

**Exploring Relationship of Individual Learning, Organizational
Learning and Business Factors with Work Engagement at
Indian Business Units of a Multinational Company**



सिद्धिमूलं प्रबन्धनम्
भा. प्र. सं. इन्दौर
IIM INDORE

A Doctoral Dissertation Submitted in Partial Fulfillment of the Requirements for the
Executive Fellow Programme in Management of the
Indian Institute of Management, Indore

By

Harshal Sawant

March 2021

Thesis Advisory Committee

Prof. Ranjeet Nambudiri

[Chairperson]

Prof. S. K Ghosh

[Member]

Prof. Aditya Billore

[Member]

ABSTRACT

Motivated by observations and practice reports, the thesis aims to explore relationship between Work Engagement (WE) and factors at 3 levels – Individual level learning behaviors like learning goal, knowledge sharing, creativity and innovation, Organizational level factors like authentic leadership, training satisfaction and learning culture, and at Business Unit (BU) level factors like industry sector, competency, offshore delivery model, customer interaction, origin (parent/acquired) and attrition rate. Theoretical framework is based on an extensive review of practitioner and academic literature, which is applied at 5 Indian BUs of a multinational company, through 2x2 design - dual research (Study #1: learning, Study #2: business factors) x dual study (main: survey for sample of 317, follow-up: SSI of 15). Additionally, quasi experiment is applied for main part of Study #2.

The regression analysis followed-up with qualitative data analysis indicate significant direct relationship between learning behaviors and WE, also, the moderation of these relationships by organizational factors which enable learning. ANOVA of WE from quasi-experiments at BUs followed-up with SSI data analysis indicate that, BU's WE vary only when it's featured with certain type/level of certain business factors, else the BU level WE is more or less same as that of company aggregate. The future WE research can overcome the limitation of single company environment, by extending this research for generalization and also for additional factors of the 3 levels. The research is an outcome of observations from practice and it has explored WE relationships at 3 levels, enhanced theoretical body of knowledge and also provided inputs for practice. Not only the balancing of practice and theory, the research has also responded to WE research agenda set by leading academicians and consultants, by applying it through research methods and focusing on business factors.

Keywords: Work engagement, Organizational learning, Knowledge sharing, Innovation, Authentic leadership, Training satisfaction, Business factors, Quasi experiment

LIST OF ACRONYMS

Acronym	Full form	Acronym	Full form
ABDC	Australian Business Deans Council	KM	Knowledge Management
AL	Authentic Leadership	KSB/KB	Knowledge Sharing Behavior
ALB	Active Learning Behavior	L&D	Learning and Development
ANOVA	ANalysis Of VAriance	LGO/LG	Learning Goal Orientation
BF	Business Factor	LO	Learning Organization
BU	Business Unit	M&A	Mergers and Acquisitions
CB	Creative Behavior	MV	Moderating Variable
DV	Dependent Variable	ODC	Off-shore Development Center
EE	Employee Engagement	OF	Organizational Factor
ER&DS	Engineering, Research and Development Services	OL	Organizational Learning
FGD	Focused Group Discussion	QDA	Qualitative Data Analysis
HCM	Human Capital Management	SD	Standard Deviation
HR	Human Resources	SPSS	Statistical Package for the Social Sciences
HRM	Human Resource Management	SSI	Semi-Structured Interview
IB	Innovative Behavior	T&D	Training and Development
IT	Information Technology	TS	Training Satisfaction
IV	Independent Variable	UWES	Utrecht Work Engagement Scale
KIO	Knowledge Intensive Organization	WE	Work Engagement

LIST OF ABBREVIATIONS

Abbreviation	Full form (BF Variable name)	Abbreviation	Full form (BF Variable name)
IND	<u>I</u> ndustry	CIA	<u>C</u> ustomer <u>I</u> nteraction
COM	<u>C</u> ompetency	ORI	<u>O</u> rigin status
ODC	<u>O</u> DC model	ATT	<u>A</u> ttention level

CONTENTS

Abstract	2
Acknowledgement.....	3
List of Acronyms.....	4
List of Tables.....	8
List of Figures	10
1 Introduction.....	11
1.1 Employee Engagement and Learning and Development	11
1.2 Motivation for research: ‘Engaged Employee’ at ERD Technologies	12
1.3 Thesis structure.....	13
2 Review of Practitioner Literature.....	15
2.1 Practitioner research	15
2.2 Global trends in Human Resource/Capital Management	17
2.3 Global trends in EE	21
2.4 Business Factors affecting EE.....	27
3 Review of Academic Literature	30
3.1 Learning.....	30
3.1.1 <i>Organizational Learning theory</i>	31
3.1.2 <i>A review of Organizational Learning literature reviews</i>	32
3.1.3 <i>Evolution of Organizational Learning & Learning Organization</i>	38
3.1.4 <i>Learning, Knowledge and Knowledge Intensive Organizations</i>	40
3.2 Engagement.....	43
3.2.1 <i>Work Engagement</i>	44
3.2.2 <i>Review of literature reviews</i>	44
3.2.3 <i>Evolution of Work Engagement</i>	45
3.2.4 <i>Founding theories of engagement</i>	49
3.2.5 <i>Methodology for reviewing literature on factors related to Engagement</i>	50
3.2.6 <i>Antecedents and consequences of Employee Engagement</i>	52
3.3 Business Factors	53
3.3.1 <i>Business related WE research directions</i>	54
3.3.2 <i>Business Unit characteristics</i>	56
3.3.3 <i>Business Unit level analysis of WE</i>	58
4 Theoretical Framework	61
4.1 Research questions	61
4.2 Study #1 – Individual learning behaviors and WE.....	62
4.2.1 <i>Learning Goal</i>	62

4.2.2	<i>Knowledge</i>	65
4.2.3	<i>Innovation</i>	67
4.3	Study #1 – Organizational Factors, Individual Factors and WE.....	73
4.3.1	<i>Authentic Leadership style</i>	73
4.3.2	<i>Training and Development practices</i>	77
4.3.3	<i>Learning Organization culture</i>	81
4.4	Study #2 - Business Factors.....	83
4.4.1	<i>Industry</i>	84
4.4.2	<i>Competency</i>	85
4.4.3	<i>Service delivery model</i>	86
4.4.4	<i>Customer interaction</i>	87
4.4.5	<i>Acquisition</i>	89
4.4.6	<i>Attrition</i>	90
4.4.7	<i>Business Factors and WE</i>	92
4.5	Research model.....	97
5	Research Methodology.....	101
5.1	Measurement.....	101
5.1.1	<i>Scales of different constructs</i>	101
5.1.2	<i>Survey questionnaire and operational definitions of variables</i>	110
5.2	Pilot study.....	111
5.2.1	<i>Pilot study method</i>	112
5.2.2	<i>Pilot study results</i>	113
5.3	Study #1: Main study (Quantitative).....	115
5.3.1	<i>Survey, sampling and unit of analysis</i>	116
5.3.2	<i>Data preparation, statistical method and tools</i>	118
5.3.3	<i>Construct related testing</i>	119
5.3.4	<i>Regression assumption testing</i>	124
5.4	Study #2: Main study (Quantitative).....	126
5.4.1	<i>Research methodology</i>	126
5.4.2	<i>Recap of initial steps from Study #1</i>	128
5.4.3	<i>Statistical method</i>	128
5.4.4	<i>ANOVA assumption testing</i>	130
5.5	Study #1 and Study #2: Follow-up study.....	131
5.5.1	<i>Qualitative methodology</i>	132
5.5.2	<i>Semi-Structured Interview</i>	133
6	Results.....	137
6.1	Main study (Quantitative).....	137

6.1.1	<i>Sample characteristics</i>	137
6.1.2	<i>Measurement characteristics</i>	138
6.1.3	<i>Study #1 – Hypothesis testing through regression analysis</i>	140
6.1.4	<i>Study #2 – Hypothesis testing through ANOVA</i>	149
6.2	Follow-up study.....	155
6.2.1	<i>Respondents characteristics</i>	156
6.2.2	<i>Study #1 – Engagement, Learning</i>	157
6.2.3	<i>Organizational Factors affecting learning-engagement relationship</i>	162
6.2.4	<i>Study #2 – Business Factors</i>	172
6.3	Comparative summary of main and follow-up study results.....	184
7	Discussion and Implications	186
7.1	Recap	186
7.2	Discussion on Study #1 - Learning and WE.....	187
7.3	Discussion on Study #2 – Business Factors and WE	199
7.4	Implications of research	207
7.4.1	<i>Contribution to theory & practice</i>	207
7.4.2	<i>Limitations of the research</i>	213
7.4.3	<i>Suggestions for future research</i>	215
7.4.4	<i>Critical reflection</i>	217
8	Conclusion	221
9	References	222
	Appendix	238
	Appendix A – ‘Engaged Employee’ related pilot study at ERD Technologies.....	238
	Appendix B – Compilation of global trends published by Aon, Deloitte, Mercer	243
	Appendix C – Individual and Organizational Factors related to EE.....	247
	Appendix D – Survey questionnaire and SSI guides	251

LIST OF TABLES

Table 3-1	Criteria for searching literature related to engagement.....	51
Table 3-2	Summary of article selection count (2006 to mid-2018)	52
Table 3-3	Individual and Organization Factors Vs Antecedents and Consequences of EE	53
Table 3-4	Characteristics of BUs	57
Table 4-1	Factors for determining relationship between them and WE.....	61
Table 4-2	Matrix of Business Factors and their 15 pairs.....	96
Table 4-3	List of hypotheses of Study #1	97
Table 4-4	List of hypotheses of Study #2.....	99
Table 5-1	Measurement scale for Learning Goal Orientation	102
Table 5-2	Measurement scale for Knowledge Sharing Behaviour	103
Table 5-3	Measurement scale for Creative Behaviour	104
Table 5-4	Measurement scale for Innovative Behaviour.....	104
Table 5-5	Measurement scale for Authentic Leadership.....	105
Table 5-6	Measurement scale for Training Satisfaction.....	106
Table 5-7	Measurement scale for Learning Organization	108
Table 5-8	Measurement scale for Work Engagement	109
Table 5-9	Structure of final research measurement instrument.....	110
Table 5-10	List of variables and their operational definitions.....	111
Table 5-11	Statistical results of Pilot Test.....	113
Table 5-12	Composition of Main study and improvements over Pilot study	114
Table 5-13	Results of factor analysis	122
Table 5-14	Results of reliability test	123
Table 5-15	Profile of raters for follow-up study data analysis	136
Table 6-1	Demographic characteristics of sample	137
Table 6-2	Business-based characteristics of sample.....	138
Table 6-3	Descriptive statistics	139
Table 6-4	Correlation and reliability	139
Table 6-5	Results of Study #1 – Simple regression analysis.....	141
Table 6-6	Results of Study #1 – Moderation regression analysis	141
Table 6-7	Results of Study #1 – Moderation conditional effect analysis.....	142
Table 6-8	Results of Study #1 - Hypothesis testing	149
Table 6-9	Results of Study #2 - ANOVA	150
Table 6-10	ANOVA Post-hoc multiple comparisons using Tukey-HSD test	152
Table 6-11	Results of Study #2 - Hypothesis testing	155
Table 6-12	Demographic characteristics of SSI respondents.....	156

Table 6-13 Responses to SSI-Question related to EE	158
Table 6-14 Responses to SSI-Question related to Learning	159
Table 6-15 Responses to SSI-Question about relation between Learning and Engagement.....	160
Table 6-16 Responses to SSI-Question enquiring about Organizational Factors.....	161
Table 6-17 Responses to SSI-Question related to Learning Organization culture	164
Table 6-18 Responses to SSI-Question related to Training Satisfaction.....	166
Table 6-19 Responses to SSI-Question related to AL – Characateristics of AL.....	168
Table 6-20 Responses to SSI-Question related to AL – Characateristics of non-AL.....	169
Table 6-21 Responses to SSI-Question related to AL – Effects of AL	170
Table 6-22 Responses to SSI-Question related to AL - Effects of non-AL	171
Table 6-23 Responses to SSI-Question related to Business factors	172
Table 6-24 Responses to SSI-Question related to Business factor – Industry	174
Table 6-25 Responses to SSI-Question related to Business factor – Competency.....	176
Table 6-26 Responses to SSI-Question related to Business factor – ODC Type	177
Table 6-27 Responses to SSI-Question related to Business factor – Customer interaction	178
Table 6-28 Responses to SSI-Question related to Business factor – Origin	180
Table 6-29 Responses to SSI-Question related to Business factor – Attrition	181
Table 6-30 Summary of results from Follow-up study	183
Table 6-31 Final comparitive results of Main and Follow-up study	185
Table 7-1 Research questions reated to relationship between different fators and WE	186
Table 7-2 Response to directions set for future research agenda by resaerchers	209
Table 7-3 Summary of hypothesis level contributions.....	211
Table B-1 Annual report by Deloitte – Global Human Capital Trends (importance wise).....	243
Table B-2 Annual report by Aon Hewitt – Global People Trends (area wise).....	244
Table B-3 Annual research by Mercer – Global Talent Trends (order of importance)	245
Table B-4 Annual research by Aon Hewitt – Global EE Trends (order of importance)	246
Table C-1 Individual Factors as antecedents of Employee Engagement	247
Table C-2 Individual Factors as consequences of Employee Engagement	249
Table C-3 Organizational Factors as antecedents of Employee Engagement	249
Table C-4 Organizational Factors as consequence of Employee Engagement	251

LIST OF FIGURES

Figure 1-1 Thesis structure.....	14
Figure 2-1 Dynamic alignment model for organizational performance (Mercer, 2017b).....	22
Figure 2-2 Gallup’s EE model (Fleming & Asplund, 2007).....	23
Figure 2-3 Gallup’s Q12 survey for measuring engagement (Gallup, 2020).....	24
Figure 2-4 Deloitte’s EE model (Deloitte, 2015b).....	25
Figure 2-5 Aon Hewitt’s EE model (Aon Hewitt, 2015b).....	26
Figure 3-1 The difference between OL and the LO (Örtenblad, 2001).....	30
Figure 3-2 Framework for analyzing OL (Argote, 2013; Argote & Miron-Spektor, 2011).....	32
Figure 3-3 Literature review till 1992 - 5 phases of building OL theory (Sawant, 2015).....	34
Figure 3-4 Expanded 4I model of OL process and its barriers (Schilling & Kluge, 2009).....	36
Figure 3-5 OL related literature published between 1990-2002 (Bapuji & Crossan, 2004).....	37
Figure 3-6 Nature of contributions in the field of OL (Easterby-Smith et al., 2004).....	37
Figure 3-7 Four elements of OL (Milway & Saxton, 2011).....	38
Figure 3-8 The model for dimensions of LO (Yang et al., 2004).....	40
Figure 3-9 The relationship between OL and KM (Pemberton & Stonehouse, 2000).....	41
Figure 4-1 Theoretical model of Study #1.....	98
Figure 4-2 Theoretical model of Study #2.....	100
Figure 6-1 Graph: Relationship between LG, OFs and WE.....	145
Figure 6-2 Graph: Relationship between KB, OFs and WE.....	146
Figure 6-3 Graph: Relationship between CB, OFs and WE.....	147
Figure 6-4 Graph: Relationship between IB, OFs and WE.....	148
Figure 6-5 Graph: Relationship between BFs and WE.....	153
Figure 6-6 Graph: Relationship between paired features of BFs and WE.....	154
Figure A-1 Sample population and planning for Focused Group Discussions.....	238
Figure A-2 Classification and codification of Focused Group Discussion data.....	240
Figure A-3 Pivot table of classification and codification.....	241
Figure A-4 Learning related liked areas as determinants of Engaged Employee.....	241
Figure A-5 Learning related improvement areas as determinants of Engaged Employee.....	241
Figure A-6 L&D constitutes 1/3 rd the total determinants of Engaged Employee.....	242
Figure D-1 Covering letter for survey questionnaire.....	252
Figure D-2 The survey questionnaire.....	258
Figure D-3 The SSI guide for Organizational Factors.....	259
Figure D-4 The SSI guide for Business Factors.....	260

9 REFERENCES

- ADP Research Institute. (2018). *The Global Study of Engagement—Technical Report* (p. 96). www.adp.com
- Agarwal, U. A., Datta, S., Blake-Beard, S., & Bhargava, S. (2012). Linking LMX, innovative work behaviour and turnover intentions: The mediating role of work engagement. *Career Development International*, *17*(3), 208–230. <https://doi.org/10.1108/13620431211241063>
- Agrawal, V. K., Agrawal, V. K., Taylor, R., & Seshadri, S. (2019). Offshoring IT Services: Influencing Factors. *Journal of Management Policy and Practice*, *20*(3), 19. <https://doi.org/10.33423/jmpp.v20i3.2227>
- Aktar, A., & Pangil, F. (2018). Mediating role of organizational commitment in the relationship between human resource management practices and employee engagement: Does black box stage exist? *International Journal of Sociology and Social Policy*, *38*(7/8), 606–636. <https://doi.org/10.1108/IJSSP-08-2017-0097>
- Albrecht, S. L. (Ed.). (2010). *Handbook of employee engagement: Perspectives, issues, research and practice* (1st ed.). Edward Elgar. <https://www.e-elgar.com/>
- Alok, K., & Israel, D. (2012). Authentic Leadership & Work Engagement. *Indian Journal of Industrial Relations*, *47*(3), 498–510. <https://doi.org/www.jstor.org/stable/23267340>
- Alvesson, M. (2011). De-essentializing the knowledge intensive firm: Reflections on sceptical research going against the mainstream. *Journal of Management Studies*, *48*(7), 1640–1661. <https://doi.org/10.1111/j.1467-6486.2011.01025.x>
- Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and Creativity in Organizations: A State-of-the-Science Review, Prospective Commentary, and Guiding Framework. *Journal of Management*, *40*(5), 1297–1333. <https://doi.org/10.1177/0149206314527128>
- Aon Hewitt. (2014). *2014 Trends In Global Employee Engagement: Employee Engagement at the Center of the Emerging Talent Imperative* (p. 50). www.aon.com
- Aon Hewitt. (2015a). *2015 Trends In Global Employee Engagement: Making engagement happen* (p. 48). www.aon.com
- Aon Hewitt. (2015b). *Aon Hewitt's Model of Employee Engagement* (p. 10). www.aon.com
- Aon Hewitt. (2016a). *2016 Trends In Global Employee Engagement: Employee engagement is on the rise, but volatility abounds* (p. 20). www.aon.com
- Aon Hewitt. (2016b). *People Trends 2016: What HR Will Be Thinking About in the New Year* (p. 8). www.aon.com
- Aon Hewitt. (2017a). *2017 Trends In Global Employee Engagement: Global anxiety erodes employee engagement gains* (p. 20). www.aon.com
- Aon Hewitt. (2017b). *People Trends 2017: An Aon Advisory Brief* (p. 12). www.aon.com
- Aon Hewitt. (2018a). *2018 Trends In Global Employee Engagement: Global Employee Engagement Rebounds to Match Its All-Time High* (p. 19). www.aon.com

- Aon Hewitt. (2018b). *People Trends 2018: Thriving in an era of unprecedented volatility* (p. 17). www.aon.com
- Argote, L. (2011). Organizational learning research: Past, present and future. *Management Learning*, 42(4), 439–446. <https://doi.org/10.1177/1350507611408217>
- Argote, L. (2013). Organization Learning: A Theoretical Framework. In L. Argote, *Organizational Learning: Creating, Retaining and Transferring Knowledge* (pp. 31–56). Springer US. https://doi.org/10.1007/978-1-4614-5251-5_2
- Argote, L., & Hora, M. (2017). Organizational Learning and Management of Technology. *Production and Operations Management*, 26(4), 579–590. <https://doi.org/10.1111/poms.12667>
- Argote, L., & Miron-Spektor, E. (2011). Organizational Learning: From Experience to Knowledge. *Organization Science*, 22(5), 1123–1137. <https://doi.org/10.1287/orsc.1100.0621>
- Argyris, C., & Schön, D. (1978). *Organizational Learning: A Theory of Action Perspective*. Addison-Wesley Company. <http://www.pearsonhighered.com/>
- Armstrong, D., Gosling, A., Weinman, J., & Marteau, T. (1997). The Place of Inter-Rater Reliability in Qualitative Research: An Empirical Study. *Sociology*, 31(3), 597–606. <https://doi.org/10.1177/0038038597031003015>
- Bailey, C., Madden, A., Alfes, K., & Fletcher, L. (2017). The Meaning, Antecedents and Outcomes of Employee Engagement: A Narrative Synthesis: Employee Engagement. *International Journal of Management Reviews*, 19(1), 31–53. <https://doi.org/10.1111/ijmr.12077>
- Bakker, A. B., & Albrecht, S. (2018). Work engagement: Current trends and Future research. *Career Development International*, 23(1), 4–11. <https://doi.org/10.1108/CDI-11-2017-0207>
- Bakker, A. B., Demerouti, E., & Brummelhuis, L. L. ten. (2012). Work engagement, performance, and active learning: The role of conscientiousness. *Journal of Vocational Behavior*, 80(2), 555–564. <https://doi.org/10.1016/j.jvb.2011.08.008>
- Bakker, A. B., & Leiter, M. P. (Eds.). (2010). *Work engagement: A handbook of essential theory and research*. Psychology Press. <https://taylorandfrancis.com/>
- Bakker, A. B., & Xanthopoulou, D. (2013). Creativity and charisma among female leaders: The role of resources and work engagement. *The International Journal of Human Resource Management*, 24(14), 2760–2779. <https://doi.org/10.1080/09585192.2012.751438>
- Bapuji, H., & Crossan, M. (2004). From Questions to Answers: Reviewing Organizational Learning Research. *Management Learning*, 35(4), 397–417. <https://doi.org/10.1177/1350507604048270>
- Barnes, D., & Collier, J. (2013). Investigating work engagement in the service environment. *Journal of Services Marketing*, 27(6), 485–499. <https://doi.org/10.1108/JSM-01-2012-0021>
- Barnes, D., Collier, J., & Robinson, S. (2014). Customer delight and work engagement. *Journal of Services Marketing*, 28(5), 380–390. <https://doi.org/10.1108/JSM-02-2013-0051>

- Bartunek, J. M. (2007). Academic-Practitioner Collaboration Need not Require Joint or Relevant Research: Toward a Relational Scholarship of Integration. *Academy of Management Journal*, 50(6), 1323–1333.
<https://doi.org/10.5465/amj.2007.28165912>
- Bennett, N., Blum, T. C., Long, R. G., & Roman, P. M. (1993). A Firm-Level Analysis of Employee Attrition. *Group & Organization Management*, 18(4), 482–499.
<https://doi.org/10.1177/1059601193184006>
- Bhaskar, U., & Mishra, B. (2014). Organisational learning & work engagement—Study of an IT Organization. *Indian Journal of Industrial Relations*, 49(3), 541–550.
<https://doi.org/www.jstor.org/stable/24546996>
- Billett, S. (2001). Learning through work: Workplace affordances and individual engagement. *Journal of Workplace Learning*, 13(5), 209–214.
<https://doi.org/10.1108/EUM0000000005548>
- Blake, B. (2014, July 17). *The Johari Window Model* [Youtube Video].
<https://www.youtube.com/watch?v=BWii4Tx3GJk>
- Bouckenoghe, D., & Mengüç, B. (2018). Understanding the dynamics between supervisor-follower social capital, work engagement, and employees' creative work involvement: Work engagement, social resources, and creativity. *Canadian Journal of Administrative Sciences*, 35(2), 238–251.
<https://doi.org/10.1002/cjas.1427>
- Britt, T. W., Adler, A. B., & Bartone, P. T. (2001). Deriving benefits from stressful events: The role of engagement in meaningful work and hardiness. *Journal of Occupational Health Psychology*, 6(1), 53–63. <https://doi.org/10.1037/1076-8998.6.1.53>
- Bryson, J., Pajo, K., Ward, R., & Mallon, M. (2006). Learning at work: Organisational affordances and individual engagement. *Journal of Workplace Learning*, 18(5), 279–297. <https://doi.org/10.1108/13665620610674962>
- Burnett, J. R., & Lisk, T. C. (2019). The Future of Employee Engagement: Real-Time Monitoring and Digital Tools for Engaging a Workforce. *International Studies of Management & Organization*, 49(1), 108–119.
<https://doi.org/10.1080/00208825.2019.1565097>
- Button, S. B., Mathieu, J. E., & Zajac, D. M. (1996). Goal Orientation in Organizational Research: A Conceptual and Empirical Foundation. *Organizational Behavior and Human Decision Processes*, 67(1), 26–48.
<https://doi.org/10.1006/obhd.1996.0063>
- Cameron, R. (2009). A sequential mixed model research design: Design, analytical and display issues. *International Journal of Multiple Research Approaches*, 3(2), 140–152. <https://doi.org/10.5172/mra.3.2.140>
- Campbell, K. H. (2013). A Call to Action: Why We Need More Practitioner Research. *Democracy & Education*, 21, 8.
<https://doi.org/www.democracyeducationjournal.org/home/vol21/iss2/7>
- Career One Stop. (2020). *Competency* [U.S. Department of Labor, Employment and Training Administration]. Career One Stop, US DoL-ETA.
<https://www.careeronestop.org/CompetencyModel/GetStarted/about-models-help.aspx>

- Castaneda, D. I., Manrique, L. F., & Cuellar, S. (2018). Is organizational learning being absorbed by knowledge management? A systematic review. *Journal of Knowledge Management*, 22(2), 299–325. <https://doi.org/10.1108/JKM-01-2017-0041>
- Cheema, J. R. (2014). Some General Guidelines for Choosing Missing Data Handling Methods in Educational Research. *Journal of Modern Applied Statistical Methods*, 13(2), 53–75. <https://doi.org/10.22237/jmasm/1414814520>
- Chen, Z., Zhang, X., & Vogel, D. (2011). Exploring the Underlying Processes Between Conflict and Knowledge Sharing—A Work Engagement Perspective. *Journal of Applied Social Psychology*, 41(5), 1005–1033. <https://doi.org/10.1111/j.1559-1816.2011.00745.x>
- Cheung, G. W., & Wang, C. (2017). Current Approaches for Assessing Convergent and Discriminant Validity with SEM: Issues and Solutions. *Academy of Management Proceedings*, 2017(1), 12706. <https://doi.org/10.5465/AMBPP.2017.12706abstract>
- Chiang, C. A., Jhangiani, R. S., & Price, P. C. (2015). Quasi-Experimental Research. In *Research Methods in Psychology*. BCcampus. <https://opentextbc.ca/researchmethods/chapter/quasi-experimental-research/>
- Chughtai, A. A., & Buckley, F. (2011). Work engagement: Antecedents, the mediating role of learning goal orientation and job performance. *Career Development International*, 16(7), 684–705. <https://doi.org/10.1108/13620431111187290>
- Churchill, W. (1950). *Europe Unite: Speeches 1947 and 1948 by Winston Churchill*. Cassell and company.
- Corporate Executive Board - Gartner. (2017). *Top Insights for the World's Leading Executives—2017-18 Annual Edition* (p. 52). www.gartner.com
- Corporate Finance Institute. (2020). *Industry*. Corporate Finance Institute. <https://corporatefinanceinstitute.com/resources/knowledge/economics/industry/>
- Creasy, T., Stull, M., & Peck, S. (2009). Understanding Employee-Level Dynamics within the Merger and Acquisition Process. *Journal of General Management*, 35(2), 21–42. <https://doi.org/10.1177/030630700903500203>
- Crossan, M. M., Lane, H. W., & White, R. E. (1999). An organizational learning framework: From intuition to institution. *Academy of Management Review*, 24(3), 522–537. <https://doi.org/10.5465/amr.1999.2202135>
- Cyert, R. M., & March, J. G. (1963). *A Behavioral Theory of the Firm*. Prentice-Hall. <http://www.prenticehall.com/>
- Dansereau, F., Seitz, S. R., Chiu, C.-Y., Shaughnessy, B., & Yammarino, F. J. (2013). What makes leadership, leadership? Using self-expansion theory to integrate traditional and contemporary approaches. *The Leadership Quarterly*, 24(6), 798–821. <https://doi.org/10.1016/j.leaqua.2013.10.008>
- Das, S. (2019, April 18). Design In India: In Demand. *Electronicsb2b.Com*. <https://www.electronicsb2b.com/headlines/market-survey-design-in-india-demands/>
- DeCarlo, M. (2018). Pre-experimental and quasi-experimental design. In *Scientific Inquiry in Social Work*. Open Social Work Education.

<https://scientificinquiryinsocialwork.pressbooks.com/chapter/12-2-pre-experimental-and-quasi-experimental-design/>

- Deloitte. (2014). *2014 Global Human Capital Trends: Engaging the 21st-century workforce* (p. 146). www.deloitte.com
- Deloitte. (2015a). *2015 Global Human Capital Trends: Leading in the new world of work* (p. 112). www.deloitte.com
- Deloitte. (2015b). *Becoming irresistible—A new model for employee engagement* (p. 19). www.deloitte.com
- Deloitte. (2016). *2016 Global Human Capital Trends: The new organization—Different by design* (p. 124). www.deloitte.com
- Deloitte. (2017a). *2017 Global Human Capital Trends: Rewriting the rules for the digital age* (p. 144). www.deloitte.com
- Deloitte. (2017b). *Understanding employee engagement after a corporate acquisition* (p. 6). www.deloitte.com
- Deloitte. (2018). *2018 Global Human Capital Trends: The rise of the social enterprise* (p. 104). www.deloitte.com
- Demerouti, E., Bakker, A. B., & Gevers, J. M. P. (2015). Job crafting and extra-role behavior: The role of work engagement and flourishing. *Journal of Vocational Behavior, 91*, 87–96. <https://doi.org/10.1016/j.jvb.2015.09.001>
- Development Dimensions International. (2013). *2013 Trend Research: Superior Human Capital Management—Establishing the cornerstone of world-class operations* (p. 16). www.ddiworld.com
- Development Dimensions International. (2015). *Competency Management at Its Most Competent* (p. 8). www.ddiworld.com
- Diefendorff, J. M., Gabriel, A. S., Nolan, M. T., & Yang, J. (2019). Emotion regulation in the context of customer mistreatment and felt affect: An event-based profile approach. *Journal of Applied Psychology, 104*(7), 965–983. <https://doi.org/10.1037/apl0000389>
- Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly, 25*(1), 36–62. <https://doi.org/10.1016/j.leaqua.2013.11.005>
- Easterby-Smith, M., Antonacopoulou, E., Simm, D., & Lyles, M. (2004). Constructing Contributions to Organizational Learning: Argyris and the Next Generation. *Management Learning, 35*(4), 371–380. <https://doi.org/10.1177/1350507604048268>
- Edwards, T., & Edwards, M. R. (2015). Perceptions of employee voice and representation in the post-acquisition period: Comparative and longitudinal evidence from an international acquisition. *Human Relations, 68*(1), 131–156. <https://doi.org/10.1177/0018726714525649>
- Eldor, L. (2017). Looking on the Bright Side: The Positive Role of Organisational Politics in the Relationship between Employee Engagement and Performance at Work. *Applied Psychology, 66*(2), 233–259. <https://doi.org/10.1111/apps.12090>

- Eldor, L., & Harpaz, I. (2016). A process model of employee engagement: The learning climate and its relationship with extra-role performance behaviors: A Process Model of Employee Engagement. *Journal of Organizational Behavior*, 37(2), 213–235. <https://doi.org/10.1002/job.2037>
- Fai-Pun, K., & Nathai-Balkissoon, M. (2011). Integrating knowledge management into organisational learning: A review of concepts and models. *The Learning Organization*, 18(3), 203–223. <https://doi.org/10.1108/09696471111123261>
- Festinger, L. (1962). *A Theory of Cognitive Dissonance*. Stanford University Press. <https://www.sup.org/>
- Fisher, R. (1955). Statistical Methods and Scientific Induction. *Journal of the Royal Statistical Society: Series B (Methodological)*, 17(1), 69–78. <https://doi.org/10.1111/j.2517-6161.1955.tb00180.x>
- Fleming, J., & Asplund, J. (2007). *Where Employee Engagement Happens*. <https://news.gallup.com/businessjournal/102496/Where-Employee-Engagement-Happens.aspx>
- Fletcher, L. (2016). Training perceptions, engagement, and performance: Comparing work engagement and personal role engagement. *Human Resource Development International*, 19(1), 4–26. <https://doi.org/10.1080/13678868.2015.1067855>
- Foss, N. J., Laursen, K., & Pedersen, T. (2011). Linking Customer Interaction and Innovation: The Mediating Role of New Organizational Practices. *Organization Science*, 22(4), 980–999. <https://doi.org/10.1287/orsc.1100.0584>
- Freire, P. (2000). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Rowman & Littlefield Publishers.
- Gallup. (2017). *State of the global workplace—Executive summary* (p. 23). www.gallup.com
- Gallup. (2020). *Gallup Employee Engagement Center—Q12 Survey*. <https://q12.gallup.com/>
- Garg, S., & Dhar, R. (2017). Employee service innovative behavior: The roles of leader-member exchange (LMX), work engagement, and job autonomy. *International Journal of Manpower*, 38(2), 242–258. <https://doi.org/10.1108/IJM-04-2015-0060>
- Garvin, D. A. (1993). Building a Learning Organization. *Harvard Business Review*, 23.
- Gilsa, L., Zapf, D., Ohly, S., Trumpold, K., & Machowski, S. (2014). There is more than obeying display rules: Service employees' motives for emotion regulation in customer interactions. *European Journal of Work and Organizational Psychology*, 23(6), 884–896. <https://doi.org/10.1080/1359432X.2013.839548>
- Glandon, D. M. (2015). Measuring resilience is not enough; we must apply the research. Researchers and practitioners need a common language to make this happen. *Ecology and Society*, 20(2), art27. <https://doi.org/10.5751/ES-07576-200227>
- Gomes, C., Cural, L., & Caetano, A. (2015). The mediating effect of work engagement on the relationship between self-leadership and individual innovation. *International Journal of Innovation Management*, 19(01), 18. <https://doi.org/10.1142/S1363919615500097>

- Gorelick, C. (2005). Organizational learning vs the learning organization: A conversation with a practitioner. *The Learning Organization*, 12(4), 383–388. <https://doi.org/10.1108/09696470510599154>
- Gual, J., & Mas, N. (2011). Industry Characteristics and Anti-Competitive Behavior: Evidence from the European Commission's Decisions. *Review of Industrial Organization*, 39(3), 207–230. <https://doi.org/10.1007/s11151-011-9290-z>
- Guerrero, S. (2008). Changes in employees' attitudes at work following an acquisition: A comparative study by acquisition type. *Human Resource Management Journal*, 18(3), 216–236. <https://doi.org/10.1111/j.1748-8583.2008.00068.x>
- Guest, D. (2014). Employee engagement: A sceptical analysis. *Journal of Organizational Effectiveness: People and Performance*, 1(2), 141–156. <https://doi.org/10.1108/JOEPP-04-2014-0017>
- Hair Jr, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (Eds.). (2014). *Multivariate data analysis* (7th ed.). Pearson. <https://www.pearson.com/>
- Hakanen, J. J., Ropponen, A., Schaufeli, W. B., & De Witte, H. (2019). Who is Engaged at Work?: A Large-Scale Study in 30 European Countries. *Journal of Occupational and Environmental Medicine*, 61(5), 373–381. <https://doi.org/10.1097/JOM.0000000000001528>
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268–279. <https://doi.org/10.1037/0021-9010.87.2.268>
- Hausknecht, J. P., & Trevor, C. O. (2011). Collective Turnover at the Group, Unit, and Organizational Levels: Evidence, Issues, and Implications. *Journal of Management*, 37(1), 352–388. <https://doi.org/10.1177/0149206310383910>
- Hayes, A. F. (2018). *Introduction to Mediation, Moderation, and Conditional Process Analysis—A Regression based approach* (2nd ed.). The Guilford Press. www.guilford.com/p/hayes3
- Heavey, A. L., Holwerda, J. A., & Hausknecht, J. P. (2013). Causes and consequences of collective turnover: A meta-analytic review. *Journal of Applied Psychology*, 98(3), 412–453. <https://doi.org/10.1037/a0032380>
- Hilton, A., & Hilton, G. (2017). The Impact of Conducting Practitioner Research Projects on Teachers' Professional Growth. *Australian Journal of Teacher Education*, 42(8), 77–94. <https://doi.org/10.14221/ajte.2017v42n8.6>
- Hooff, B. van den, & Ridder, J. A. de. (2004). Knowledge sharing in context: The influence of organizational commitment, communication climate and CMC use on knowledge sharing. *Journal of Knowledge Management*, 8(6), 117–130. <https://doi.org/10.1108/13673270410567675>
- Hsieh, C.-C., & Wang, D.-S. (2015). Does supervisor-perceived authentic leadership influence employee work engagement through employee-perceived authentic leadership and employee trust? *The International Journal of Human Resource Management*, 26(18), 2329–2348. <https://doi.org/10.1080/09585192.2015.1025234>

- Hutchings, M., & Jarvis, P. (2012). The Relationship Between Practice, Theory and Research. In J. Higgs, R. Barnett, S. Billett, M. Hutchings, & F. Trede, *Practice-Based Education* (pp. 175–186). SensePublishers. https://doi.org/10.1007/978-94-6209-128-3_13
- IBM SPSS Support. (2020). *Does SPSS offer Tukey-Kramer post-hoc tests?* <https://www.ibm.com/support/pages/does-spss-offer-tukey-kramer-post-hoc-tests>
- Iddagoda, Y. A., & Opatha, H. H. D. N. P. (2017). Identified Research Gaps in Employee Engagement. *International Business Research*, 10(2), 63. <https://doi.org/10.5539/ibr.v10n2p63>
- Jones, J. L., Davis, W. D., & Thomas, C. H. (2017). Is Competition Engaging? Examining the Interactive Effects of Goal Orientation and Competitive Work Environment on Engagement. *Human Resource Management*, 56(3), 389–405. <https://doi.org/10.1002/hrm.21773>
- Jong, J. de, & Hartog, D. den. (2010). Measuring Innovative Work Behaviour. *Creativity and Innovation Management*, 19(1), 23–36. <https://doi.org/10.1111/j.1467-8691.2010.00547.x>
- Joo, B.-K., Lim, D. H., & Kim, S. (2016). Enhancing work engagement: The roles of psychological capital, authentic leadership, and work empowerment. *Leadership & Organization Development Journal*, 37(8), 1117–1134. <https://doi.org/10.1108/LODJ-01-2015-0005>
- Jung, H. S., & Yoon, H. H. (2018). Improving frontline service employees' innovative behavior using conflict management in the hospitality industry: The mediating role of engagement. *Tourism Management*, 69, 498–507. <https://doi.org/10.1016/j.tourman.2018.06.035>
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.5465/256287>
- Kahn, W. A. (1992). To Be Fully There: Psychological Presence at Work. *Human Relations*, 45(4), 321–349. <https://doi.org/10.1177/001872679204500402>
- Karataş-Özkan, M., & Murphy, W. D. (2010). Critical Theorist, Postmodernist and Social Constructionist Paradigms in Organizational Analysis: A Paradigmatic Review of Organizational Learning Literature: Paradigms in Organizational Analysis. *International Journal of Management Reviews*, 12(4), 453–465. <https://doi.org/10.1111/j.1468-2370.2009.00273.x>
- Karatepe, O. M. (2012). Job Resources, Work Engagement, and Hotel Employee Outcomes: A Time-Lagged Analysis. *Economic Research*, 25(4), 1127–1140. <https://doi.org/10.1080/1331677X.2012.11517553>
- Karatepe, O. M., & Olugbade, O. A. (2016). The mediating role of work engagement in the relationship between high-performance work practices and job outcomes of employees in Nigeria. *International Journal of Contemporary Hospitality Management*, 28(10), 2350–2371. <https://doi.org/10.1108/IJCHM-03-2015-0145>
- Karim, S. (2006). Modularity in organizational structure: The reconfiguration of internally developed and acquired business units. *Strategic Management Journal*, 27(9), 799–823. <https://doi.org/10.1002/smj.547>

- Kaur, S. (2017). Antecedents and Consequences of Employee Engagement: A Literature Review. *The IUP Journal of Organizational Behavior*, 16(3), 27. <https://doi.org/www.iupindia.in/1707/Organizational%20Behavior>
- Kessels, Jos. P. A. M., & Korthagen, F. A. J. (1996). The Relationship Between Theory and Practice: Back to the Classics. *Educational Researcher*, 25(3), 17–22. <https://doi.org/10.3102/0013189X025003017>
- Kielmann, K., Cataldo, F., & Seeley, J. (2011). *Manual—Introduction to Qualitative Research Methodology*. Evidence for Action Research Programme Consortium, funded by the Department for International Development, UK. <http://www.gov.uk/government/organisations/department-for-international-development>
- Kim, J., Egan, T., & Tolson, H. (2015). Examining the Dimensions of the Learning Organization Questionnaire: A Review and Critique of Research Utilizing the DLOQ. *Human Resource Development Review*, 14(1), 91–112. <https://doi.org/10.1177/1534484314555402>
- Kim, W., & Park, J. (2017). Examining Structural Relationships between Work Engagement, Organizational Procedural Justice, Knowledge Sharing, and Innovative Work Behavior for Sustainable Organizations. *Sustainability*, 9(2), 205. <https://doi.org/10.3390/su9020205>
- Laerd Statistics. (2018). *SPSS Statistics Tutorial—Assumptions of ANOVA*. <https://statistics.laerd.com/spss-tutorials/one-way-anova-using-spss-statistics.php>
- Lawler, E. (1994). From job-based to competency-based organizations. *Journal of Organizational Behavior*, 15(1), 3–15. <https://doi.org/10.1002/job.4030150103>
- Lawrence, T. B., Mauws, M. K., Dyck, B., & Kleysen, R. F. (2005). The Politics of Organizational Learning: Integrating Power into the 4I Framework. *Academy of Management Review*, 30(1), 180–191. <https://doi.org/10.5465/amr.2005.15281451>
- Lazauskaite-Zabielske, J., Urbanaviciute, I., & Balsiene, R. R. (2018). From psychosocial working environment to good performance: The role of work engagement. *Baltic Journal of Management*, 13(2), 236–249. <https://doi.org/10.1108/BJM-10-2017-0317>
- Leslie, C. (2016). Engineering Competency Model. *2016 ASEE Annual Conference & Exposition Proceedings*, 26627. <https://doi.org/10.18260/p.26627>
- Liang, H., Renneboog, L., & Vansteenkiste, C. (2017). Cross-Border Acquisitions and Employee-Engagement. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3040579>
- Mackay, H. (2020). *Hugh Mackay—Books*. <https://sites.google.com/view/hughmackay/home>
- Maden, C. (2015). Linking high involvement human resource practices to employee proactivity: The role of work engagement and learning goal orientation. *Personnel Review*, 44(5), 720–738. <https://doi.org/10.1108/PR-01-2014-0030>
- Malik, P., & Garg, P. (2017). Learning organization and work engagement: Exploring the nexus in Indian IT sector. *Asia-Pacific Journal of Business Administration*, 9(3), 166–189. <https://doi.org/10.1108/APJBA-03-2016-0034>

- Marquardt, M. J. (2002). *Building the Learning Organization: Mastering the 5 elements for corporate learning* (2nd ed.). Davies-Black Publishing, Inc. www.daviesblack.com
- Marsick, V. J., & Watkins, K. E. (2003). Demonstrating the Value of an Organization's Learning Culture—The Dimensions of the Learning Organization Questionnaire. *Advances in Developing Human Resources*, 5(2), 132–151. <https://doi.org/10.1177/1523422303005002002>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job Burnout. *Annual Review of Psychology*, 52, 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- Massini, S., & Miozzo, M. (2012). Outsourcing and Offshoring of Business Services: Challenges to Theory, Management and Geography of Innovation. *Regional Studies*, 46(9), 1219–1242. <https://doi.org/10.1080/00343404.2010.509128>
- Matthews, L. M., Zablah, A. R., Hair, J. F., & Marshall, G. W. (2016). Increased Engagement or Reduced Exhaustion: Which Accounts for the Effect of Job Resources on Salesperson Job Outcomes? *Journal of Marketing Theory and Practice*, 24(3), 249–264. <https://doi.org/10.1080/10696679.2016.1170532>
- McAlister, A., Lee, D., Ehlert, K., Kajfez, R., Faber, C., & Kennedy, M. (2017). Qualitative Coding: An Approach to Assess Inter-Rater Reliability. *2017 ASEE Annual Conference & Exposition Proceedings*, 28777. <https://doi.org/10.18260/1-2--28777>
- Mehmood, Q., Nawab, S., & Hamstra, M. R. W. (2016). Does Authentic Leadership Predict Employee Work Engagement and In-Role Performance?: Considering the Role of Learning Goal Orientation. *Journal of Personnel Psychology*, 15(3), 139–142. <https://doi.org/10.1027/1866-5888/a000164>
- Memon, M. A., Salleh, R., & Baharom, M. N. R. (2016). The link between training satisfaction, work engagement and turnover intention. *European Journal of Training and Development*, 40(6), 407–429. <https://doi.org/10.1108/EJTD-10-2015-0077>
- Mercer. (2016). *2016 Global Talent Trends Study: Bridging the gap between employers and employees* (p. 30). www.mercer.com
- Mercer. (2017a). *2017 Global Talent Trends Study: Empowerment in disrupted world* (p. 29). www.mercer.com
- Mercer. (2017b). *Engaging today's workforce—Insights from 25 years of research* (p. 20). www.mercer.com
- Mercer. (2018). *2018 Global Talent Trends Study: Unlocking growth in the human age* (p. 52). www.mercer.com
- Messmann, G., & Mulder, R. H. (2012). Development of a measurement instrument for innovative work behaviour as a dynamic and context-bound construct. *Human Resource Development International*, 15(1), 43–59. <https://doi.org/10.1080/13678868.2011.646894>
- Milway, K. S., & Saxton, A. (2011). The Challenge of Organizational Learning. *Stanford Social Innovation Review*, 7.
- Molino, M., Cortese, C. G., & Ghislieri, C. (2020). The Promotion of Technology Acceptance and Work Engagement in Industry 4.0: From Personal Resources to

- Information and Training. *International Journal of Environmental Research and Public Health*, 17(7), 2438. <https://doi.org/10.3390/ijerph17072438>
- Nardi, V. A. M., Jardim, W. C., Ladeira, W., & Santini, F. D. O. (2019). Customer interaction in business relations: A meta-analysis approach. *Marketing Intelligence & Planning*, 38(2), 239–253. <https://doi.org/10.1108/MIP-11-2018-0531>
- Nenty, H. J. (2009). Writing a Quantitative Research Thesis. *International Journal of Educational Sciences*, 1(1), 19–32. <https://doi.org/10.1080/09751122.2009.11889972>
- NIST, U.S. Dept of Commerce. (2012). *NIST/SEMATECH e-Handbook of Statistical Methods*. <https://www.itl.nist.gov/div898/handbook/index.htm>
- Nonaka, I. (1994). A Dynamic Theory of Organizational Knowledge Creation. *Organization Science*, 5(1), 14–37. <https://doi.org/www.jstor.org/stable/2635068>
- Oh, J., Cho, D., & Lim, D. H. (2018). Authentic leadership and work engagement: The mediating effect of practicing core values. *Leadership & Organization Development Journal*, 39(2), 276–290. <https://doi.org/10.1108/LODJ-02-2016-0030>
- O*NET. (2020). *Occupation* [U.S. Department of Labor, Employment and Training Administration]. O*NET OnLine, US DoL-ETA. <https://www.onetonline.org/>
- Ong, M. H. A., & Puteh, F. (2017). Quantitative Data Analysis: Choosing Between SPSS, PLS and AMOS in Social Science Research. *International Interdisciplinary Journal of Scientific Research*, 3(1), 13. <https://doi.org/www.ijjsr.org/>
- Örtenblad, A. (2001a). On differences between organizational learning and learning organization. *The Learning Organization*, 8(3), 125–133. <https://doi.org/10.1108/09696470110391211>
- Orth, M., & Volmer, J. (2017). Daily within-person effects of job autonomy and work engagement on innovative behaviour: The cross-level moderating role of creative self-efficacy. *European Journal of Work and Organizational Psychology*, 26(4), 601–612. <https://doi.org/10.1080/1359432X.2017.1332042>
- Osbourne, J. W., & Waters, E. (2002). Four Assumptions of Multiple Regression That Researchers Should Always Test. *Practical Assessment, Research & Evaluation*, 8(2), 5. <https://doi.org/10.7275/r222-hv23>
- Owens, A. R. (2014). Exploring the benefits of contact centre offshoring: A study of trends and practices for the Australian business sector. *The International Journal of Human Resource Management*, 25(4), 571–587. <https://doi.org/10.1080/09585192.2013.807861>
- Park, Y. K., Song, J. H., Yoon, S. W., & Kim, J. (2014). Learning organization and innovative behavior: The mediating effect of work engagement. *European Journal of Training and Development*, 38(1/2), 75–94. <https://doi.org/10.1108/EJTD-04-2013-0040>
- Pemberton, J. D., & Stonehouse, G. H. (2000). Organisational learning and knowledge assets – an essential partnership. *The Learning Organization*, 7(4), 184–194. <https://doi.org/10.1108/09696470010342351>

- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Pugh, S. D., & Dietz, J. (2008). Employee Engagement at the Organizational Level of Analysis. *Industrial and Organizational Psychology*, 1(1), 44–47. <https://doi.org/10.1111/j.1754-9434.2007.00006.x>
- QDA Miner. (2020). *Free Qualitative Data Analysis Software | QDA Miner Lite*. Provalis Research. <https://provalisresearch.com/products/qualitative-data-analysis-software/freeware/>
- Randstad Workpocket. (2018). *Employee Value Proposition (EVP) Model—Randstad WorkPocket*. HR Tool: Employment Advice, Tips & Case Studies – WorkPocket. <https://www.randstad.co.uk/workpocket/workpocket/employer-brand/employee-value-proposition-evp-model/>
- Raosoft. (2004). *Sample Size Calculator by Raosoft, Inc*. Raosoft. <http://www.raosoft.com/samplesize.html>
- Rebelo, T. M., & Gomes, A. D. (2008). Organizational learning and the learning organization: Reviewing evolution for prospecting the future. *The Learning Organization*, 15(4), 294–308. <https://doi.org/10.1108/09696470810879556>
- Rothbard, N. P. (2001). Enriching or Depleting? The Dynamics of Engagement in Work and Family Roles. *Administrative Science Quarterly*, 46(4), 655. <https://doi.org/10.2307/3094827>
- Russell, J. A. (1980). A circumplex model of affect. *Journal of Personality and Social Psychology*, 39(6), 1161–1178. <https://doi.org/10.1037/h0077714>
- Ryan, G., Spencer, L. M., & Bernhard, U. (2012). Development and validation of a customized competency-based questionnaire: Linking social, emotional, and cognitive competencies to business unit profitability. *Cross Cultural Management: An International Journal*, 19(1), 90–103. <https://doi.org/10.1108/13527601211195646>
- Saari, T., Melin, H., Balabanova, E., & Efendiev, A. (2017). The job demands and resources as antecedents of work engagement: Comparative research on Finland and Russia. *Baltic Journal of Management*, 12(2), 240–254. <https://doi.org/10.1108/BJM-05-2016-0112>
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600–619. <https://doi.org/10.1108/02683940610690169>
- Salkind, N. (2012). Follow-Up Study. In *Encyclopedia of Research Design*. SAGE Publications, Inc. <https://doi.org/10.4135/9781412961288>
- Sammut-Bonnici, T., & McGee, J. (2014). Strategic Business Units. In *Wiley Encyclopedia of Management, edited by Professor Sir Cary L Cooper*. John Wiley & Sons, Ltd. <https://onlinelibrary.wiley.com/>
- Sarti, D. (2014). Job Resources as Antecedents of Engagement at Work: Evidence From a Long-Term Care Setting. *Human Resource Development Quarterly*, 25(2), 213–237. <https://doi.org/10.1002/hrdq.21189>

- Sattar, T., Ahmad, K., & Hassan, S. M. (2015). Role of human resource practices in employee performance and job satisfaction with mediating effect of employee engagement. *Pakistan Economic and Social Review*, 53(1), 81–96. <https://doi.org/www.jstor.org/stable/26153249>
- Sawant, H. (2015). *Organizational Learning – A Chronological Review of Literature Published until 1992* [Coursework - History of Management Thoughts]. www.iimidr.ac.in
- Sawant, H., & Jain, K. (2017). Issues related to knowledge in knowledge intensive organisations—A literature review. *International Journal of Knowledge Management Studies*, 8(3/4), 299–315. <https://doi.org/10.1504/IJKMS.2017.087072>
- Schaufeli, W. B. (2012). Work Engagement. What Do We Know and Where Do We Go? *Romanian Journal of Applied Psychology*, 14(1), 3–10. <https://doi.org/www.rjap.psihologietm.ro/index.html>
- Schaufeli, W. B., & Bakker, A. B. (2004). *UWES - Utrecht Work Engagement Scale: Preliminary Manual* (p. 60). Occupational Health Psychology Unit, Utrecht University. <https://www.uu.nl/en/research/behaviour-in-social-context>
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The Measurement of Work Engagement With a Short Questionnaire: A Cross-National Study. *Educational and Psychological Measurement*, 66(4), 701–716. <https://doi.org/10.1177/0013164405282471>
- Schaufeli, W. B., Salanova, M., Lez-Roma, V. G., & Bakker, A. B. (2002). The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*, 71–92. <https://doi.org/10.1023/A:1015630930326>
- Schilling, J., & Kluge, A. (2009). Barriers to organizational learning: An integration of theory and research. *International Journal of Management Reviews*, 11(3), 337–360. <https://doi.org/10.1111/j.1468-2370.2008.00242.x>
- Schmidt, S. W. (2007). The relationship between satisfaction with workplace training and overall job satisfaction. *Human Resource Development Quarterly*, 18(4), 481–498. <https://doi.org/10.1002/hrdq.1216>
- Schuler, R. S., & Jackson, S. E. (2002). HR issues, activities and responsibilities in mergers and acquisitions. *International Labour Organization (ILO)*, 31. https://doi.org/www.ilo.org/employment/Whatwedo/Publications/WCMS_142321
- Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. Doubleday Business Publishing. <http://knopfdoubleday.com/>
- Sengupta, S., & Dev, S. (2013). What makes employees stay?: Exploring the dimensions in context of urban-centric business process outsourcing industry in India. *Strategic Outsourcing: An International Journal*, 6(3), 258–276. <https://doi.org/10.1108/SO-05-2013-0007>
- Shantz, A., Alfes, K., & Arevshatian, L. (2016). HRM in healthcare: The role of work engagement. *Personnel Review*, 45(2), 274–295. <https://doi.org/10.1108/PR-09-2014-0203>

- Sharma, Aarti, Goel, A., & Sengupta, S. (2017). How does Work Engagement vary with Employee Demography? *Procedia Computer Science*, 122, 146–153. <https://doi.org/10.1016/j.procs.2017.11.353>
- Sharma, Anupama. (2015). *A critical examination of work engagement outcomes: A study among it professionals in India* [Doctoral Thesis - The Fellow Programme in Management (FPM), Indian Institute of Management, Indore]. www.iimidr.ac.in
- Shuck, B. (2011). Integrative Literature Review: Four Emerging Perspectives of Employee Engagement: An Integrative Literature Review. *Human Resource Development Review*, 10(3), 304–328. <https://doi.org/10.1177/1534484311410840>
- Shuck, B., Ghosh, R., Zigarmi, D., & Nimon, K. (2012). The Jingle Jangle of Employee Engagement: Further Exploration of the Emerging Construct and Implications for Workplace Learning and Performance. *Human Resource Development Review*, 12(1), 11–35. <https://doi.org/10.1177/1534484312463921>
- Sivapragasam, P., & Raya, R. P. (2018). HRM and Employee Engagement Link: Mediating Role of Employee Well-being. *Global Business Review*, 19(1), 147–161. <https://doi.org/10.1177/0972150917713369>
- Song, J. H., Chai, D. S., Kim, J., & Bae, S. H. (2018). Job Performance in the Learning Organization: The Mediating Impacts of Self-Efficacy and Work Engagement. *Performance Improvement Quarterly*, 30(4), 249–271. <https://doi.org/10.1002/piq.21251>
- Song, J. H., Lim, D. H., Kang, I. G., & Kim, W. (2014). Team performance in learning organizations: Mediating effect of employee engagement. *The Learning Organization*, 21(5), 290–309. <https://doi.org/10.1108/TLO-07-2012-0049>
- Speer, A. B., Dutta, S., Chen, M., & Trussell, G. (2019). Here to stay or go? Connecting turnover research to applied attrition modeling. *Industrial and Organizational Psychology*, 12(3), 277–301. <https://doi.org/10.1017/iop.2019.22>
- SPEXT. (2020). *Spext—Cut audio by trimming the auto generated transcript*. <https://spext.co>
- Spiegelaere, S. D., Gyes, G. V., Witte, H. D., Niesen, W., & Hootegem, G. V. (2014). On the Relation of Job Insecurity, Job Autonomy, Innovative Work Behaviour and the Mediating Effect of Work Engagement: Job Insecurity, Job Autonomy and Innovative Work Behaviour. *Creativity and Innovation Management*, 23(3), 318–330. <https://doi.org/10.1111/caim.12079>
- Starbuck, W. H. (1992). Learning by knowledge-intensive firms. *Journal of Management Studies*, 29(6), 713–740. <https://doi.org/10.1111/j.1467-6486.1992.tb00686.x>
- Staveteig, S., Aryeetey, R., Anie-Ansah, M., Ahiadeke, C., & Ortiz, L. (2017). Design and methodology of a mixed methods follow-up study to the 2014 Ghana Demographic and Health Survey. *Global Health Action*, 10(1), 1274072. <https://doi.org/10.1080/16549716.2017.1274072>
- Stigler, G. (1956). The Classification and Characteristics of Service Industries. In *Trends in Employment in the Service Industries* (p. 15). Princeton University Press. <http://www.nber.org/books/stig56-1>
- Suan, C. L., & Nasurdin, A. M. (2014). An empirical investigation into the influence of human resource management practices on work engagement: The case of

- customer-contact employees in Malaysia. *International Journal of Culture, Tourism and Hospitality Research*, 8(3), 345–360. <https://doi.org/10.1108/IJCTHR-12-2013-0083>
- Tabachnick, B. G., & Fidell, L. S. (2020). *Experimental Designs Using ANOVA* (1st ed.). Allyn and Bacon. www.allynbaconmerrill.com
- Taber, K. S. (2018). The Use of Cronbach’s Alpha When Developing and Reporting Research Instruments in Science Education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>
- Tamta, V., & Rao, M. K. (2017). Linking Emotional Intelligence to Knowledge Sharing Behaviour: Organizational Justice and Work Engagement as Mediators. *Global Business Review*, 18(6), 1580–1596. <https://doi.org/10.1177/0972150917713087>
- Teijlingen, E. R. van, & Hundley, V. (2001). The importance of pilot studies. *Social Research Update, University of Surrey*, 2001(35). <http://sru.soc.surrey.ac.uk/SRU35.PDF>
- The Open University. (2018, September). *SPSS Statistics Tutorial—Assumptions of Multiple Regression* [Academic]. The Open University. <http://www.open.ac.uk/socialsciences/spsstutorial/>
- TINYpulse. (2019). *The employee engagement report—The end of employee loyalty* (p. 31). www.tinypulse.com
- United Nations (Ed.). (2008). *International Standard industrial classification of all economic activities (ISIC)* (Rev. 4). United Nations. <https://unstats.un.org>
- U.S. Bureau of Labor Statistics. (2020). *Occupational Outlook Handbook*. U.S. Bureau of Labor Statistics. <https://www.bls.gov/ooh/architecture-and-engineering/home.htm>
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic Leadership: Development and Validation of a Theory-Based Measurement. *Journal of Management*, 34(1), 89–126. <https://doi.org/10.1177/0149206307308913>
- Wang, Y., & Wei, H. (2008). Industry characteristics, spatial competition and industrial concentration – evidence from China. *China Economic Journal*, 1(2), 177–190. <https://doi.org/10.1080/17538960802076596>
- Wasiuzzaman, S. (2018). Industry characteristics and earnings management: A study of Malaysian industries. *International Journal of Emerging Markets*, 13(5), 837–854. <https://doi.org/10.1108/IJoEM-09-2017-0336>
- Watkins, K. E., & Marsick, V. J. (1993). *Sculpting the Learning Organization—Lessons in the Art and Science of Systemic Change* (1st ed.). Jossey-Bass Inc. www.josseybass.com
- Watkins, K. E., & O’Neil, J. (2013). The Dimensions of the Learning Organization Questionnaire (the DLOQ): A Nontechnical Manual. *Advances in Developing Human Resources*, 15(2), 133–147. <https://doi.org/10.1177/1523422313475854>
- Weigl, M., Müller, A., Hornung, S., Leidenberger, M., & Heiden, B. (2015). Job resources and work engagement: The contributing role of selection, optimization, and compensation strategies at work: The Publisher. *Journal for Labour Market Research*, 48(3), 217–231. <https://doi.org/10.1007/s12651-015-0173-x>

- Willis Towers Watson. (2016). *Reimagining Employee engagement in India—Insights from the 2015/16 state of employee engagement surveys* (p. 16). www.willistowerswatson.com
- Willis Towers Watson. (2018). *Six Trends in the Future of Human Resource Management* (p. 4). www.willistowerswatson.com
- Wollard, K. K., & Shuck, B. (2011). Antecedents to Employee Engagement—A Structured Review of the Literature. *Advances in Developing Human Resources*, 13(4), 429–446. <https://doi.org/10.1177/1523422311431220>
- Yang, B., Watkins, K. E., & Marsick, V. J. (2004). The construct of the learning organization: Dimensions, measurement, and validation. *Human Resource Development Quarterly*, 15(1), 31–55. <https://doi.org/10.1002/hrdq.1086>
- Zaabi, M. S. A. S. A., Ahmad, K. Z., & Hossan, C. (2016). Authentic leadership, work engagement and organizational citizenship behaviors in petroleum company. *International Journal of Productivity and Performance Management*, 65(6), 811–830. <https://doi.org/10.1108/IJPPM-01-2016-0023>
- Zakrzewska-Bielawska, A. (2010). High Technology Company – Concept, Nature, Characteristics. *Recent Advances in Management, Marketing and Finance*, 6. <https://www.wseas.org/>
- Zeichner, K., & Noffke, S. (2001). Chapter 18—Practitioner research. In *Handbook of research on teaching* (4th ed., pp. 298–330). American Educational Research Association. <https://www.aera.net>
- Zhang, W., Jex, S. M., Peng, Y., & Wang, D. (2017). Exploring the Effects of Job Autonomy on Engagement and Creativity: The Moderating Role of Performance Pressure and Learning Goal Orientation. *Journal of Business and Psychology*, 32(3), 235–251. <https://doi.org/10.1007/s10869-016-9453-x>
- Zimmerman, R. D., Swider, B. W., & Boswell, W. R. (2019). Synthesizing content models of employee turnover. *Human Resource Management*, 58(1), 99–114. <https://doi.org/10.1002/hrm.21938>