RF⁴

(Retention Factor 4)

Research on Front Line Supervisor Competencies in India

Nationwide research conducted to study the impact of managerial competencies of the frontline supervisors on the level of work engagement & turnover intention of the front line staff across the Indian Service Sector

Introduction

Salto Dee Fe (SDF), a business enabling firm in India, with Dr Tanuja Sharma from MDI Gurgaon as academic partner has concluded its nationwide research in India across industries in the services sector to unlock the retention puzzle. The research design adopted a triangulation approach to remove any biases and gather perspectives of academicians, practitioners and consultants. Over 30 odd interviews were conducted with high performing, engaging front line supervisors (having the lowest attrition) from a number of services organizations. Focus of interviews was to reflect on key behaviors they engage in at work with their subordinates which help – Create vigour, absorption and dedication at work. These were the same engagement sub constructs as used in the widely used and accepted (UWES) work engagement scale. Supervisors' narrated specific critical incidents of how their actions helped subordinates feel more energetic, deeply absorbed in the work leading to discretionary effort. Specific behaviors, verb- action statements were synthesized from the narrations and then a similar number of front line staff focus group discussions were conducted asking subordinates to now reflect on incidents where their immediate supervisor behaved in a way that made them feel so energetic, enthusiastic and absorbed in their day to day to the extent they went an extra mile in their job role. There was a significant overlap in the set of behaviors that both the supervisor and subordinate group mentioned as engaging. The data was analysed by multiple researchers and was peer reviewed by a number of eminent professors from Management Institute to remove any individual research biases. After several reviews, the unique, distinct behavioral descriptors were used to construct a questionnaire and a large scale data collection effort after pilot testing the questionnaire was undertaken. For this quantitative study, around close to 1800 respondents across organizations in various industries throughout the country responded. The data was factor analyzed to understand the underlying constructs and how these were related to the work engagement & turnover intention of the subordinates.

What emerged post analyzing this huge data set were four distinct underlying themes that were named as RF4 – Four Retention Competencies for Front Line Management roles since these were positively linked to work engagement and inversely related to turn over intention. These 4 competencies in brief are.

#1 TEAM CULTIVATOR: The front line employees expect their immediate managers or supervisors to be great Team Cultivators by enabling team's performance, being fair and transparent in their dealings, by displaying emotional maturity and maintaining discipline in the team.

Helping individuals succeed in their careers by enabling them with the right skills that help them achieve their performance goals, helping them focus on what is truly important by planning phased improvement plans etc. & providing feedback in a way that makes it as useful as possible for the subordinate are some behaviors front line employees look for in a Manager who they see as a performance enabler

Fairness in all transactions – distribution of rewards and opportunities, recognition and resources is seen as non-negotiable. Managers who are seen as unreasonable, partial and biased in their actions and decisions breed disengagement and discontentment in their teams. Managing upwards is seen as important as managing people

down below – The ability of a manager in standing firm & fighting for the teams cause is seen as an essential element of a great team cultivator

Emotional Maturity displayed by effectively managing stress and ensuring that stress isn't passed on to others rather is effectively leveraged to harness the best capabilities of individuals to produce desired results is seen critical. Managers who succumb to changing, demanding business environments, causing them to switch to a transactional relationship at the cost of eroding personal relationships built over time are seen as emotionally unstable and derail the engagement mechanics.

Lastly a managers ability to maintain discipline at work, appropriately address any kind of workplace bullying that inhibits or harms an enabling work environment is deterrent to building work engagement & consequently leads to employee turnover. Managers who promote discipline to the extent that is productive and fosters bonding between team members by building rapport and socializing are in general able to generate higher work engagement levels and low turnover intent in the teams they lead.

#2 PEOPLE INVESTOR: This factor was found to statistically contribute the most to employees work engagement and retention from amongst the four underlying themes.

Managers who take ownership of developing and grooming their subordinates by providing them with opportunities for career progression are the ones who lead highly engaged and retained teams. Besides helping them build their careers and achieve their goals and aspirations in the organization they work for, these managers enable their subordinates strengthen their network of relationships both within & outside their work area. Such managers view their subordinates growth & development as crucial as is their own individual career progression thus disseminating the feeling of "being concerned" and building paramount trust in their subordinate's abilities which gets them more absorbed in their work roles and encourages them to even go an extra mile without being asked for.

#3 PERCEPTIVE: Manager who can feel the pulse of each his team mates and respond to their needs and wants are the ones who are able to build work engagement foster a productive environment. These managers treat their subordinates with respect & dignity, value their opinions and suggestions and never discount them completely without giving them due consideration. They also realize the importance of giving freedom & space to individuals at work which can otherwise stifle innovation and improvements at work. They promote free thinking and encourage people to learn by doing mistakes and give them incremental steps to improve performance. Thus they build subordinates self-confidence by celebrating small wins they accomplish in their work roles.

A Perceptive Manager puts himself in the position of the subordinate & thinks about the needs of the whole person. For him employees are people first, who learn & perform. The process is not mechanical. Significant status differences between managers and employees can undermine organizational performance & can make people feel undervalued that eventually lead to disengagement & symptoms of withdrawal.

#4 GUIDE: The last underlying theme that is found to contribute to subordinates work engagement is the supervisors role as a guide. The ability to guide and support the subordinate by removing hurdles and obstacles that impede the working of a subordinate, help them plan & organize their work effectively & demonstrating them how job is to be done to successfully accomplish tasks is what makes supervisors build higher levels of work engagement. The role of the supervisor is not just about setting performance targets and seeking continuous updates how much of the performance target has one achieved over a period of time, but its to enable them by guiding and coaching them on how they can overcome the challenges and difficulties in their way to achieve the goal. Its about positively reinforcing the right behaviors and giving developmental & constructive feedback on areas of improvement that help individuals improve and succeed in their careers.

These four competencies are deemed important and relevant by the Indian service sector front line employees for building higher work engagement & reducing turnover intention. Leaders should always be aware that they are continuously sending signals through their behaviors, and their behavior has an impact. Looks of disapproval, undue or humiliating criticisms, a withdrawal of friendliness, and other behaviors following a problem, though implicit are powerful signal to the employee that lead to disengagement and consequent withdrawal from work.

On the other hand managers who from time to time, encourage employees to reflect on what they find satisfying or meaningful about their work, encourage employees to reflect on what their deeply embedded interests are and what the Manager can do to help them align these with their work sends clear signals that their contributions are valued and that the manager is concerned about their growth and development.

For the decision makers in organizations, this research brings valuable insights on why, rather than just focusing on an individual's functional or technical excellence alone its crucial to assess individuals performance on these four retention competencies to ensure that the front line leaders are well equipped to address needs of the front line employees whether it's about being a team cultivator, developing subordinates, guiding them or being conscious of & timely addressing their needs and wants. Such an assessment is equally important when considering decisions of either selecting front line supervisors from outside the organization or promoting from within. Assessing existing front line supervisors on how well they exhibit these behaviors/competencies at work and developing them wherever any gaps exist is equally important.

For front line managers, this research and its findings help them focus on the vital few behaviors they need to be conscious of and display more often in the day to day interactions with their subordinates at work. Developing these competencies comes with practice and also through continuous positive reinforcements & feedback from those managing supervisors.

Contents

Methodology

Engaging individuals at work plays an important role in enhancing work performance and reducing turnover intentions. Competencies of the front line supervisors are antecedents to the level of engagement of their subordinates. Higher work engagement levels should lead to lower turnover intentions.

Research Purpose: The objective of this study was to investigate the effect of the competencies of the front line supervisor on the work engagement and the turnover intention of their subordinates in the Indian service sector.

Motivation for the study: Knowledge of the effects of the competencies of the front line supervisors on employee engagement & turnover intention of their subordinates would contribute to improved productivity and performance in organizations.

Research design, approach & method: A triangulation approach was adopted to increase validity and reduce bias. Qualitative data was collected from both front line supervisor through one on one in-depth interview and the front-line staff through focus group discussions to identify critical behaviors supervisors typically display at work that effects engagement levels of their subordinates, improve their work performance and in turn reduce their turnover intention. Data gathered during this qualitative study from different industries operating in the Indian service sector was used to design a measurement scale to assess managerial competencies. This along with other measuring instruments like Utrecht work engagement scale (UWES) (Schaufeli & Bakker, 2006) & Turnover Intention scale (ref:Hom & Griffeth, 1991; Three item scale originally developed by Camman, Fichman, Jenkins & Klesh (1979) was used to design the final questionnaire to collect data from approximately 1800 respondents across industries in the Indian service sector. A factor analysis was conducted in order to identify the underlying constructs of the front line supervisor competencies following which a correlation and regression is done to assess the direction and strength of association of the variables under study.

Practical implications: These competencies can be the focus for Learning & Development interventions for developing Front line supervisors to display & practice 'engaging behaviors' at work, since that effects work engagement, which in turn affects turnover intention of subordinates. Numerous studies done in the past have also established a clear linkage between engaged employees and organization productivity and performance.

Contribution: This would be the first study of this nature in India that demonstrates the effect which different managerial competencies of the front line supervisors have on the levels of work engagement and turnover intention of their employees. It helps identify key competencies that should be developed or nurtured amongst the front line supervisors in order to book work engagement and retention at the front line level.

Secondary Research (Literature Review)
A review of prior work or research documented in international & national journals, articles, research papers and other related documents published in this area was undertaken.
A gap was identified to conduct further research to assess the relationship between managerial competencies of the front line supervisor and the work engagement, and turnover intention of the front line staff across different industries in the Indian Service Sector.
Current study was modeled on the study conducted by "The Chartered Institute of Personnel & Development (CIPD), published in March 2011 on the same subject. This study was purely qualitative in nature and therefore did not state any empirical evidence of the effect of behaviors identified for impacting engagement at work.
A triangulation approach including both qualitative study to assess the competencies of the front line supervisors in Indian service sector followed by quantitative study to explore the relationship and the degree of association between the behaviors of a front line supervisors and the levels of work engagement of their employees was required. The present study was undertaken to bridge this gap.

HYPOTHESIS FORMULATION
Hypothesis 1: Front line supervisors' Competencies significantly effects work engagement.

Hypothesis 2: work engagement negatively effects turnover intention

RESEARCH DESIGN

Research Approach

This study can be classified as a triangulation approach or a mixed methods research (Creswell , Plano Clark, (2007)) which involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single strand. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

Connect the data:

The first phase of the study involved qualitative data collection. The objective was to approach front line supervisors across different industries to collect and document key positive and negative behaviors supervisors often display at work, which they perceive have critical impact on work engagement and turnover intentions of their subordinates.

These front line supervisors were identified by the participating organizations as those who are high on performance, engagement and retention of their direct reports. This was done with the help of the HR Managers of the participating organizations.

One on one in-depth interviews were conducted with the front line supervisors asking open ended questions around the perception of their key behaviors which effects work engagement and turnover intentions of their subordinates. Outcome of the same provided a basis for the key words used in focus group discussions, in addition to the secondary research, with the front line employees for capturing their perceptions of the supervisor behavior which effects their work engagement and the intention to stay in the job.

Data Collection

Phase- I : Qualitative	Data Source	Industry Coverage
Team Leads / Supervisors ● Prepared Interview Performa ● Face to Face & Telephonic Interviews ● Duration – Avg. 35 – 40 mins ● Recorded ● Transcribed ● Data summarized in spreadsheet	**Thirty (30) Line Managers** from across 7 service sector Industries- Male and Female (High on performance, engagement and retention of their teams) 1. **ITES** (Domestic & International) 2. **Education Sector** 3. **Insurance** 4. **NBFC** 5. **Real Estate** 6. **Hotels** 7. **Telecom**	Count of Interviews per industry: 1. ITES/BPO: 8 2. Education: 3 3. Real Estate:2 4. Insurance: 7 5. Telecom: 4 6. Hotel: 3 7. NBFC:3 **Demographic Split:** ● Females: 9 ● Males: 21 **Locations Covered**: Delhi/NCR, Pune,Goa, Aurangabad, Nashik, Hyderabad, Chennai & Madurai

Interviews were transcribed as soon as each interview was completed & the narratives were put through a peer review process. The narratives were then content analyzed and then peer reviewed by 2 interns (third party review) to ensure that all behaviors thus mentioned in the transcripts have been extracted and researcher bias minimized. The present research used Thematic analysis method of the grounded theory methodology. Thematic analysis is a qualitative analytic method for: 'identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes the data set in (rich) detail.

The process of Thematic Analysis was conducted following the steps mentioned below:

Phase	Description of the process
1. Familiarising yourself with your data:	Transcribing data, reading and re-reading the data, noting down initial ideas.- Immersing oneself in data- familiarize with depth and breadth of the content.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts - During this phase, it will become evident that some candidate themes are not really themes (e.g., if there are not enough data to support them, or the data are too diverse), while others might collapse into each other (e.g., two apparently separate themes might form one theme). Other themes might need to be broken down into separate themes. (Patton, M. Q. 1990) dual criteria for judging categories - internal homogeneity and external heterogeneity - are worth considering here. Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes. At the end of this phase, you should have a fairly good idea of what your different themes are, how they fit together, and the overall story they tell about the data.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.

Checklist followed for transcription & coding:

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.

In the second phase of the qualitative data collection, focus group discussions were conducted with the front line employees with the following objective:

- To document their perception of what behaviors displayed by their front line supervisor makes them feel more engaged, help them achieve superior performance and shapes or influences their intention to stay with the organization.

Phase- II : Qualitative	Data Source	Industry Coverage
Front Line Staff – **FOCUS GROUP DISCUSSIONS – Held separately for each participating organization** ● Prepared Focus Group Guide ● Avg. Group Size: 7 ● Duration – Avg. 1 Hr 15 mins ● Recorded ● Transcribed ● Data summarized in spreadsheet	**Twenty Eight (28) Front Line employees** from across 4 Industries- Avg Tenure : 15 Months in the current organization Females: 6 Males: 22 1. **ITES** (Domestic) 2. **Education Sector** 3. **Insurance** 4. **Real Estate**	Participants per company specific focus group: 1. ITES/BPO: 12 2. Education: 6 3. Real Estate:5 4. Insurance: 5 **Locations Covered**: Delhi/NCR,

The data in each theme were compressed to arrive at a comprehensive number of questions which were distinct and mutually exclusive. Also based on the information provided under each theme and the importance of each one, the minimum possible number of questions were formed. Various things were kept in mind while developing the questionnaire-

a**. Framing of the questions**- The way in which the questions are phrased can bias the answers the respondents give. Subtle changes in the wording of the questions can radically affect the answers that people give. Hence, in our questionnaire we decided to frame the questions in an affirmative manner.

b. **Face Validity** - Face validity was established by running the draft questionnaire through a panel of experts to ascertain that the individual items were actually measuring different facets of the same construct.

c. Questions should be **mutually exclusive** - Various attempts were made by the researchers to keep the questions mutually exclusive across the themes. For this the questions were reviewed again and again and any similar questions across various themes were accounted for and corrected there and then.

d. **Questions should not be repetitive** - Any repetitive or redundant questions were then deleted from the pool to make the questionnaire more statistically sound.

SCALE ON SUPERVISORS BEHAVIORS (output of qualitative analysis)

SCALE ITEMS

Fair and Transparent:
1. Provides opportunities and distributes rewards in a fair & transparent manner
2. Is firm while fighting for my teams' cause
3. Does not limit my career growth for his personal gain
4. Keeps the promises he/she makes/Practices what he/she preaches

Emotional Maturity:
1. Is Patient & gives me time to improve my performance
2. Shows understanding of my needs and wants
3. Effectively manages stress and does not let it reflect in his behavior
4. Shows understanding of my work pressures
5. Actively listens to my problems and concerns
6. Shows consideration and interest in my life to build personal relationships

Effective Team Building:
1. Is visible & spends adequate time with his team members and is available to help whenever needed
2. Effectively maintains and balances workload in the team
3. Praises me in public and gives negative feedback in private
4. Maintains discipline at workplace
5. Promotes bonding within the team by socializing & building rapport
6. Encourages sharing of best practices within the team
7. Effectively leverages skills of individuals while allocating work in the team

Enabling performance:
1. Sets fewer goals at a time to help me stay focused
2. Sets clear, realistic and achievable goals
3. Helps me identifying my strengths and developmental areas
4. Plans & arranges time off from day to day tasks for developmental opportunities like training
5. Supports my decisions by showing trust in my abilities
6. Recognizes my good performance through rewards & appreciation
7. Provides timely solutions by following up on the issues & concerns I raise

Guidance:
1. Provides me with knowledge & details by demonstrating how the job is to be done
2. Proactively develops & communicates in advance, my work plans
3. Highlights obstacles/roadblocks & gives guidance on how to improve performance
4. Regularly monitors work and gives guidance on how to meet targets
5. Helps me in planning & organizing work by updating progress
6. Gives me regular, timely & constructive feedback on my performance

Subordinate Development:
1. Offers opportunities for career progression by encouraging me
2. Helps me build & expand my network of relationships both within and outside the organization
3. Sets challenging tasks and objectives
4. Gives me additional roles / responsibilities & holds me accountable for them
5. Enables visibility with the senior management
6. Shares my achievements with the team & senior management

Valuing and Supporting People:
1. Gives me freedom and space to do the work the way I want to
2. Provides me with a fun-filled, lively and conducive work environment that generates enthusiasm for work
3. Is flexible in giving me time off from work if necessary
4. Seeks my participation in the goal setting process
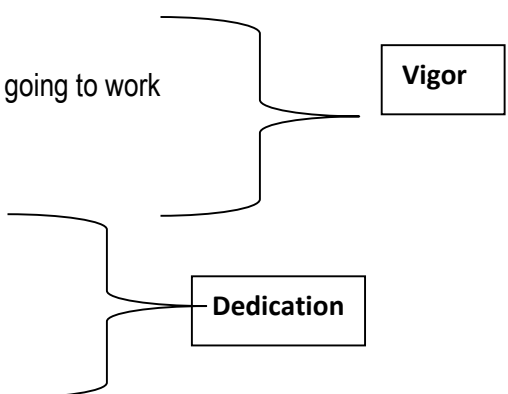5. Treats me with respect & dignity

SCALE ON WORK ENGAGEMENT:
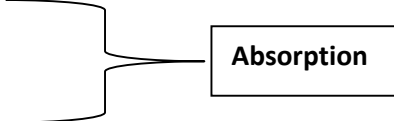SHORTENED UTRECHT WORK ENGAGEMENT SCALE (UWES-9)

1. At work, I feel bursting with energy.
2. At the job, I feel strong and vigorous
3. When I get up in the morning, I feel like going to work

Vigor

4. I am enthusiastic about my job
5. My job inspires me.
6. I am proud of the work that I do.

Dedication

7. I feel happy when I am working intensely.
8. I am immersed in my work.
9. I get carried away when I am working

| Absorption |

TURNOVER INTENTION SCALE:
THREE ITEM SCALE ORIGINALLY DEVELOPED BY CAMMAN, FICHMAN, JENKINS & KLESH(1979)

1. I will probably look for a new job in the next year.
2. I often think about quitting.
3. How likely is it that you will actively look for a new job in the next year?

Data Collection and Cleansing

Likert scale has been used in our questionnaire to capture the responses. It is a scale primarily used to obtain respondents' preferences, its degree, with one or set of statements. This is unidimensional n nature and non – comparative scaling technique. In this technique, respondents are asked to indicate their agreement level by an ordinal scale with a given statement.

Questionnaire was floated in various companies, spanning across various industries of Indian Service Sector, viz. Banking, Insurance, Education, Real Estate, Telecom etc., to get the responses of subordinates about what they think about their manager. Questionnaire is floated for only those employees who are having front end roles. A total of 1748 responses are recorded from these companies.

After data collection, we cleansed the data to remove some inconsistencies present in it so that it will give us the valid output. Following data cleansing methodology is followed.

- Firstly, checked for all those responses where respondents filled the same or similar choice. For this we discarded the responses in which total variance is less than 0.1
- Secondly to counter the respondent burnout issue, we discard those responses where last 21 items' variance is zero
- At last, we checked whether there is significant pattern in which responses are filled, if yes, then we have dropped these responses
- At last we were left with 1211 responses

Data Analysis

Demographics:
Age Wise Split of Respondents:

Age (In years)
Below 25 ▪ 26 - 30 ▪ 31-35 ▪ 36 - 40 ▪ Above 40

8% 14% 15% 31% 32%

Gender
Male ▪ Female

12% 88%

Industry wise Split
BFSI ▪ Education and Publishing ▪ IT/ITeS ▪ Real Estate ▪ Miscelleaneous

4% 11% 3% 9% 73%

Geographic Split
North ▪ South ▪ East ▪ West and Central

26% 45% 10% 19%
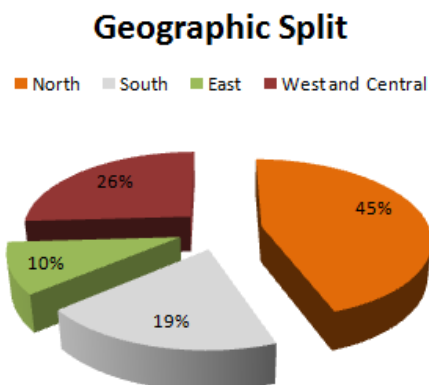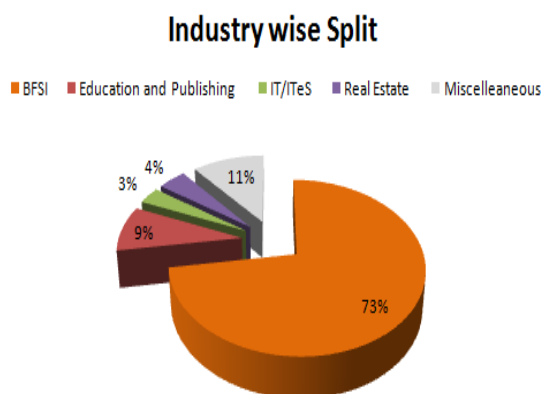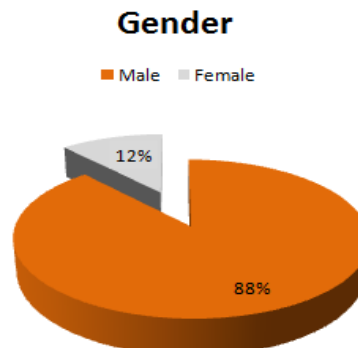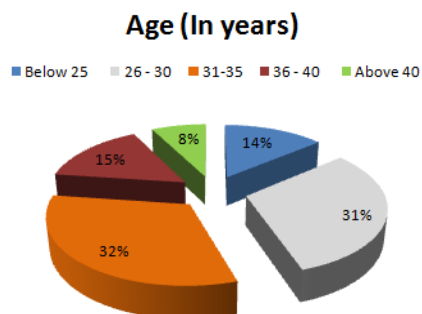
Experience at Front Line (in Months)
Less than 12 ▪ 12 - 24 ▪ 25 - 36 ▪ More than 36

45% 25% 19% 11%
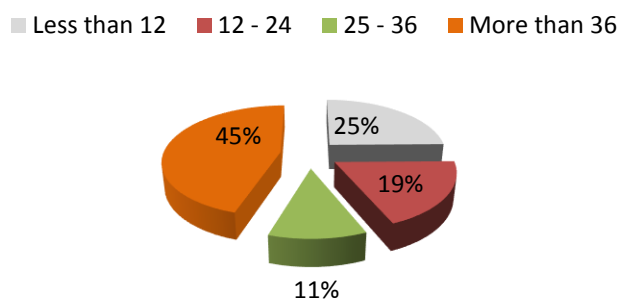
Reliability Analysis
To describe the overall consistency of the measure Reliability analysis is used. The Reliability analysis outcome (Cronbach's alpha) on all the 7 constructs of the questionnaire and values are:

Construct	Cronbach's Alpha
Fair & Transparent	0.822
Emotional Maturity	0.895
Effective Team Building	0.885
Enabling Performance	0.898
Guidance	0.912
Subordinate Development	0.856
Valuing & Supporting People	0.860

Values of cronbach's alpha for all the construct are within acceptable limits. Thus we can say that our questionnaire is reliable.

Inter-item correlation:

To test the internal consistency of the construct, each item's correlation with the rest was looked into. Items with correlations less than 0.3. were dropped from the construct.

Fair & Transparent:

Inter-Item Correlation Matrix

	FT4	FT1	FT2	FT3
FT4	1.000	.582	.508	.520
FT1	.582	1.000	.511	.575
FT2	.508	.511	1.000	.523
FT3	.520	.575	.523	1.000

Emotional Maturity:

Inter-Item Correlation Matrix

	E5	E6	E1	E2	E3	E4
E5	1.000	.545	.527	.569	.496	.515
E6	.545	1.000	.569	.668	.588	.620
E1	.527	.569	1.000	.644	.597	.608
E2	.569	.668	.644	1.000	.593	.660
E3	.496	.588	.597	.593	1.000	.676
E4	.515	.620	.608	.660	.676	1.000

Team Building:

Inter-Item Correlation Matrix

	TB2	TB5	TB3	TB4	TB1	TB7	TB6
TB2	1.000	.668	.473	.586	.603	.569	.526
TB5	.668	1.000	.475	.581	.625	.568	.601
TB3	.473	.475	1.000	.391	.402	.393	.373
TB4	.586	.581	.391	1.000	.553	.509	.529
TB1	.603	.625	.402	.553	1.000	.526	.535
TB7	.569	.568	.393	.509	.526	1.000	.527
TB6	.526	.601	.373	.529	.535	.527	1.000

Enabling performance:

Inter-Item Correlation Matrix

	EP2	EP4	EP6	EP5	EP1	EP3	EP7
EP2	1.000	.479	.446	.454	.505	.511	.478
EP4	.479	1.000	.597	.479	.572	.622	.584
EP6	.446	.597	1.000	.583	.550	.613	.571
EP5	.454	.479	.583	1.000	.615	.613	.587
EP1	.505	.572	.550	.615	1.000	.626	.579
EP3	.511	.622	.613	.613	.626	1.000	.660
EP7	.478	.584	.571	.587	.579	.660	1.000

Guidance:

Inter-Item Correlation Matrix

	G6	G2	G3	G5	G4	G1
G6	1.000	.685	.646	.666	.576	.578
G2	.685	1.000	.675	.679	.577	.609
G3	.646	.675	1.000	.661	.612	.633
G5	.666	.679	.661	1.000	.628	.643
G4	.576	.577	.612	.628	1.000	.641
G1	.578	.609	.633	.643	.641	1.000

Subordinate Development:

Inter-Item Correlation Matrix

	SD1	SD2	SD5	SD6	SD3	SD4
SD1	1.000	.623	.582	.582	.419	.358
SD2	.623	1.000	.649	.609	.439	.437
SD5	.582	.649	1.000	.632	.438	.441
SD6	.582	.609	.632	1.000	.436	.441

SD3	.419	.439	.438	.436	1.000	.336
SD4	.358	.437	.441	.441	.336	1.000

Valuing and Supporting People:

Inter-Item Correlation Matrix

	VS1	VS2	VS3	VS4	VS5
VS1	1.000	.621	.543	.475	.550
VS2	.621	1.000	.578	.541	.598
VS3	.543	.578	1.000	.466	.533
VS4	.475	.541	.466	1.000	.598
VS5	.550	.598	.533	.598	1.000

Inter-item correlation of all 41 items of a questionnaire varies from 0.31 to 0.67.

Factor Analysis:

Post inter -item correlation and **Kaiser-Meyer-Olkin Measure of Sampling Adequacy test (.987)**, exploratory factor analysis (principal axis factoring method with promax rotation type as majority of inter item correlation is greater than 0.3) was conducted. The 41 items were divided into 3 distinct factors.

For following 4 items, factor loadings were less than 0.4, so these items are discarded. They are:

1. Gives me additional roles / responsibilities & holds me accountable for them
2. Keeps the promises he/she makes/Practices what he/she preaches
3. Shows consideration and interest in my life to build personal relationships
4. Actively listens to my problems and concerns

Following is the output of the factor analysis

Factor A (Reliability Cronbach's Alpha 0.95)

1. Is Patient & gives me time to improve my performance
2. Shows understanding of my needs and wants
3. Provides opportunities and distributes rewards in a fair & transparent manner
4. Effectively manages stress and does not let it reflect in his behavior
5. Plans & arranges time off from day to day tasks for developmental opportunities like training
6. Recognizes my good performance through rewards & appreciation
7. Shows understanding of my work pressures
8. Is visible & spends adequate time with his team members and is available to help whenever needed
9. Is firm while fighting for my teams' cause
10. Supports my decisions by showing trust in my abilities

11. Sets fewer goals at a time to help me stay focused
12. Maintains discipline at workplace
13. Helps me identifying my strengths and developmental areas
14. Does not limit public my career growth for his personal gain
15. Effectively maintains and balances workload in the team
16. Promotes bonding within the team by socializing & building rapport
17. Praises me in and gives negative feedback in private
18. Provides timely solutions by following up on the issues & concerns I raise

a. **Factor B (Reliability Cronbach's Alpha 0.95)**
1. Sets challenging tasks and objectives
2. Gives me regular, timely & constructive feedback on my performance
3. Proactively develops & communicates in advance, my work plans
4. Highlights obstacles/roadblocks & gives guidance on how to improve performance
5. Encourages sharing of best practices within the team
6. Offers opportunities for career progression by encouraging me to apply for promotions
7. Helps me build & expand my network of relationships both within and outside the organization
8. Enables visibility with the senior management
9. Shares my achievements with the team & senior management
10. Helps me in planning & organizing work by updating progress
11. Effectively leverages skills of individuals while allocating work in the team
12. Seeks my participation in the goal setting process
13. Provides me with knowledge & details by demonstrating how the job is to be done
14. Regularly monitors work and gives guidance on how to meet targets

b. **Factor C (Reliability Cronbach's Alpha 0.86)**
1. Gives me freedom and space to do the work the way I want to
2. Sets clear, realistic and achievable goals
3. Provides me with a fun-filled, lively and conducive work environment that generates enthusiasm for work
4. Is flexible in giving me time off from work if necessary
5. Treats me with respect & dignity

Further, Factor B on the face of it looked like two sub constructs. So again factor analysis was done with fixed number of factors as two, on the 14 items constituting Factor B. This resulted into two factors:

Factor B1 (Reliability Cronbach's Alpha 0.92)

1. Sets challenging tasks and objectives
2. Gives me regular, timely & constructive feedback on my performance
3. Proactively develops & communicates in advance, my work plans
4. Highlights obstacles/roadblocks & gives guidance on how to improve performance
5. Encourages sharing of best practices within the team
6. Helps me in planning & organizing work by updating progress
7. Provides me with knowledge & details by demonstrating how the job is to be done
8. Regularly monitors work and gives guidance on how to meet targets

Factor B2 (Reliability Cronbach's Alpha 0.90)

1. Offers opportunities for career progression by encouraging me to apply for promotions
2. Helps me build & expand my network of relationships both within and outside the organization
3. Enables visibility with the senior management
4. Shares my achievements with the team & senior management
5. Effectively leverages skills of individuals while allocating work in the team
6. Seeks my participation in the goal setting process.

Sub-themes which emerged out of factor A is:

Fair and Transparent:

1. Provides opportunities and distributes rewards in a fair & transparent manner
2. Is firm while fighting for my teams' cause
3. Does not limit my career growth for his personal gain

Emotional Stability/Empathy:

1. Is Patient & gives me time to improve my performance
2. Shows understanding of my needs and wants
3. Effectively manages stress and does not let it reflect in his behavior
4. Shows understanding of my work pressures

Effective Team Building:

1. Is visible & spends adequate time with his team members and is available to help whenever needed
2. Effectively maintains and balances workload in the team
3. Praises me in public and gives negative feedback in private
4. Maintains discipline at workplace
5. Promotes bonding within the team by socializing & building rapport

Enabling Performance:

1. Helps me identifying my strengths and developmental areas
2. Plans & arranges time off from day to day tasks for developmental opportunities like training
3. Supports my decisions by showing trust in my abilities
4. Recognizes my good performance through rewards & appreciation
5. Sets fewer goals at a time to help me stay focused
6. Provides timely solutions by following up on the issues & concerns I raise

While comparing these factors with that of earlier constructs in our questionnaire, we found out that certain items, of earlier constructs, got diffused into other factors which is not making any logical sense as per our qualitative analysis so we decided to drop them from the factors. So the revised factors are:

Factor A: Team Cultivator

A. **Fair and Transparent:**
   1. Provides opportunities and distributes rewards in a fair & transparent manner
   2. Is firm while fighting for my teams' cause
   3. Does not limit my career growth for his personal gain
B. **Emotional Stability/ Empathy/Emotional Maturity:**
   1. Is Patient & gives me time to improve my performance
   2. Shows understanding of my needs and wants

3. Effectively manages stress and does not let it reflect in his behavior
4. Shows understanding of my work pressures

C. Effective Team Building / Managing Teams Effectively:
1. Is visible & spends adequate time with his team members and is available to help whenever needed
2. Praises me in public and gives negative feedback in private
3. Maintains discipline at workplace
4. Promotes bonding within the team by socializing & building rapport

D. Enabling performance:
1. Sets fewer goals at a time to help me stay focused
2. Helps me identifying my strengths and developmental areas
3. Plans & arranges time off from day to day tasks for developmental opportunities like training
4. Supports my decisions by showing trust in my abilities
5. Recognizes my good performance through rewards & appreciation
6. Provides timely solutions by following up on the issues & concerns I raise

Factor B1 (Guidance): renamed Guide

1. Provides me with knowledge & details by demonstrating how the job is to be done
2. Proactively develops & communicates in advance, my work plans
3. Highlights obstacles/roadblocks & gives guidance on how to improve performance
4. Regularly monitors work and gives guidance on how to meet targets
5. Helps me in planning & organizing work by updating progress
6. Gives me regular, timely & constructive feedback on my performance

Factor B2 (Subordinate Development) Renamed People investor

1. Offers opportunities for career progression by encouraging me
2. Helps me build & expand my network of relationships both within and outside the organization
3. Enables visibility with the senior management
4. Shares my achievements with the team & senior management

Factor C (Valuing and Supporting People): Renamed Perceptive

1. Gives me freedom and space to do the work the way I want to
2. Provides me with a fun-filled, lively and conducive work environment that generates enthusiasm for work
3. Is flexible in giving me time off from work if necessary
4. Treats me with respect & dignity

Regression Analysis:

To test the hypotheses (i.e. Managerial Competencies significantly effects employee engagement), linear multiple regression was used, with the factor score of Utrecht Work Engagement Scale (UWES) as dependent variable. Predictor variables or the independent variables were the factor score of Factor A, B1, B2 and C identified using the exploratory factor analysis. The output of the regression resulted into 3 statistically significant factors (i.e. Factor A, B2 and C) in leading to engagement.

Regression Output: The adjusted R square of the output is: 0.326

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.572646378	0.327923874	0.326253428	105.9706688

Coefficients(a)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.00845E-13	3.045184452		3.31E-14	1
FactorB2	39.40622745	6.654204798	0.291272035	5.922004	4.14E-09
FactorC	26.109987	5.755565946	0.190049266	4.536476	6.29E-06
FactorA	16.91539638	6.528583663	0.127794184	2.590975	0.009686
Dependent Variable: Factor Score Engagement					

(Sig.) p-values <0.05 for all the three factors B2, C & A

At (Sig.) p-values <0.1 for all the four factors B1, B2, C & A were significant. (RF[4])

Turnover Intention – Work Engagement Relationship
Negative correlation(– 0.435) between engagement and turnover intention is statistically significant. Thus these are negatively associated to each other

- Thus this study indicated that work engagement is one of the many factors (other factors may range from compensation, policies, Collegial support etc.) impacting turnover intention

Results

Thus the four competencies **(RF[4])** of front line supervisors are significantly impacting subordinates' work engagement. Also at the same time there is a negative correlation between work engagement and turnover intention (their intention to stay in the organization).

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