Procedia - Social and Behavioral Sciences*, 150, pp. 1187–1198. doi: 10.1016/j.sbspro.2014.09.134.

Shantz, A., Alfes, K., Truss, C. and Soane, E. (2013) 'The role of employee engagement in the relationship between job design and task performance, citizenship and deviant behaviours', *The International Journal of Human Resource Management*, 24(13), pp. 2608–2627. doi: 10.1080/09585192.2012.744334.

Sheridan, J. E. (1992) 'ORGANIZATIONAL CULTURE AND EMPLOYEE RETENTION.', *Academy of Management Journal*, 35(5), pp. 1036–1056. doi: 10.2307/256539.

Shmailan, A. S. (2016) 'Investigating the High Turnover of Saudi Nationals versus Non-Nationals in Private Sector Companies Using Selected Antecedents and Consequences of Employee Engagement', 8(18), pp. 41–52. doi: 10.5539/ijbm.v8n18p41.

Shuck, B., Twyford, D., Reio, T. G., Shuck, A. (2014). (2014) 'Human resource development practices and employee engagement: Examining the connection with employee turnover intentions', *Human Resource Development Quarterly*, 10.1002/hr, pp. 25, 239–270.

Shuck, B. (2011) 'Integrative Literature Review: Four Emerging Perspectives of Employee Engagement: An Integrative Literature Review', *Human Resource Development Review*, 10(3), pp. 304–328. doi: 10.1177/1534484311410840.

Shuck, B., Adelson, J. L. and Reio, T. G. (2016) 'The Employee Engagement Scale: Initial Evidence for Construct Validity and Implications for Theory and Practice', *Human Resource Management*, Suppl 6, pp. 269–76. doi: 10.1002/hrm.21811.

Shuck, B. and Reio, T. G. (2011) 'The Employee Engagement Landscape and HRD', *Advances in Developing Human Resources*, 13(4), pp. 419–428. doi: 10.1177/1523422311431153.

Shuck, B. and Wollard, K. (2010) 'Employee engagement and HRD: A seminal review of the foundations', *Human Resource Development Review*, pp. 89–110. doi: 10.1177/1534484309353560.

Simon L. Albrecht, Manuela Andreetta, (2011) (2011) 'The influence of empowering leadership, empowerment and engagement on affective commitment and turnover intentions in community health service workers Test of a model', *Leadership in Health Services*, Simon L. Albrecht, Manuela Andreetta, (2011), Vol. 24(Issue: 3), p. pp.228-237.

Smircich, L. (1983) 'Concepts of Culture and Organizational Analysis', *Administrative Science Quarterly*, 28(3), p. 339. doi: 10.2307/2392246.

Smith, S. S., Peters, R. and Caldwell, C. (2016) 'Creating a Culture of Engagement -- Insights for Application', *Business and Management Research*, 5(2). doi: 10.5430/bmr.v5n2p70.

Soane, E., Truss, C., Alfes, K., Shantz, A., Rees, C. and Gatenby, M. (2012) 'Development and application of a new measure of employee engagement: The isa engagement scale', *Human Resource Development International*, 15(5), pp. 529–547. doi: 10.1080/13678868.2012.726542.

Sparrow, J. (2013) 'The five key roles of managers: how HR can build engagement that lasts', *Strategic HR Review*, 12(2), pp. 83–88. doi: 10.1108/14754391311322491.

Spencer-Oatey, H. (2012) 'What is culture? A compilation of quotations', *GlobalPAD Core Concepts*.

Stevens, F. G., Plaut, V. C. and Sanchez-Burks, J. (2008) 'Unlocking the Benefits of Diversity', *The Journal of Applied Behavioral Science*, 44(1), pp. 116–133. doi: 10.1177/0021886308314460.

Suan Choo, L., Mat, N., Al-Omari, M., Choo, L. L. S., Mat, N., Al-Omari, M., Suan Choo, L., Mat, N. and Al-Omari, M. (2013) 'Organizational practices and employee engagement: a case of Malaysia electronics manufacturing firms', *Business Strategy Series*, 14(1), pp. 3–10. doi: 10.1108/17515631311295659.

Sulea, C., Virga, D., Maricutoiu, L. P., Schaufeli, W., Zaborila Dumitru, C. and Sava, F. A. (2012) 'Work engagement as mediator between job characteristics and positive and negative extra-role behaviors', *Career Development International*, 17(3), pp. 188–207. doi: 10.1108/13620431211241054.

Swarbrooke, J. (1995) 'Human resource management', *In Development and*

management of visitor attractions. 10th edn. Pearson/Prentice Hall, pp. 226–238. doi: 10.7748/en2002.12.10.8.32.c1089.

Sweetman, D. and Luthans, F. (2010) 'The power of positive psychology: Psychological capital and work engagement', in *Work Engagement: A Handbook of Essential Theory and Research*, pp. 54–68. doi: 10.4324/9780203853047.

Szu-Fang, C. (2013) 'Essential Skills for Leadership Effectiveness in Diverse Workplace Development', *Online Journal for Workforce Education and Development*, 6(1).

Taneja, S., Sewell, S. S. and Odom, R. Y. (2015) 'A culture of employee engagement: a strategic perspective for global managers', *Journal of Business Strategy*, 36(3), pp. 46–56. doi: 10.1108/JBS-06-2014-0062.

Taştan, S. B. and Türker, M. V. (2014) 'A Study of the Relationship between Organizational Culture and Job Involvement: The Moderating Role of Psychological Conditions of Meaningfulness and Safety', *Procedia - Social and Behavioral Sciences*, 149, pp. 943–947. doi: 10.1016/j.sbspro.2014.08.306.

Terera, S. R. and Ngirande, H. (2014) 'The Impact of Rewards on Job Satisfaction and Employee Retention', *Mediterranean Journal of Social Sciences*, 5(1), pp. 481–488. doi: 10.5901/mjss.2014.v5n1p481.

Theron, P. M. (2015) 'Coding and data analysis during qualitative empirical research in Practical Theology', *In die Skriflig/In Luce Verbi*, 49(3). doi: 10.4102/ids.v49i3.1880.

Thompson, M. C. (2017) 'Saudi vision 2030": a viable response to youth aspirations and concerns?', *asian affairs*, 48(2), pp. 205–221. doi: 10.1080/03068374.2017.1313598. 'Asian Affairs', 48(2), pp. 205–221. doi: 10.1080/03068374.2017.1313598.

Thomson, S. B. (2011) 'Sample Size and Grounded Theory', *Journal of Administration & Governance*, 5(1), pp. 45–52. Available at: http://joaag.com/uploads/5_1__Research_Note_1_Thomson.pdf.

Thoresen, C. J., Kaplan, S. A., Barsky, A. P., Warren, C. R. and De Chermont, K. (2003) 'The Affective Underpinnings of Job Perceptions and Attitudes: A Meta-Analytic Review and Integration', *Psychological Bulletin*, pp. 914–945. doi: 10.1037/0033-2909.129.6.914.

Thulesius, H. O., Scott, H., Helgesson, G. and Lynøe, N. (2013) 'De-tabooing dying control - a grounded theory study', *BMC Palliative Care*, 12(1), p. 13. doi: 10.1186/1472-684X-12-13.

Tobin, G. A. and Begley, C. M. (2004) 'Methodological rigour within a qualitative framework', *Journal of Advanced Nursing*, 48(4), pp. 388–396. doi:

10.1111/j.1365-2648.2004.03207.x.

Trice, H. M. and Beyer, J. M. (1993) 'Changing Organizational Cultures', *Organizational Culture and Sense-Making*, 27(1), pp. 69–81. doi: 10.1300/J147v27n01_05.

Trincherò, E., Brunetto, Y. and Borgonovi, E. (2013) 'Examining the antecedents of engaged nurses in Italy: Perceived Organisational Support (POS); satisfaction with training and development; discretionary power', *Journal of Nursing Management*, 21(6), pp. 805–816. doi: 10.1111/jonm.12143.

Ulrich, D., Younger, J., Brockbank, W. and Ulrich, M. (2012) 'HR talent and the new HR competencies', *Strategic HR Review*, 11(4), pp. 217–222. doi: 10.1108/14754391211234940.

Vance, R. J. (2006) *Employee Engagement and Commitment*, SHRM Foundation. USA.

Vickers, J. and Vickers, J. (2016) 'Exploring Engagement: A Grounded Theory Study of Young People's Interactions with Healthcare Professionals'.

Wagner, H. R., Glaser, B. G. and Strauss, A. L. (1968) 'The Discovery of Grounded Theory: Strategies for Qualitative Research.', *Social Forces*. Chicago, 46(4), p. 555. doi: 10.2307/2575405.

Wahid, H., Ahmad, S., Nor, M. A. M. and Rashid, M. A. (2017) 'Prestasi kecekapan pengurusan kewangan dan agihan zakat: perbandingan antara majlis agama islam negeri di Malaysia', *Jurnal Ekonomi Malaysia*, 51(2), pp. 39–54. doi: 10.1017/CBO9781107415324.004.

Wang, W. T. and Hou, Y. P. (2015) 'Motivations of employees' knowledge sharing behaviors: A self-determination perspective', *Information and Organization*, 25(1), pp. 1–26. doi: 10.1016/j.infoandorg.2014.11.001.

Ward, K., Hoare, K. J. and Gott, M. (2015) 'Evolving from a positivist to constructionist epistemology while using grounded theory: reflections of a novice researcher', *Journal of Research in Nursing*, 20(6), pp. 449–462. doi: 10.1177/1744987115597731.

Weed, M. (2017) 'Capturing the essence of grounded theory: the importance of understanding commonalities and variants', *Qualitative Research in Sport, Exercise and Health*, 9(1), pp. 149–156. doi: 10.1080/2159676X.2016.1251701.

Weinzimmer, L. G., Robin, J. and Michel, E. J. (2012) 'The Measurement of Strategic Orientation and its Efficacy in Predicting Financial Performance', *Journal of Business Strategies*, 29(2), pp. 81–98.

Wiseman, N., Ngirande, H. and Setati, S. T. (2017) 'Existing organizational culture typologies and organizational commitment at a selected higher

education institution in South Africa', *Investment Management and Financial Innovations*, 14(2-1), pp. 242-251. doi: 10.21511/imfi.14(2-1).2017.09.

Xanthopoulou, D. and Bakker, A. B. (2012) 'State work engagement: The significance of within-person fluctuations', in *A Day in the Life of a Happy Worker*, pp. 25-40. doi: 10.4324/9780203078990.

Xanthopoulou, D., Bakker, A. B. and Fischbach, A. (2013) 'Work engagement among employees facing emotional demands: The role of personal resources', *Journal of Personnel Psychology*, 12(2), pp. 74-84. doi: 10.1027/1866-5888/a000085.

Xenikou, A. and Furnham, A. (1996) 'A correlational and factor analytic study of four questionnaire measures of organizational culture', *Human Relations*, 49(3), pp. 349-371. doi: 10.1177/001872679604900305.

Ye, J., Marinova, D. and Singh, J. (2007) 'and Performance Loss in the', *Journal of Marketing*, 71(October), pp. 156-171.

Yu, T. and Wu, N. (2009) 'A Review of Study on the Competing Values Framework', *International Journal of Business and Management*, 4(7). doi: 10.5539/ijbm.v4n7p37.

Zammuto, R. F., Gifford, B. and Goodman, E. A. (2000) 'Managerial ideologies, organization culture and the outcomes of innovation: A competing values perspective', in *Handbook of Organizational Culture and Climate*, pp. 261-278. Available at: <http://espace.library.uq.edu.au/view/UQ:277730>.

Zedeck, S. (2011) *APA handbook of industrial and organizational psychology, APA Handbooks in Psychology*. doi: 10.1037/12169-000

Zion, Shelley; Kozleski, B. (2005) 'Facilitator ' s Manual MODULE 1: Understanding culture and culture responsiveness ; National center of culturally resposive educational system. .

8 Appendixes

Figure 8.1 Ethical approval

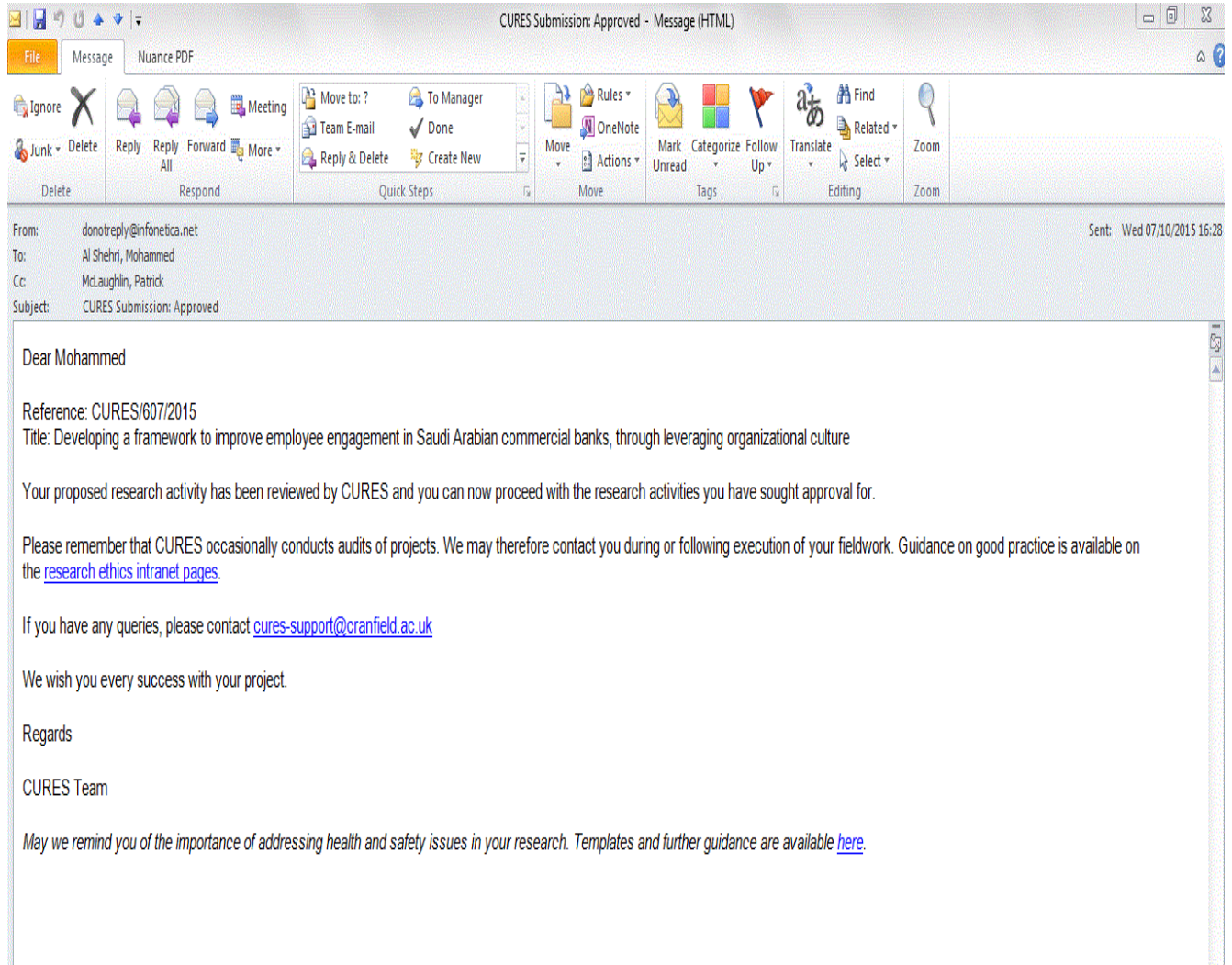


Figure 8.2 participants Letter

Developing a Framework to maintain employee engagement
Culture: a case study of the kingdom of Saudi Arabia Banks
Research Project

Dear Participant

This study conducted to gauge factors that affect the level of employee engagement in Saudi banks. The interviews outcomes indicated that the following factors are influencing the level employee engagement in SAMA & Saudi banks. Using the brief description of the ideal situation of each factor, please rate the following factors. The rating scale is from 1 to 10, in this scale Number "1" refers to the less like, and number 10 to the closest match with an ideal situation.

Please be informed that you have the right to withdraw at any time during this research project.

To maintain the confidently, please don't mention your name the organization you work with.

Appreciate your participation.

With best regards

Mohammed Al Shehri

PhD researcher – Cranfield University

تحية

طيبه

عزيزي المشارك

اجريت هذه الدراسة التي لقياس العوامل التي تؤثر على مستوى مشاركة الموظفين في البنوك السعودية . ومؤسسه النقد وأشارت نتائج المقابلات أن العوامل التالية تؤثر في مستوى الارتباط الوظيفي . والهدف من هذا الاستبيان هو قياس مدى تأثير كل عامل في كل جهه ومقارنتها بالممارسه الفعلية .الرجاء وضع تقييمك لكل عامل بمقارنه الممارسه الفعلية في المنظمه التي تعمل بها بالتطبيق المثالي لكل عامل . وللمساعده في تقييم هذه العوامل تم وضع الـ 10 حيث الرقم " 1 " " 1 " شرح موجز عن التطبيق المثالي لهذه العوامل . وقد تم وضع مقياس للتقييم من يشير الى عدم

وجود تطابق مع التطبيق المثالي بينما الرقم " 10 " يشير الى اقرب وضع للتطبيق المثالي

نرجو الملاحظه انه لكم الحق في الانسحاب من المشاركه في هذا المشروع البحثي في اي وقت ترغبون في ذلك.

الرجاء عدم ذكر الاسم او الجهه التي تعمل بها

شاكر ا لكم مشاركتكم

محمد الشهري

باحث دكتوراه- جامعه كراينفيلد

Figure 8.3 Central bank Approval

مؤسسة النقد العربي السعودي
المركز الرئيسي

الإدارة العامة للموارد البشرية

التاريخ: ١١/١٨ / ١٤٣٧ هـ

الرقم: _____

الموافق: _____

المرفقات: _____

المحترم

سعادة الملحق الثقافي

المملكة المتحدة / لندن

السلام عليكم ورحمة الله وبركاته

اسم باحث الدكتوراه: محمد عبدالله الشهري

موضوع البحث:

Developing a framework to improve employee engagement in Saudi Arabia ,
through leveraging organizational culture

إشارةً الى الطلب المقدم من طالب مرحلة الدكتوراه/ محمد بن عبدالله الشهري المتضمن
قيامه بدراسة ميدانية للبحث المذكور اعلاه لدى مؤسسة النقد العربي السعودي وفروعها والاشراف عليه
أفيد سعادتكم بالموافقة على طلبه، وقد أعطي هذا الخطاب بناءً على طلبه لتقديمه للملحقة الثقافية
بالمملكة المتحدة دون أدنى مسؤولية على المؤسسة لغير ما ذكر .

مازن بن محمد خليفه

مدير عام إدارة الموارد البشرية

١١/١٤