UNIVERSITY OF TAMPERE

School of Management

MANAGING WORK ENGAGEMENT:

A QUALITATIVE STUDY OF A TELEOPERATOR

Toni Lehtimäki

ABSTRACT

This study focuses on the phenomenon of work engagement and examines how management can support work engagement. Given the research purpose of identifying and analyzing managerial activities related to work engagement, this study will approach work engagement from the perspectives of job resources and psychological capital. In the area of leadership perspectives, this research focuses on the enabling leadership style. This study is conducted in the context of consumer services among management in a teleoperator. Six interviews are executed in this study in the teleoperator. Thereby, this will be a qualitative study.

The theoretical part of the study is focused on understanding the phenomenon of work engagement. Schaufeli and Bakker's definition of work engagement is used in this study. Based on theory, positive drivers of work engagement such as job resources and psychological capital (PsyCap) play an important part in this study. More precisely, the study shows that job resources such as autonomy, competence and relatedness need to be supported by management. The enabling leadership style or more precisely, the servant leadership style can be used as managerial activity to promote work engagement. Additionally, PsyCap also has a positive influence on work engagement. It is important to support and develop PsyCap, too. The first research question of this study, -what kind of managerial activities are related to work engagement, will be answered based on theory.

The second research question, how managerial activities are carried out in practice, will be answered based on the six interviews. The results of the empirical part of the study show that job resources such as autonomy, competence and relatedness are in line with the literature and quite well supported by the management in the context of a teleoperator in consumer services. PsyCap is partly supported by the management. In the future, closer attention needs to be paid to the element of hope. This can be done e.g. by implementing a psychological capital intervention (PCI), which has been proved to be an excellent way to increase and develop PsyCap. Three interesting and important points are discovered from the empirical findings as an extra discovery. Supervisory coaching, courage and gratitude are important points to be raised from the empirical findings, which correlate positively with work engagement.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

1 INTRODUCTION

1.1 Challenges of modern organizations

Nowadays working conditions are characterized by major changes and massive pressure. Working conditions have changed a lot and have become more competitive and tougher in every possible way. The reasons behind this trend are globalization, technology, fierce competition between firms and changes in the nature of work. This has led to the need for change not only in companies, but also in their employees. Everything needs to be changed in accordance with external demands and the above-mentioned reasons. The best scenario would be to create one's own future and control it. This would mean to be ahead of demands and proactively create one's own best future, as Lauri Järvilehto quotes Peter Drucker in Kauppalehti on December 25, 2014.

Employees need to accomplish increasingly more in their work in less time as far as the quality and amount of work are concerned. The question is what supports and motivates employees to face these hard times. Järvilehto (2014) states that not only surviving but also utilizing employees' whole potential is what can make a difference in the future. He continues that the main solution to make this happen is to find passion, enthusiasm and a calling for one's own work. In Helsingin Sanomat on December 15, 2015 Jari Hakanen considers it important that organizations pay attention to positive interpersonal interaction by highlighting co-workers' success, strengths and possibilities.

Helsingin Sanomat published an article on March 23, 2016, which indicated that extra work could work as a buffer against job exhaustion and diminish work stressors. Generally, it has been believed that job exhaustion can be caused by too much work. In that case, the amount of work should be diminished, but this is not necessarily true. New study reports showed the results to be the other way round. Based on new study

reports, new tasks and challenges prevent job exhaustion. There is only one condition for this. This can happen if employees voluntarily want to face new work challenges. People who suffer from work stress, can end up in a vicious circle. They put less effort into their work, the joy of doing their work decreases and their workload seems to grow. As a result, work exhaustion deepens further. Too much free time with less work will not increase work well-being. Instead, challenges, tasks and new things at work keep employees going and create a sense of meaningfulness for their work. Job crafting means to change the content of the job to better suit personal interests and strengths. It is considered the perfect way to create meaningfulness for one's work.

The Career Magazine (Uralehti.fi) published an article about work engagement on October 4, 2012. Work engagement is considered an important factor in inspiring employees in their own work and having a positive attitude towards work. When people enjoy working, they are more willing to invest their time in and put more effort into completing their professional duties. Generally, employees are rewarded through meaningful work experiences. In addition, work engagement is considered an answer not only to job stressors such as unexpected responsibilities, pressures and lack of time, but also for people who voluntarily want to extend their career. On March 9, 2015 Veritas life insurance published an article about extending both lifespan and retirement age in Finland. According to this article, work should be pleasant and rewarding for every generation. Ideally, work engagement should be increased. However, there is still a lot to do, especially in terms of leadership, which needs to be developed.

In any case, work engagement has been found to form many positive connections. The Finnish Institute of Occupational Health's (FIOH) magazine published an article on work engagement on November 21, 2014. According to the article, besides working against exhaustion, depression and stress, work engagement is found to be positively associated with, among other things, productivity, employees' happiness, salary, good work quality and commitment. Work engagement is a phenomenon that belongs to positive psychology. Next, the role of positive psychology in the context of work is discussed.

1.2 The role of positive psychology in the context of work

Psychological connections between work and employees have become increasingly important in the information economy of the 21st century. For companies to compete efficiently it is no longer enough to recruit the best people; instead companies need to inspire employees to use their full potential in their work as well. This has extended pressure on identifying and exploring the potential of positive psychology. Expectations of modern organizations towards their employees are more demanding as employees are expected to be proactive, show initiative, take responsibility for their own professional development and to be committed to high quality performance standards. (Bakker & Leiter, 2010, 1−2.)

Bakker and Schaufeli (2008) argue that workers and the human capital play the most important part when it comes to innovation, organizational performance, competitiveness and the success of business. What does it take to inspire workers to be committed, to be engaged, and not to give up when meeting challenges? It is important to engage the body, mind and soul of every worker. However, this cannot be done with the help of old-fashioned traditional psychology, in which focus is more on preventing poor performance, low motivation and disengagement (Manka, 2012, 65). A radical shift away from negative perspectives is needed. Instead, more attention needs to be paid to positive perspectives. This can be achieved by positive organizational behavior. (Bakker & Schaufeli, 2008, 148.) Hence, positive psychology and positive organizational behavior are needed to fill this gap. Hakanen (2009) argues that positive work psychology could be the answer to the threats and problems that working life faces today (Hakanen, 2009, 11).

Positive psychology searches for answers to the questions of, what makes people's life worth living, more satisfying, more enjoyable and more prosperous. It is a scientific and applied approach to discovering people's strengths and advancing their positive functions as well as nurturing and sustaining these assets and resources. (Money, Hillenbrand & Camara, 2008, 22; Snyder, Lopez & Pedrotti, 2011, 8.) Positive psychology has widened the perspective, beyond what is wrong with people toward optimal functioning, flourishing, and reaching human full potential (Luthans et al. 2007; Money et al., 2008, 22; Seligman & Csikszentmihalyi, 2000, 10).

Work engagement belongs to both positive work psychology and positive organizational behavior. Since 2002, many studies have been conducted regarding work engagement. For instance, Schaufeli and Bakker (2004) have studied burn out and work engagement with the use of the job demands and resources (JD-R) model. The same topic has been studied later e.g. by Bakker, Demerouti and Sanz-Vergel (2014). Many studies can be found concerning predictors or drivers of work engagement as well as positive consequences or outcomes of work engagement. For instance, in their longitudinal study, Xanthopoulou, Bakker, Demerouti and Schaufeli (2010) have studied the relationships between job and personal resources and work engagement. Although many studies have been conducted concerning work engagement, only few studies have been conducted in terms of work engagement and leadership. The leadership perspective is important, because it has its own impact on employees' work engagement. Both Hakanen (2009, 58) and Bakker (2011, 268) emphasize the need to conduct more research when it comes to work engagement and leadership. This thesis will fill this gap in the literature.

According to Luthans it is no longer possible to gain sustainable competitive advantage through traditional resources such as physical, financial and technological resources. Something else is needed to succeed. It is also not enough to focus on human or social capital, even if human and social capital could be a good starting point. Luthans argues that psychological capital (PsyCap) is needed in order to gain sustainable competitive advantage in the future. Thus, PsyCap should be invested in and developed in order to make business flourish. In other words, the psychological capacities of human resources should be developed and made use of in order to sustain competitive advantage. (Luthans et al. 2007, 4.)

1.3 Research purpose and questions

Despite the extensive research on work engagement, the managerial perspective to work engagement has remained an under explored area of research. The purpose of this study is to identify and analyze managerial activities related to work engagement. To achieve the purpose of this research, the following research questions will be addressed.

1. What kind of managerial activities are related to work engagement?

2. How are managerial activities carried out in practice?

The first question will be answered based on the theory of this study. The second question will be answered based on empirical findings of this study. More specifically, to answer these questions, work engagement will be approached from the perspectives of job resources including autonomy, competence, and relatedness and enabling leadership style and from the perspectives of psychological capital. Job resources can be divided by internal job resources, which consist of autonomy and competence, whereas external job resources include relatedness and leadership style. Psychological capital consists of hope, efficacy, resiliency and optimism. This study will be conducted in the context of consumer services in a teleoperator among management.

As this study takes a managerial perspective, it is important briefly to state on what kind of managerial level this study will be conducted. There are multiple levels of management in organizations. These are top management, middle management and low-level management or so-called supervisors (Staehle & Schirmer, 1992, 70). Generally, middle managers are responsible for department level decision-making and planning specific tactics based on information from both above and below. Organizational objectives set by the top management need to be achieved. The lower level of management in turn is responsible for the daily management of employees. Supervisors deal directly with workers directing, controlling and guiding them throughout the workday. (Prasad & Gulshan, 2011, 14−16.) This study will be conducted in middle management. As this study focuses on identifying and analyzing managerial activities related to the phenomenon of work engagement, it is important to know what is meant by managerial activities in this study. In this study, all activities regarding leading subordinates to promote the phenomenon of work engagement are regarded as managerial activities related to work engagement as long as these activities are inside the scope of this study.

There are two main concepts in this study. Both of them are part of positive psychology and both of them belong to positive organizational behavior (POB). The first one is work engagement – a positive, fulfilling, work-related state of mind (Bakker and Demerouti, 2008, 209) and the second one is Luthans's (2007)

psychological capital. It is often abbreviated to PsyCap. This study also uses PsyCap from now on.

1.4 The structure of the study

This study will be conducted in the following way. The literature review of work engagement is presented in Chapter 2. Firstly, a starting point and background to work engagement is explained and showed. Secondly, Schaufeli and Bakker's definition of work engagement is explained and its positive drivers and positive outcomes are presented. Thirdly, managerial activities related to work engagement are discussed. Especially the enabling of work engagement is demonstrated. PsyCap is also presented and its connection to work engagement is explained. Some critical viewpoints are taken on the work engagement and PsyCap, before presenting the theoretical framework of this study. Finally, the theoretical framework is concluded at the end of Chapter 2. The first research question will be answered based on the theoretical part of this study.

Chapter 3 will take a closer look at methodology. Given the nature of the research purpose a more explorative research methodology is employed. Semi-structured theme interviews are executed in this research in the teleoperator. Hence, this will be a qualitative study.

Chapter 4 will explain the results of the study. The second research question will be answered based on six interviews conducted in the teleoperator. Discussion will take place at the end of Chapter 4. Finally, the conclusions are drawn in Chapter 5.

2 UNDERSTANDING WORK ENGAGEMENT

Given the research purpose of identifying and analyzing managerial activities related to work engagement in this study, it is important to first understand the phenomenon of work engagement. This section will explain more thoroughly, what work engagement is. Schaufeli and Bakker's (2004) definition of work engagement is used in this study. It will be explained at the beginning. Thereafter, the antecedents of work engagement are presented, followed by work engagement's positive outcomes. Managerial activities related to work engagement are covered in Section 2.5 followed by PsyCap and its significance for work engagement. After examining some critical perspectives on both work engagement and PsyCap, the synthesis of theoretical framework of this study will be built. This will be done at the end of Chapter 2.

2.1 Background of work engagement

The number of studies on work engagement has rapidly increased over the past ten years. The interest in work engagement has grown as companies look for novel ways to increase efficiency. Work engagement has been defined in several different ways. Most scholars agree that work engagement is characterized by a high level of vigor, energetic and enthusiastic involvement in work, and strong identification with one's work.

Kahn (1990) introduced the concepts of personal engagement and disengagement in 1990. He tried to work concepts such as job involvement, organizational commitment and intrinsic motivation into employees' day-to-day work experiences. He defined personal engagement as expressing oneself physically, cognitively and emotionally through one's work. Hence, employees are physically involved, cognitively vigilant and emotionally connected. (Simpson, 2008, 1018.) Maslach and Leiter (1997) studied work engagement with burnout. They invented the Maslach burnout inventory model (MBI) to measure both burnout and engagement. They showed that

engagement is the direct opposite of burnout. They demonstrated that exhaustion (low energy), cynicism (low involvement) and inefficacy (low efficacy) are characteristic of burnout, whereas high energy, high involvement and high efficacy are characteristic of engagement. Thus, the three elements of engagement are the opposites of the three elements of burnout. However, Schaufeli and Bakker (2002) discovered and argued that burnout and engagement are distinct concepts. They need to have independent assessments. They argued that even if employees experience low burn-out they may not necessarily experience high engagement. On the other hand, employees, who are highly engaged, may not be experiencing low burnout. (Simpson, 2008, 1019.) Schaufeli and Bakker's (2004) work engagement can be described as an active, positive, work-related state that is characterized by vigor, dedication and absorption. Vigor refers to high levels of energy and mental resilience while working, whereas dedication is characterized by being strongly involved in one's work and experiencing a sense of enthusiasm, inspiration, pride and challenge. Absorption refers to being fully focused and happily engrossed in work in a way that causes time pass quickly. (Schaufeli & Bakker, 2004, 295.) Schaufeli and Bakker's concept of work engagement is used in this study. It is the most well-known and widespread concept of work engagement among scholars (Bakker, 2011, 265).

Work engagement belongs to positive organizational behavior (POB). Luthans (2002) has developed the concept of positive organizational behavior (POB). *"It is the study of positively oriented human resource strengths and psychological capacities that can be measured, developed and effectively managed for performance improvement in today's workplace" (Money et al., 2008, 24).* POB is a developmental approach and it encourages focusing on psychological features of human nature in order to improve the performance of the workplace (Money et al., 2008, 24).

2.1.1 Work engagement and related concepts

There are several different concepts, which refer either to behaviors (personal initiative), beliefs (job involvement) and affect (job satisfaction) or refer to comparable psychological states (flow) that are close to the concept of work engagement (Bakker & Leiter, 2010, 14). According to Frese and Fay, personal

initiative is about the quality of an employees' work behavior. Personal initiative is something that is more than normal work-behavior. It is characterized by persistence, proactivity and self-starting behavior. It is closely associated with the behavioral element (vigor) of work engagement. Job involvement is characterized by psychological identification with one's work. It is also closely related to work engagement, but it does not cover all the elements that work engagement does. (Bakker & Leiter, 2010, 14.) Furthermore, work engagement differs from job satisfaction, which is a more passive form of employee well-being. Work engagement differs also from a work-related flow, which refers to a top peak experience and lasts for only a short period of time. Work engagement differs from motivation in a way that motivation does not take into account all of the aspects, such as absorption, vigor and dedication that work engagement does. (Bakker, 2011, 265.) Finally, work engagement is different from workaholism, because work is challenging and fun for engaged employees in a harmonious, passionate way, instead of being a passionate obsession, which is typical of workaholism (Bakker & Leiter, 2010, 15). In other words, work engagement is more diverse concept and it predicts job performance better than the other above-mentioned concepts. A figure is presented below. It is illustrating in more detail how work engagement and other concepts are related to each other.
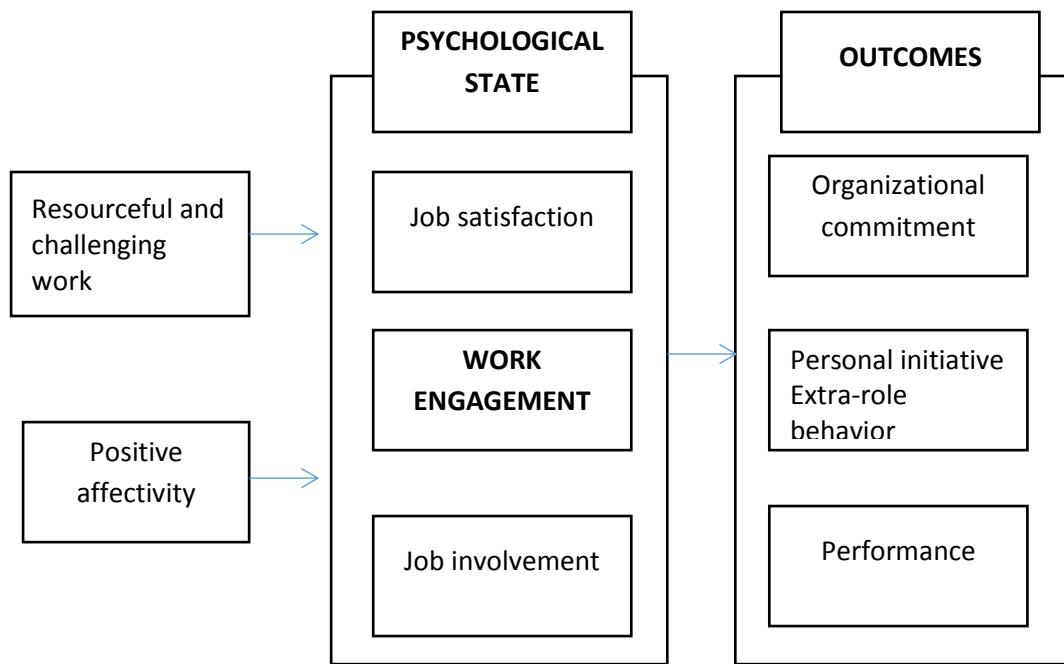
Figure 1 An integrative model of work motivation and engagement. (Bakker & Leiter, 2010, 21)

2.2 Warr's affective well-being model

Schaufelia and Bakker's (2004) definition of work engagement is used in this study. It will be illustrated with the help of Warr's affective well-being model. Warr (1990) has developed a model to measure affective well-being. Warr's model can be used to evaluate working conditions. This model is better than many other models due to the fact that it does not measure just pleasure. Besides pleasure, activation level is important, too. Thereby, two dimension are combined (activation level + or −) and (pleasure + or −) i.e. four different basic dimensions are created. These are enthusiasm, comfort, anxiety and depression. With the help of this model, work engagement can be easily explained and demonstrated. Next Warr's model is explained and introduced more thoroughly. It is demonstrated both in Table 1 and in Figure 2.

Enthusiasm (3b)	Work engagement is in the top right corner with enthusiasm in Figure 2. Both activation and pleasure are high in this corner. This is the area, in which all employees should work. Employees are efficient and productive "active players" and they enjoy working and are happy.
Comfort (2b)	Job satisfaction is in the lower right corner along with comfort in Figure 2. Job satisfaction is a passive form of employee well-being, in which the activation level is low. New challenges should be given to old employees in order to raise their activation levels and to re-engage them their work. Employers should offer more demanding jobs that fit the employees' interests and skills in order to make them develop themselves further and to engage them again with their work. This means to transfer them back to the top right corner in the Figure 2.
Depression (3a)	In Warr's model opposite to enthusiasm is depression, which demonstrates that both the level of activation and the level of pleasure are low. One reason for this could be that employees have worked under stress for too long. Work demands have been too high and employees lack of job control in their work. This might cause depression in the long run. Employees may eventually suffer from burn out.
Anxiety (2a)	If employees are required to fulfill unrealistic demands without enough skills and abilities to tackle challenges, it will cause anxiety and stress. Anxiety can also be caused by not having enough job control of one's own work. In this state, the activation level is high but the pleasure level is not. Either employees' skills should be improved so that they are capable of handling the situation better or less demanding jobs should be offered.

Table 1 Summary of Warr's affective well-being model.

In conclusion, in Warr's model (3b) demonstrates work engagement. Engaged employees feel well and are productive in a sustainable way. (Martela & Jarenko, 2014, 18; Goncalves & Neves, 2011, 707; Hakanen 2009, 35.)
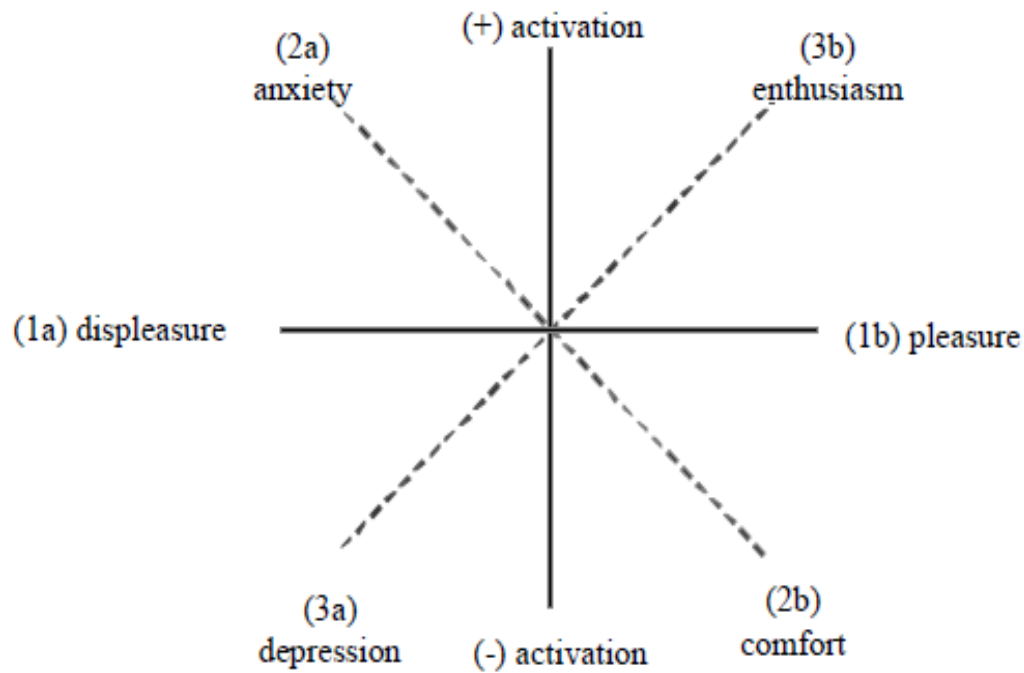
Figure 2 Conceptualization of job-related affective well-being (Goncalves and Neves, 2011, 706; adapted from Warr, 1990)

2.3 Antecedents of work engagement

Previous studies have shown many ways to increase work engagement. Work engagement can be increased for instance by job resources, personal resources, recovery from work, home resources, and crossover and work engagement (Hakanen, 2009, 35). This study will focus on both job and personal resources. Moreover, leadership perspective will be added to this study. Leadership is usually considered part of job resources, more specifically external part of job resources.

2.3.1 Job resources

Job resources are regarded as one of the most important predictors of work engagement (Hakanen, 2009, 36; Bakker, 2011, 266). Job resources are physical, social, psychological or organizational aspects of the job that (1) reduce job demands and the associated physiological and psychological costs, (2) are functional in achieving work goals and (3) stimulate personal growth and development (Schaufeli et al., 2004, 296). Previous studies have shown that job resources like autonomy, performance feedback, skill variety, opportunities for professional learning and development and social support are most strongly associated with work engagement (Hakanen, 2009, 36).

Job resources are not only important for tackling job demands but also in their own right. Job resources can have both intrinsic and extrinsic motivational potential. Intrinsic motivation is extremely important, because it increases and facilitates learning and personal development, whereas extrinsic motivation works as instrumental help for goal achievement. This will lead employees to become more committed and engaged in their work. (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009, 236; Bakker & Demerouti. 2008, 211.) However, it is good to notice that job demands need to be high and challenging enough in order for job resources gain their motivational potential (Bakker, 2011, 266).

As far as intrinsic motivation is concerned, several studies have been conducted during the last decades. Hackman and Oldham (1976) have studied motivation and especially intrinsic motivation. They argue that intrinsic motivation comes from three things. Personal motivation should be connected with meaningful work. Feedback and autonomy need to be added to the combination of these two. This results in intrinsic motivation at its fullest.

According to Chalofsky (2003) Maslow's Hierarchy of Needs, especially higher order needs such as esteem and self-actualization is met when experiencing personal meaning in work, which is linked to a life purpose. Chalofsky (2003) argues that the four intrinsic motivation rewards are critical for an intrinsic motivator such as sense of meaning and purpose, sense of choice, sense of competence and sense of progress. (Chalofsky, 2003, 79.)

A clear link can be found between job resources and work engagement. This link is said to be met when the basic psychological needs of employees are satisfied. These needs are autonomy, relatedness and competence. (Bakker et al. 2008, 212.) Deci and Ryan (1985) have done more research on motivation. According to them, these psychological needs play a crucial role when it comes to intrinsic motivation. These are basic psychological needs that need to be satisfied in order to receive optimal function in every culture. Deci and Ryan regard this as Self-Determination Theory (SDT). They consider SDT to cover exactly these three basic psychological needs. (Deci & Ryan, 2008, 183.) Furthermore, Martela and Jarenko have studied the same subject in Finland. They demonstrate that enthusiasm comes from intrinsic motivation. These three fundamental basic psychological needs, need to be fulfilled in order to generate intrinsic motivation. This is valid not only for work but also for other contexts such as studying or sports. Martela and Jarenko (2014) supported Deci and Ryan (1985) by arguing that autonomy, competence and relatedness have to be satisfied in order to generate intrinsic motivation. (Martela & Jarenko, 2014, 16.)

Martela et al. (2014) argues that satisfying these psychological basic needs leads to, work engagement and enthusiasm, which in turn results in better work performance. In addition, people whose basic needs are fulfilled are less tired and exhausted at work. (Martela et al. 2014, 28.)
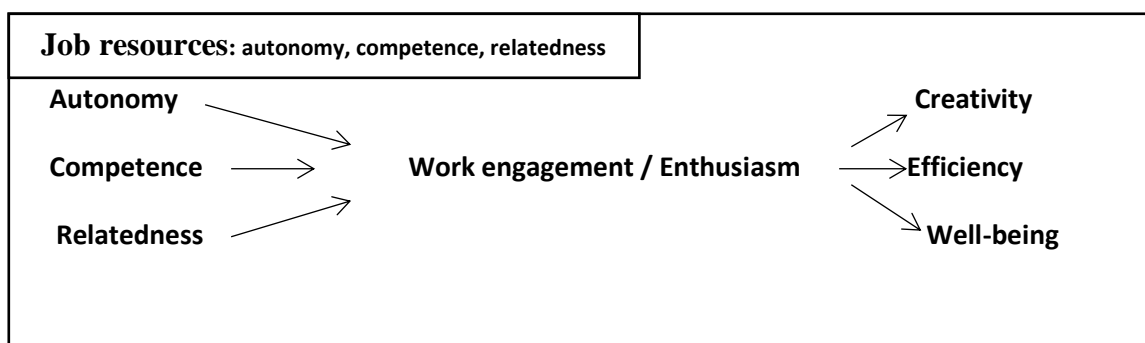
Figure 3 Value Chain of Enthusiasm: How intrinsic motivation leads to work engagement and for the good results (Adapted from Martela et al., 2014, 34)

Interestingly, job resources have more positive influence on work engagement than job demands negative in the sense that they predict work engagement better than job demands (Schaufeli & Bakker, 2004, 311). Job resources can work as buffers and diminish negative aspects of job demands (Bakker et al. 2008, 213). Other studies have shown that when job resources are scarce not only employees but also the whole organization is negatively affected. As a consequence, work engagement is hardly present in such conditions. (Mauno, Kinnunen, Mäkikangas & Nätti, 2005, 228−230.)

Xanthopoulou et al. (2009) found in their study that job recourses, personal resources and work engagement are reciprocal. Both job and personal resources support each other together with work engagement. Their study shows that the relationships between resources and work engagement have a positive effect on each other. (Xanthopoulou et al., 2009, 241.) This also supports Hobfoll's (2001) COR theory. Hobfoll's conservation of resources theory (COR) indicates that people try hard to obtain, retain, protect and promote all those resources that they consider important. If people lose their resources or if the resources are threatened, stress will occur. People with many resources are less vulnerable and they are more likely to gain more resources, which leads to positive gains spirals. (Hobfoll, 2001, 354–355.) Xanthopoulou et al., (2009, 242) advise organizations to provide and support as many resources as possible. Job and personal resources lead to work engagement. When employees have a resourceful environment, they seem to mobilize additional resources easier themselves as well. More about this will be explained later in Section 2.4.1.

2.3.2 Enabling leadership as an external part of job resources

Enabling leadership is all about enabling the full potential in others. Leaders should be interested in supporting their subordinates' growth and eager to help in the process. Enabling leadership understands the differences between employees and is able to identify and appreciate these differences. This diversity should be utilized by focusing on individuals' strengths and enabling full use of them. Enabling full potential means also working on the areas that need to be developed. Leaders must support and encourage employees to go out of their comfort zone and expand the employees' performance tolerance threshold. This can happen for instance by encouraging risk

taking, testing new ideas, and ideals and challenging work situation. Potential is something that develops in the course of time. Leaders can use e.g. the following ways to enable the full potential of employees.

(1) Encouraging employees to act and think exactly in the way that is natural to them. Leaders should make it easier for an employee to learn to trust their most authentic identity (those things that make them strong). Leaders ought to encourage always acting through one's own strengths and maximizing one's full potential. (2) Leaders ought to observe how employees act under pressure and how willing they are to accept new challenges and how they deal with adversity. Leaders should support accepting challenges with the right type of guidance. (3) The potential of employees needs to be challenged and surrounded with other high potential people, who will strengthen it. (4) New standards can be discovered by letting employees recreate their work in their own image. This can be found by letting employees use their strengths and skills that have not been unleashed yet (Jaap, 2016; Llopis, 2014.)

According to Kaplan (1996) employees should control and evaluate themselves in their own work processes. Plenty of decision latitude should be given to do their jobs. Employees are the best experts in their own work and they should be respected and allowed a certain degree of autonomy. Leaders should enable employees to make use of their skills and bring out their capabilities for the organization by investing in employees' personal development. This can happen by encouraging personal development and appreciating the value of employees. (Kaplan, 1996, 6.)

However, Kaplan identifies that both enabling and forceful leadership are needed. They complement each other and are equally necessary for effectiveness. If leaders can do both they are versatile (Kaplan, 1996, 8). According to Martela (2014) leading people is all about finding the right balance, especially when leading the intrinsic motivation of people (Martela et al. 2014, 36). According to Lewis (2011) understanding strengths as well as weaknesses is a key aspect of good leadership (Lewis, 2011, 136).

2.3.3 Personal resources

Personal resources are regarded as positive self-evaluations that are connected with resiliency. They indicate people's sense of their ability to control and have an impact upon their environment. Positive self-evaluations are regarded as good predictors when it comes to goal setting, motivation, performance, job and life satisfaction. (Bakker, 2011, 266.)

Many studies have shown positive correlation between personal resources and work engagement. In their longitudinal survey Xantohopoulou et al. (2009, 241) showed that three personal resources such as self-efficacy, organizational-based self-esteem and optimism predicted work engagement. They also found that job and personal resources are positively related to each other. Additionally, personal resources play as important a role as job resources in explaining work engagement (Xanthopoulou et al. 2009, 236).

Employees with high levels of personal resources can deal with stress factors (job demands) better at work than their colleagues, who do not possess a high level of personal resources (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2007, 125). People, who have high positive self-evaluation and have higher individual personal resources, are likely to get more desirable outcomes from their life. They are more motivated and perform better. Additionally, they have better job and life satisfaction in general. They see themselves in a positive manner regardless of the situations. (Judge, Van Vianen Annelies & De Pater. 2004, 327.)

Xanthopoulou et al. (2009, 236) used three personal resources; self-efficacy, organizational-based self-esteem and optimism in their study. They expressed that personal resources, what they used, are close to the concept of psychological capital (PsyCap) developed by Luthans. Luthans, Avey, Avolio and Peterson's (2010, 42) definition of PsyCap consists of four elements. These elements are hope, efficacy, resiliency and optimism, the concept of so-called HERO. This concept will be used in this study and will be thoroughly explained later.

2.3.4 Job demands

Job demands include, among other things, qualitative or quantitative workload, mental and emotional demands of work, lack of time, too much pressure at work and, too much work to be accomplished in too little time. All of these aspects can have a negative effect on work. However, job demands can simultaneously be both a burden and a contributor to work engagement. Regardless of huge work demands, employees can still accomplish their work successfully. Employees can be proud of succeeding although they are e.g. pressed for time. This influences work engagement positively. Nonetheless, by comparing relationships both between job demands and work engagement and job resources and work engagement, it needs to be stated that job resources are much more important than job demands when it comes to increasing work engagement. Job demands may have an effect on burn-out, but not necessarily so much on work engagement. Hence, it is more important to improve job resources when wanting to enhance work engagement. Firstly, a top priority should be to increase job resources and secondly, job demands should be diminished. (Hakanen, 2009, 37.)

2.4 Positive outcomes of work engagement

Work engagement is said to be an important determinant for the success of an organization. Previous studies have found positive correlations between work engagement and both an individual level and an organizational level and work engagement. The former (an individual level of work engagement) correlates positively with job satisfaction, employee loyalty, job performance and organizational citizenship behavior. The latter (an organizational level of work engagement) is positively related to productivity, customer satisfaction, employee commitment, financial return, profitability and business success. (Malinowski & Lim, 2015, 1251.)

A positive connection can be found between; (1) attitudes and work engagement. Thereby, work engagement is positively related to a low employee turnover rate. Moreover, older employees are not willing to retire, but want to work longer time than they should due to work engagement. (2) Initiative and proactivity and work

engagement; hence, highly engaged employees are more service-minded and client-oriented in their work, which, in turn predicts customer loyalty (Salanova, Agut & Peiro, 2005). Engaged workers do more than they are required to as extra role performance compared to non-engaged workers. Engagement is also strongly associated with creativity. Higher levels of engagement indicated better ways to make up new ways to deal with work related problems. Engaged school principals were able to inspire, stimulate and coach their co-workers. (3) Learning motivation and work engagement; engaged workers are willing to learn more and are willing to develop themselves further. (4) Balance of life and work; work engagement is positively related to the balance of life in general. Working life and life outside of work are well balanced and enrich each other. (5) Health and work engagement; engaged employees are healthy workers both mentally and physically. They suffer less from e.g. headaches, cardiovascular problems and stomach aches. (Schaufeli et al. 2004; Bakker, 2011, 267; Hakanen, 2009, 39.)

2.4.1 Performance of engaged employees

Bakker et al. (2008) has stated four reasons why engaged workers perform better than non-engaged workers. Engaged employees experience positive emotions, are healthier, have influence on their job and on their personal resources and they transfer their engagement to others.

Positive Emotions

Experiencing positive emotions may have an effect on productivity. Positive emotions such as happiness, joy and enthusiasm will influence employees' capacity to broaden their momentary thought. *"For example joy broadens resources by creating the urge to play and be creative. Another positive emotion, interest, promotes the desire to explore, assimilate new information and experiences and grow"* (Bakker et al. 2008, 216).

According to Fredrickson's theory so-called Broaden- and Build Theory (2001) positive emotions are able to help people to build resources that last. Positive emotions and their cumulative experience are linked to the development of resources

for long term success. (Cohn, Fredrickson, Brown, Mikels & Conway, 2009, 361.) In other words, the Broaden- and Build Theory combines both hedonic well-being (experience of pleasurable emotions) with eudaimonic well-being striving toward potentials and purpose in life, which is eased by the accumulation of psychological resources. Thereby, positive emotions can have a long-lasting impact on functional outcomes, which simply means that well-being and social connectedness are increased. (Garland, Fredrickson, Kring, Johnson, Meyer & Penn, 2010, 850.)

Fredrickson and Losada (2005) have studied and explored positive emotions and evidenced the broadening hypothesis. When positive emotions are high compared to negative ones among the managers during a business meeting, more questions are asked and advocacy is broader. Thus, this causes better performance. (Fredrickson and Losada, 2005, 680.)

Good health

Engaged employees are less ill compared to non-engaged ones. Vigor element of work engagement is indicated to have a positive relationship to mental and physical health. Moreover, less psychosomatic complaints are reported among engaged workers. Work engagement has positive connection to self-rated health and workability. (Bakker et al. 2008, 216.)

Ability to mobilize resources

Engaged workers are able to better create their own resources, which leads to better performance and productivity. As already explained above; Fredrickson's Broaden and Build Theory says that momentary experiences of positive emotions are able to build lasting psychological resources and work as triggers toward upward spirals and emotional well-being. Evidence has been found for an upward spiral of work engagement and resources. According to Xanthopoulou (2007) and his studies, job and personal resources caused higher levels of work engagement. This, in turn resulted in more personal resources such as optimism, self-efficacy and organization-based self-esteem and more job resources such as social support, autonomy, coaching and feedback over time. (Bakker et al., 2008, 217; Xanthopoulou et al., 2009, 241.) In other words, engaged workers know, how to mobilize their own job and personal resources that result in work engagement in the future, too. Based on Bakker and

Demerouti's literature the following model Figure 4 of work engagement can be built. It is the so-called job demands and resources model (JD-R) model of work engagement by Bakker and Demerouti (2007, 2008).

Job resources

-Autonomy

-Performance feedback

-Social support

-Skill variety

-Development & Growth

Personal resources

-Optimism

-Self-efficacy

-Resilience

-Self-esteem

Job demands

-Work pressure

-Emotional demands

-Mental demands

-Physical demands

Work Engagement

Vigor

Dedication

Absorption

Performance

-In-role performance

-Extra-role performance

-Creativity

-Financial turnover

Figure 4 The JD-R model of work engagement (Adapted from Bakker & Demerouti, 2008, 218)

2.5 Managerial activities to enable work engagement

There are several ways of supporting work engagement by management. Hidden potential of employees in the workplaces should be released. This can happen by offering freedom of action as well as let employees to craft their own jobs in accordance with their interests and abilities. Firstly, managerial activities and

unleashed resources are discussed. This is followed by sections both leading of freedom and crafting jobs. Thereafter, the servant leadership as a separate entity in Section 2.6 is discussed.

2.5.1 Managerial activities and unleashed resources

It is important to consistently pay attention to the positive sides of both workers and organization strengths and possibilities. There is a lot of potential at work place that has not been unleashed yet. When unleashing this potential on both an individual and organizational level, workplaces do not only achieve better results but they start to flourish. (Hakanen, 2009, 54.) According to Hakanen, it is possible for workplaces to contribute simultaneously to both the well-being of workers and success of employers by noticing, focusing on and strengthening positive resources and by finding new potential resources on the individual and organizational levels (Hakanen, 2011, 73; Hakanen, 2009, 58−59). There are four ways to classify job resources when it comes to the workplace, team or individual.

(1) Existing resources; these are the strengths of the workplace, team or individual that already exist and are working properly. It is important to maintain these resources and lift them up, because they work as buffers to job demands as well. When employees are able to use their own strengths and abilities they are energetic and enthusiastic and perform well (Leppänen et al. 2012, 44). (2) Unleashed resources; these resources already exist as well, but no one has recognized them or noticed their potential. For example, some employees may have skills and strengths but they cannot use them in their work at the moment. These might be very beneficial for the whole organization, if only they were noticed and used. Managers should help employees to realize their own strengths and potentials and encourage employees to use these resources to support the goals of the organization (Martela et al. 2014, 37). (3) Lacking resources; these resources would be needed at work or in the organization but they do not exist at the moment. These resources should be found. Managers can encourage employees leave their comfort zone in order to develop (Leppänen et al. 2012, 72). (4) Negative resources; these include bullying at workplace. Negative resources should be fixed.

2.5.2 Leading freedom

It is crucial to support autonomy to produce intrinsic motivation. The intrinsic motivation was important in giving rise to enthusiasm. As important as supporting autonomy is the feeling of self-management that helps maintain intrinsic motivation. In an ideal world, this would mean leaders offering their employees opportunities to do what they love the most in their own ways. Leaders should encourage and help employees to find and use their strengths according to their own interests at work to support intrinsic motivation and autonomy. However, it is important to become aware of the fact that already letting employees come up with ideas on how to achieve goals can increase the sense of autonomy. In other words, the employer sets a goal and the employees find their own way to achieve it. (Martela et al. 2014, 37.) Autonomy can be supported many ways. Some examples are by using a more democratic leading style, by sharing information more freely with employees and by letting employees participate in decision-making. There needs to be trust between the parties to make this work properly. Freedom is led by giving employees clear goals and by letting them know, what is required and expected from them. Thereafter, leaders grant a freedom of action for employees to act towards goals in their own ways. (Martela et al. 2014, 36.)

Intrinsic motivation is led by using social skills and emotional intelligence. This is done by supporting the autonomy of the individual, by enabling the development of new skills and by highlighting the meaning of work. The goal is to help employees to find their own internal strengths and resources and encourage them to be able to use these resources in order to achieve organizational objectives. Micro managing, controlling and too much reporting by leaders are the best ways to destroy intrinsic motivation. Many leaders insist that employees take more responsibility but they do not realize that leaders themselves need to first give freedom to act without controlling. (Martela et al. 2014, 37−38.)

2.5.3 Job crafting

Job crafting means that employees plan their own work to better meet their needs, abilities and interests. In other words, employees create a meaningful job for themselves. It is interesting to see that after job crafting, the job is usually more demanding and challenging than it was before job crafting. This, in turn means that employees have influenced their own well-being through job crafting. (Tims, Bakker & Derks, 2013, 237.) Job crafting is a practical way of getting intrinsic motivation to work properly among employees. It enhances challenges, enthusiasm and meaningfulness. (Martela et al.2014, 38.) Job crafting has been proved to have a positive impact on employees' well-being and job performance (Tims, Bakker, Derks & Van Rhenen, 2013, 428).

The study of Tims et al. (2013) showed that job crafting worked both at the individual and at the team level. It was positively associated with team work engagement and team performance. This, in turn positively affected individual job crafting, work engagement and performance. (Tims et al. 2013, 449.)

Derks et al. (2013) studied in their longitudinal study whether workers are able to have an effect on their own well-being by crafting their job demands and resources. The study indicated that through job crafting it is possible to increase work engagement, job satisfaction and decrease burnout through changes in job demands and job resources. By job crafting the level of job resources can be increased over time. Increased amount of job resources mediate the relationship between employee job crafting and increased well-being. (Derks et al. 2013, 230.)

Managers should provide employees with job crafting strategies, create opportunities and promote job crafting among employees. *"It is the manager's task to manage job-crafting behaviors so that they contribute to personal and organizational goals" (Derks et al. 2013, 238).* Thereby, work engagement and employees' well-being can be enhanced by job crafting.

The traditional job design research concentrates on employee attitudes and motivation arising from job design, whereas job crafting is a bottom-up approach where

employees take an active role to reshape their work characteristics to better fit their personal preferences and abilities. (Tims et al. 2013, 428.)

There are also some traditional methods that can be used to make non-stimulating work tasks more interesting to accomplish. Work motivation can be increased by job design in three ways. (McShane et al. 2003, 181.)

Firstly, job rotation is the practice of moving people from one job to another. In a case of a boring job, this is a good way to provide changes in the job. The organization can also develop a flexible workforce by using this method. Secondly, job enlargement happens by combining two or more complete jobs into one or by adding some new features to an existing job. This can be used to create some variety in the job. Thirdly, job enrichment happens when employees are given more responsibility in their jobs. This leads to job enrichment. (McShane et al. 2003, 181.) This also means that the depth of work tasks is enhanced and employees are given more challenges (Martela et al. 2014, 39).

2.6 Servant leadership

Servant leadership, which belongs to enabling leadership, promotes sustainable and continuous growth of employees. Servant leadership aims at fulfilling the employee's potential, which in turn contributes to work performance and engagement and the will of employees to do their best. This helps to generate successful business in a sustainable way in the long run. (Searle & Barbuto, 2011, 107.) Searle et al. (2011) highlight that servant leadership is able to ease positive behavior on both micro and macro levels in the organization (Searle & Barbuto, 2011, 115).

Servant leadership consists of five different factors, which are altruistic calling, emotional healing, wisdom, persuasive mapping and organizational stewardship.

(1) Altruistic calling; leaders want to make a positive difference in their employees' lives. Employees' interests go ahead of the leaders' own ones and they want to satisfy their followers' needs. The ultimate organizational goal is to serve. (2) Emotional healing; leaders create an environment that is safe for employees to discuss their personal and professional issues. Hence, leaders are committed to advancing their

employees' spiritual recovery from any possible traumas. (3) Wisdom; leaders understand the environment and the implications it has for work. (4) Persuasive mapping; leaders are able to seize the moment that can make a difference in the future. They can see better possibilities and can articulate them for others. (5) Organizational stewardship; leaders make also something good for the society through community development, programs and outreach. They take responsibility and value to leave something good for the society. (Barbuto & Wheeler, 2006, 318-319.)

Honesty, humbleness, genuineness, empathy and forgiveness are typical traits for servant leaders. It is important to share information with all employees, to encourage self-management, to take initiatives and to make individual decisions. Hence, employees know what needs to be done and what they are expected to accomplish. A certain freedom needs to be given to employees to figure out their own ways to reach the goals of the organization. Trust is needed in order to make this work. (Hakanen, 2011, 76-81.)

There are some similarities between servant leadership, transformational and authentic leadership theories. All of them pay attention to the importance of a positive moral perspective. Followers' development and growth are also regarded as important. However, leaders' behaviors go further in servant leadership, to support the development of followers. Servant leadership has the objective of aligning the leaders' and followers' motives. (Beck, 2014, 300.)

Finally, psychological capital will be introduced. Together with work engagement, PsyCap is the other main concept of this study. PsyCap promotes work engagement as well. PsyCap will be handled as a separate entity Section 2.7. It is positively associated with work engagement, among other things, through positive emotions.

2.7 Psychological Capital

Psychological Capital (PsyCap) can be described as an individual's positive psychological state of development. It can be understood as who you are at the moment and what you can become concerning positive development in the future. PsyCap is characterized by four elements. (1) The hope element is all about persistence in pursuing goals and the ability to redirect paths towards goals in order to succeed. It consists of will- and waypower. (2) Having confidence (efficacy) to meet the necessary challenges and put effort into accomplishing challenging tasks successfully. (3) Resiliency is the ability to bounce back and even beyond when meeting adversity and problems. (4) Optimism is about being optimistic about one's own capabilities and trusting oneself to succeed now and in the future. (Luthans et al. 2015, 2; Leppänen et al. 2012, 60.) These four psychological resources form a core construct.

Psychological capital is the ability to apply positive psychology elements in practice. Succeeding in this, will increase the joy and productivity of work (Leppänen et al. 2012, 49.) The elements of PsyCap are close to each other and support one another. Four positive resources interact in a synergistic manner so that people are at their operational best when one resource works with another (Luthans, Avey, Avolio & Peterson, 2010, 49). For example, when comparing optimism element to hope element of PsyCap, optimism contains a vision and expectation of positive outcomes, whereas hope involves the practical execution of reaching a specific desired outcome (Bakker et al. 2010, 60).

| Self-confidence: Efficacy, proactivity | → | Hope: Goal orientation |
| Optimism: Seeing potentials | ← | Resiliency: Bounce back and beyond |
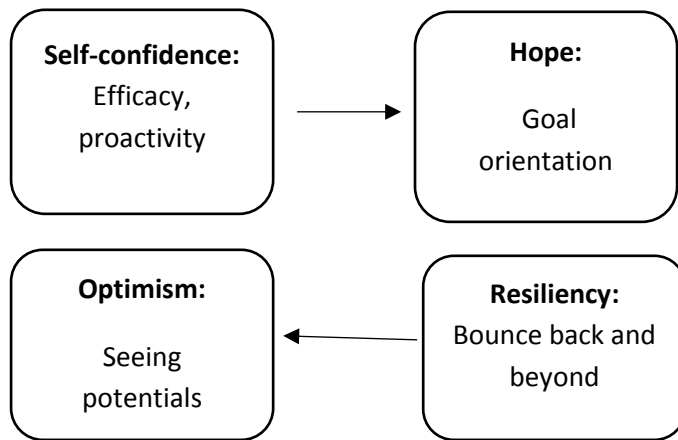
Figure 5 Psychological Capital and its different parts (Adapted from Leppänen et al. 2012, 60)

2.7.1 PsyCap and its positive outcomes

Avey, Reichard, Luthans and Mhatre (2011) studied psychological capital in their meta-analysis and examined its impact on employee attitudes, behaviors and performance. They found out that PsyCap was strongly and significantly related to employee attitudes (job satisfaction, organizational commitment, psychological well-being), that are regarded as desirable by human resource management. On the other hand PsyCap was negatively related to attitudes (cynicism, turnover intentions, employee stress, anxiety), which are regarded as undesirable. Taken together, evidence showed that employees' PsyCap was positively associated with their attitudes, which are considered desirable for effectively meeting goals in today's challenged organizations. (Avey et al. 2011, 146; Malinowski & Lim, 2015, 1252.)

Avey et al. (2011) also found out that PsyCap was positively associated with employees' organizational citizenship behaviors. Moreover, and perhaps most importantly, strong correlation was found between employees' PsyCap and their performance. (Avey et al. 2011, 146.)

To sum up: PsyCap has been demonstrated to contribute to desirable employee attitudes and behaviors such as job satisfaction, organizational commitment, psychological well-being, citizenship and job performance (Malinowski & Lim, 2015, 1252.)

2.7.2 PsyCap and its development

Psycap has been regarded as an important construct in human resource development. Luthans et al.'s (2010) study showed that PsyCap and its components are open to organizational leadership and human resource development in the workplace. This was the first study that really demonstrated that an organizational participant's PsyCap can be developed that caused performance improvement. (Luthans et al. 2010, 58.) Each of the elements of PsyCap is developable. This can be done with the help of Psychological Capital Intervention (PCI). Psychological capital interventions (PCI) are used to give rise to performance impact on the organization. (Luthans et al. 2010, 60.) PCI is introduced below.
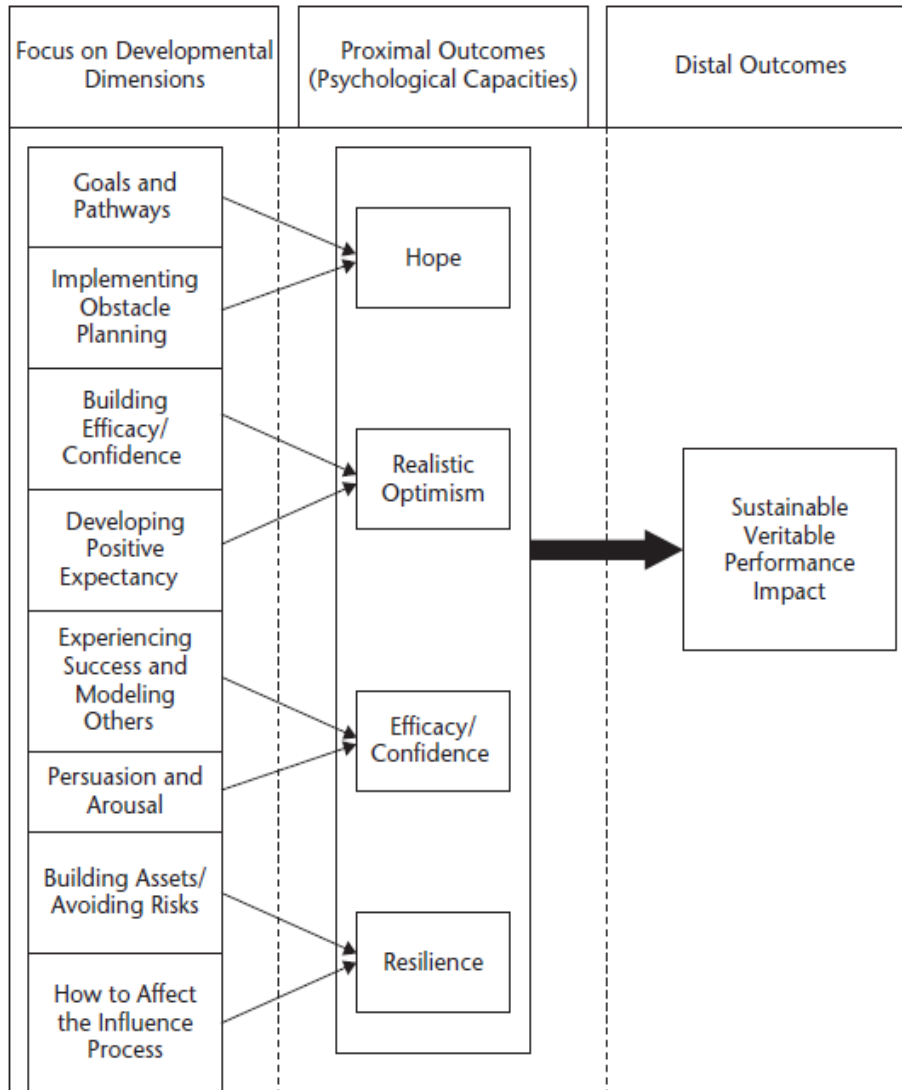
Figure 6 Positive psychological capital intervention (Luthans et al. 2010, 50)

PCI was used e.g. in Schulz, Luthans & Messersmith's study (2014, 622), in which the authors of the article examined, whether the development of positive psychological capital can have an effect on truck drivers' intention to quit their jobs, to understand PsyCap and more precisely how to develop it. (Schulz et al. 2014, 628.) A strong relationship was found between PsyCap and the truck drivers' intentions not to quit their job. Based on this study, the drivers, who have higher rates of PsyCap, are more satisfied with their work and more committed to their organization. They are also less likely to quit.

Thereby, the psychological capital intervention (PCI) model can also be used to examine the implications of four resources (hope, optimism, efficacy/ confidence and resiliency) in the context of truck drivers. (1) Hope; hope is developed in the PCI through goal design, pathway generation and proactive alternative strategies for overcoming various obstacles. For instance, SMART (specific, measurable, achievable, relevant, timely) goals can be used for drivers to identify work-related goals. (2) Efficacy; four sources of efficacy development can be found. These are mastery experiences, vicarious learning, social persuasion and positive feedback, and psychological and emotional arousal. (3) Resiliency; the increasing of assets enables the creation of effective resiliency development. These include mentoring programs and, developing knowledge, skills and abilities through training. (4) Optimism; self-defeating beliefs need to be diagnosed and identified. After that self-defeating beliefs have to be reflected on and evaluated. Are these beliefs accurate / true? How could they be turned around? Finally, they need to be replaced with more realistic and more constructive beliefs. (Schulz et al. 2014, 629.)

Research has showed (Roche et al. 2014) that all four of the psychological resources need to be combined in order to form higher-order, core construct that can predict attitudes and performance better (Roche, Haar & Luthans, 2014, 479). PsyCap has been indicated to have a strong positive relationship not only to desirable attitudes, behaviors and performance but also to the psychological well-being of employees. (Roche, Haar & Luthans, 2014, 479.)

Meyers et al. (2015) studied whether working on strengths versus working on deficiencies is more beneficial for Personal Growth Initiative (PGI) and PsyCap. The interventions focusing on strengths affected PGI and of all the elements of PsyCap, hope was affected the most. However, Meyers et al. (2015) showed that both attributes, strengths and deficiencies, contribute to students' academic and career success. They increase the development and growth of the individual, although the intervention happens in the area of individual deficiencies. (Meyers, Woerkom, Reuver & Oberski, 2015, 51.)

2.7.3 Leading psychological capital

Leadership coaching and the creation of a positive atmosphere enable individuals and subordinates to develop their psychological capital. According to Leppänen et al. (2012), management should consider the following six guidelines in order to support building psychological capital.

(1) The best way to support PsyCap is to take care of positive emotions and positive atmospheres. A manager should make their subordinates feel unique and care about their well-being. (2) Managers should encourage subordinates to leave their comfort zone and to actively meet new challenges in order to ensure personal development. (3) Managers ought to create positive and open conversation with their employees. (4) Subordinates should be encouraged to search for their potential and use their strengths. (5) By creating a culture in which mistakes are to be learnt from and not punished for. It is important to acknowledge what went right, to consider what needs to be developed for the next time, to recognize what the team learned and what should be taken into practice next time. Managers ideally help others to see new possibilities and serve as good examples of persistent working. (Leppänen et al. 2012, 72.)

Leaders can positively influence on subordinates with their own psychological capital. Leaders can positively "infect" subordinates by building their followers' trust and perceived performance of them. It has also been showed that PsyCap can influence on positive emotions. (Roche et al. 2014, 479.)

2.7.4 PsyCap and work engagement

A clear connection can be found between PsyCap and work engagement. Each component of PsyCap and its connections to work engagement is explained below.

Efficacy and work engagement

Efficacy is closely connected with work engagement. Efficacy includes task-mastery (the capability of successfully accomplishing tasks). Task-mastery can also be seen in work engagement as an absorption element. While accomplishing a particular task, an individual is able to become absorbed. Task-mastery ought to enhance the vigor aspect as well, as more energy becomes available for devotion to the task.

Optimism and work engagement

Individuals with high rates of optimism, have high belief in their success. It makes them believe in their potential in spite of previous experiences. High job demands may prevent engagement through lack of control of the tasks due to high job demands. However, this can be prevented through the impact of the resource of optimism by enhancing dedication by a sense of personal control over the demands of the tasks. In other words, the individual resource of optimism works as a buffer against stressful job demands and thus increases work engagement. Luthans et al. (2010) argue that the optimism element of PsyCap refers directly to work engagement and its dedication and absorption elements. (Bakker et al. 2010, 60.)

Hope and work engagement

Individuals with high rates of hope are capable of determining paths to achieve their goals. They can even create new ways to reach their goals and adapt their plans when necessary. They have both high willpower and waypower. Hope is proposed to be a psychological antecedent to the vigor element of work engagement. Hope is able to create positive energy, which is needed to attain a goal. Having no hope can be related to burnout. This means that hope can even be a requirement in work engagement. Hope refers to the vigor and dedication elements of work engagement.

Resiliency and work engagement

Resiliency is the positive psychological capacity to bounce back and beyond from adversity and conflict. Resiliency is associated with work engagement through enhancing personal resources to deal with job demands. Personal resources work as buffers against stressors. The resiliency element of PsyCap refers directly to all three elements of work engagement.

PsyCap and positive emotions

PsyCap has been showed to predict higher positive emotions, which in turn leaded to more work engagement (Bakker et al. 2010, 64).
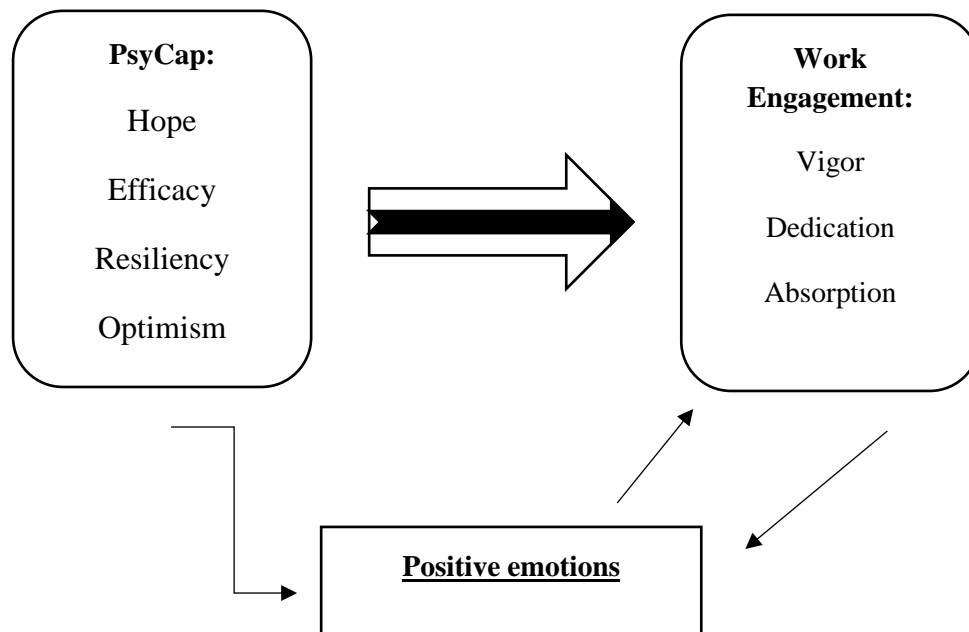
Figure 7 Proposed conceptual model relating psychological capital to work engagement through positive emotions (Bakker et al. 2010, 58)

2.8 Criticism of work engagement and PsyCap

Work engagement as well as PsyCap belong to positive organizational behavior (POB). Plenty of scientific evidence can be given (e.g. Speitzer & Porath, 2012; Harter et al., 2002; Hakanen, et al., 2009; Luthans et al. 2007; Luhans et al. 2010) to support their enormous positive impact on organizations. However, some criticism can also been found and this section briefly discusses some of those.

Being highly engaged in work may lead to over-engagement, which in turn may cause difficulties for finding the right balance between work duties and home. Recovery from work is seen as an important factor in order to keep up an optimal and positive level of work engagement in the long run. If recovery time is disturbed, health problems may occur. (Bakker et al. 2010, 191.)

Sonnentag (2011) has studied work engagement and its negative aspects concerning people's lives in her longitudinal study. She found out that employees with a high level of work engagement experienced a rise in job demands over time, too. This happens for a couple of reasons. First, engaged employees are willing to work voluntarily more than they should because they are enthusiastic about their work. Secondly, their supervisors know that they are enthusiastic about their work and give them extra duties. However, this can lead to exhaustion over time because of increasing job demands e.g. lack of time and overtime work. (Sonnentag, 2011, 34.) The absorption element of work engagement seems to be the one that may result in unhealthy behavior among employees. Employees who are too immersed in their work may have problems in disengaging themselves from work at the end of the workday. (Bakker & Leiter, 2010, 191.)

As far as PsyCap criticism is concerned, two elements, optimism and self-efficacy are discussed. Optimism and being too optimistic is not always the best thing. Optimistic people can believe too much in new ideas, themselves, and other people without taking into consideration all the risk factors and potential dangers. This can lead to negative outcomes in various domains such as health and business. If there is a possible danger in the near future, temporary realistic pessimism may be a better approach, because all thoughts and actions are then directed toward focusing on the threat. (Forgeard & Seligman, 2012, 115.)

Libano, Llorens, Salanova and Schaufeli (2012, 695) studied the role of work self-efficacy as a possible antecedent for two different outcomes both workaholism and work engagement. Self-efficacy is associated positively with work engagement. However, self-efficacy may cause workaholism as well. Employees are more willing to invest their time in work duties, if they have higher levels of self-efficacy in work activities than in non-work activities. This may lead to workaholism over time. (Libano et al., 2012, 696.)

2.9 Theoretical framework of the study

Based on previous literature, there are several different ways to describe and illustrate work engagement and other aspects related to work engagement. Schaufeli and Bakker used the so-called hockey model (Figure 8) in 2004, when investigating the relationship of job demands and job resources to burnout and work engagement. However, in this study the burnout perspective is not studied. In addition, PsyCap is needed for the model. That is why this model cannot be used in this study.
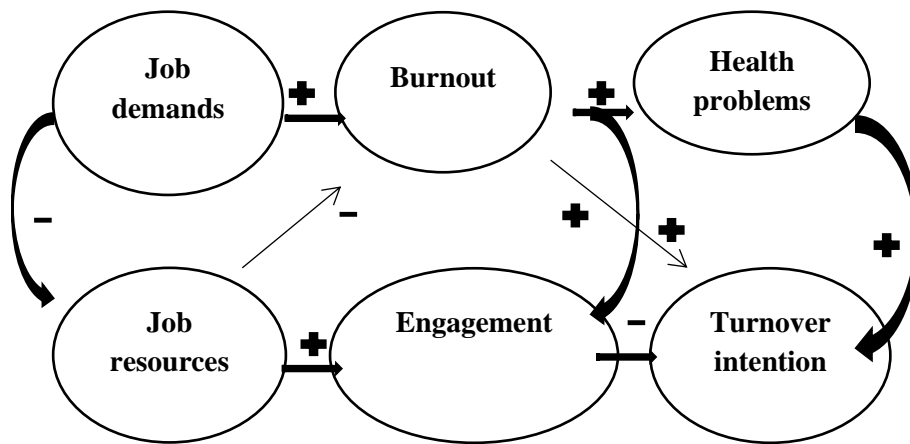
Figure 8 Hockey Model (Schaufeli & Bakker, 2004, 297)

Positive factors at work were investigated by Nordic researchers sponsored by the Nordic Council of Ministers in 2008. The main purpose of the Nordic project was to develop and find out positive factors at work concerning research methods and theory. (Manka, 2012, 72.) They developed a model (Figure 9) in accordance with work engagement is fulfilled (Christensen, Lindström, Straume, Kopperud, Borg, Clausen, Hakanen, Aronsson & Gustafsson, 2008, 72). Individual resources are added to this model. However, job demands are missing from this model.
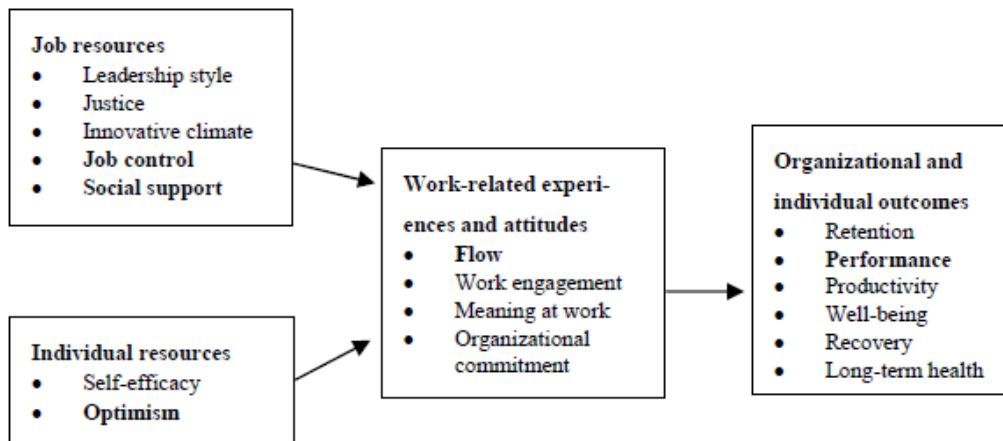
Figure 9 A preliminary model for studying on positive factors at work (Christensen et al., 2008, 72)

As can be seen, the model above is similar to the (JD-R) model of work engagement shown in Figure 4. In this thesis, above-mentioned two models need to be combined in order to cover all the aspects of this study. Hence, the (JD-R) model is adapted to better cover and fit to the objectives of this study. The theoretical framework of this study is based on adapted JD-R model, which is shown in Figure 10.

Job resources

Internal job resources: autonomy
(decision latitude, job control),
competence (skills, abilities, performance
feedback) **External job resources:**
relatedness (social support,
encouragement) leadership style;
enabling leadership: (professional
growth & development, strengths and
potential used)

Research questions 1 & 2

Psychological capital

Hope, efficacy, resiliency,
optimism

Research questions 1 & 2

**Job
challenges /
demands**

**Work
engagement**

vigor

dedication

absorption

*Figure 10 A theoretical framework of this study based on the adapted JD-R model of
work engagement (Bakker & Demerouti, 2008, 218)*

.

3 METHODOLOGY

Section three will pay closer attention to methodology part of the study. Firstly, research method of the study is explained. Secondly, a case company is briefly discussed. Thereafter, data collection is demonstrated followed by data analysis. Content analysis will be explained more thoroughly. Finally, the reliability and validity of the study will be discussed.

3.1 Research method

Due to the research purpose of identifying and analyzing managerial activities related to work engagement, semi-structured theme interviews are a research method for data generation. The semi-structured theme interview has been chosen as research method, because it covers the phenomenon of work engagement better and more deeply than quantitative methods, especially when it comes to managerial activities related to work engagement. Six interviews will be conducted all over Finland. The interviews will be carried out by interviewing managers of the departments. Thereby, this will be a qualitative study and qualitative methodology is chosen to conduct this study. With the help of interviews, the research question number two will be answered.

3.2 A description of an empirical study

This study will be conducted in a teleoperator company. The teleoperator company is part of a multinational group and it is part of a bigger corporation. The company's mission is with the help of a digital ecosystem, to create possibilities for people, companies and societies to stay connected with each other twenty-four hours a day, seven days a week. The company has more than 3000 employees in Finland. This study concerns more specifically consumer services. There are six different

departments in consumer services in the teleoperator, where this study will be conducted. The departments are customer lifecycle operation, delivery services, technical services and two first line services. Additionally, one department is considered as subsidiary with its own departments. The managers of the departments will be interviewed.

As this study focuses on understanding managerial activities related to the phenomenon of work engagement in the organization of a teleoperator, it will be carried out slightly similar way as a case study. A case study is typically associated with qualitative methodology. A case study investigates a case that has been intentionally chosen. The case can be an individual, group, institution or organization or part of it (Koskinen, Alasuutari & Peltonen, 2005, 154). It can be studied by using one or more methods. In this research, six different departments will be studied. A case study offers a good chance to get a good analysis of e.g. an organization that can be studied holistically within its real-life context. (Hirsjärvi & Hurme, 2001, 155).

3.3 Data collection

Data was collected through interviews. The interviews took place on Fridays starting on September 11, in 2015. Data was collected with the help of recorder, pen and paper. All the interviews were carried out in quiet and peaceful offices in four different places in Finland. Some information on the interviews is shown in Table 2.

Interview and place	Date of the interview	Length of the interview	Male / Female
1st Interview in Tampere	September 11, 2015	46 min	Male
2nd Interview in Helsinki	September 25, 2015	55 min	Female

3rd Interview in Helsinki	October 2, 2015	44min	Female
4th Interview in Vaasa	October 16, 2015	40 min	Female
5th Interview in Vaasa	October 16, 2015	50 min	Male
6th Interview in Turku	October 23, 2015	1h 10min	Male

Table 2 The basic information of interviews is summarized.

3.3.1 Development of interview

The interview has been built based on theoretical framework of this study. It will be a semi-structured theme interview, which means that there are specific themes such as background, internal job resources and job demands, psychological capital and enabling leadership that will be covered in the interview. A theme interview points out not only people's interpretations of different issues but also what kind of meanings people give to the issues. (Tuomi & Sarajärvi, 2009, 75.)

The interview of this study is built more specifically on the perspectives of autonomy, relatedness and competence. These parts cover job resources and try to find answers to the question of whether basic psychological needs are paid attention to while leading. Secondly, it is questioned how PsyCap is managed by the managers of the departments. The hope, efficacy and optimism elements of PsyCap are covered in the interview. Finally, the enabling leadership style is questioned in the interview. The enabling leadership style belongs to external part of job resources. The interview tries to find out, how the enabling leadership style is enabled and used.

Some detailed questions are made in order to ease the interviews in case all themes are not fully covered. The detailed questions help the interviewer to go deeper into the phenomenon if the interviewees have not yet spoken enough about the theme. Furthermore, the order of the questions will be handled in terms of the interview situation. Hence, the order can be changed if needed. By receiving answers to the

above-mentioned issues this study answers the second research question of this research. The questions addressed in the interviews can be seen in Appendix I.

3.4 Data analysis

Content analysis will be used when analyzing the interview. Content analysis is a research method that can be used as a systematic and objective means of describing phenomena. It can also be used for making replicable and valid inferences from data to their context. (Elo & Kyngäs, 2007, 108.) According to Tuomi and Sarajärvi (2009, 91) content analysis is not only a method but can also be stated as a theoretical framework that increases the completeness of the analysis. With the help of content analysis it is not only possible to analyze the meaning of texts but also to obtain the phenomenon in a more compact and general form. This makes the interview easier to manage (Tuomi & Sarajärvi, 2009, 103).

There are certain steps that need to be followed when dealing with qualitative analysis. (1) Precise interests of the research data need to be decided and followed. (2) Data need to be gone through by marking issues that belong to interest of the research. Everything should be left out that does not exactly fit the topic of interest. Marked issues should be collected together and separated from the rest of the data. (3) Data need to be selected and themes need to be built. Data should be typed. 4) Finally, a summary of the data should be written. (Tuomi & Sarajärvi, 2009, 92.)

In this study, a semi-structured theme interview is used. This will also help later in the content analysis phase, because the themes are more or less ready. If the data collection has happened by using a theme interview, it is relatively easy to put data into different selection or pieces, because it is already structured to specific themes. (Tuomi & Sarajärvi, 2009, 93.)

Qualitative analyses can be carried out in different ways. According to Elo and Kyngäs (2007, 109) two approaches exist, the inductive and deductive style. The purpose of the study determines which one is better for use. *"Deductive content analysis can be used when the structure of analysis is operationalized on the basis of previous knowledge and the* purpose *of the study is theory testing" (Elo & Kyngäs,*

2007, 109.) However, Tuomi et al. (2009) indicate that better ways of making the selection exist that take the directional factor better into account. These are based on data-driven, theory-driven and theory-guiding content analysis (Tuomi & Sarajärvi 2009, 95). A theory-driven analysis is used in this study.

The theory-driven analysis is suitable for this study, because all the interview questions are prepared in advance and the structure of the interview is based on theory. In the content analysis the material and the data that are gathered will be guided and structured by theory. In other words, theory will guide the researcher throughout the analysis process as well. (Tuomi & Sarajärvi, 2009, 97.) Essentially, it can be said that in this study old theory and data will be tested in a new context (Tuomi & Sarajärvi, 2009, 97). This is quite similar to deductive analysis that was mentioned above earlier. The deductive way of thinking should guide analyses. The sooner the researcher has theory to guide their thinking when analyzing content, the closer it is to the deductive way of thinking. (Tuomi & Sarajärvi, 2009, 100.)

3.5 The reliability and validity of the study

Validity measures how well a certain research method operates in a specific research (Chisnall, 1997). In this study, the qualitative (interview) research method is used. Due to the research purpose of identifying and analyzing managerial activities related to work engagement in this research, this method is quite suitable. It gives information well and deep enough when it comes to managerial activities related to work engagement. According to Gummesson (2000), validity is the researchers' ability to choose his/her methods so that they support the study that was supposed to be studied, rather than studying something else. This research has succeeded well in this sense.

Reliability means that if someone else executed the same study that has been studied, they should get the same results. Content analysis is used when analyzing the interviews in this study. More detail information about the content analysis can be found in the section 3.4 above.

Certain steps have been followed when analyzing interviews in order to increase reliability. All the data from the interviews are typed word by word at the beginning.

Thereafter, with the help of the theoretical framework, certain themes of the data have been formed. The data has been looked over many times. Each time the amount of the data has become smaller. A summary has been written. In order to ensure high reliability the exact citation has been used when analyzing the results. (Tuomi & Sarajärvi, 2009, 92.)

4 IDENTIFYING MANAGERIALS ACTIVITIES OF WORK ENGAGEMENT

Given the research purpose of identifying and analyzing managerial activities related to work engagement in this study, the fourth section will firstly answer the first research question, based on the theory of work engagement. This will be done with the help of the theoretical framework. The findings of identifying managerial activities will be approached from the perspectives of internal job resources, enabling leadership style (external job resources) and PsyCap. *The first research question is what kind of managerial activities are related to work engagement.* The second research question will be answered based on the empirical findings of the interviews. *The second research question is how managerial activities are carried out in practice.*

4.1 Managerial activities related to work engagement

Based on previous studies, e.g. Hakanen, 2009, 35; Bakker, 2011, 266; Xanthopoulou et al., 2009, 236, job and personal resources increase work engagement. Enabling (servant) leadership has also been found to promote work engagement. (Searle et al. 2011, 107). Firstly, closer attention is paid to managers managing job resources both internal (autonomy, competence) and external (relatedness, leadership style). Secondly, PsyCap will be analyzed in relation to managerial activities. All above-mentioned issues need to be supported and promoted by managers in order to positively influence employees' work engagement.

4.1.1 Managerial activities and job resources

Autonomy

Job autonomy belongs to a job characteristic and can be defined as *"the degree to which the job provides substantial freedom, independence and discretion to the*

individual in scheduling the work and in determining the procedures to be used in carrying it out" (Hackman & Lawler, 1971, 265). Job autonomy is a leading and important feature of job design (Karasek & Theorell, 1990). It belongs to the human basic psychological needs, as was stated earlier. There are many ways to promote autonomy. Managers could use a more democratic leading style, by allowing employees to take part in decision-making and by sharing information more freely (Martela et al. 2014, 36-37; Bakker, 2011, 266). Managers should offer freedom of action to employees so that they can come up with the best possible solution toward goals (Gözukara & Simsek, 2015, 295; Martela et al. 2014, 36-37). Managers can increase job autonomy by inspiring subordinates to learn and grow at work as well as by providing opportunities to lead themselves. Managers could support subordinates to find creative and innovative ways to solve work-related problems. This would improve the sense of control and self-determination that the subordinates experience with regard to their jobs. (Gözukara & Simsek, 2015, 296.) According to Kaplan (1996) employees should have job control in their work processes (Kaplan, 1996, 6).

Competence

Competence also belongs to the basic psychological needs of human beings. Competence can be regarded as individual experience of using one's own skills and abilities. It is a matter of achieving goals at work, by using all of one's own abilities. Seeing oneself as skillful enough, one believes in oneself and believes in succeeding in the given task at work. People enjoy their work more, when they are good at it, and they are able to use all their skills and abilities. (Martela et al., 2014, 29.) According to Csikszentmihalyi (2003) challenges need to be optimally balanced with skills and abilities for employees in order them to be the most productive and efficient. At the same time, this is a pleasant and rewarding experience for employees. According to Lauri Järvilehto (2013) the basic psychological need of competence is closely connected with the flow channel. This is illustrated and explained in the Table 3 and in Figure 11.

A1	A typical activity starts at A1, when both challenges and skills are low.
A2	If it occurs that skill level increases but challenge level remains the same one cannot feel flow, because there is no balance between skills and challenges. One will feel just boredom. The task is too easy and it is boring A2. At that point, one will have to increase the challenges to return to flow A4.
A3	If, however, the challenge is increased too much in relation to the ability and A3 is reached, this may lead to frustration, anxiety and stress due to a feeling of inadequacy. One needs to develop his skills in order to feel flow.
A4	The flow experience happens when both skills and challenges are high. Thus, optimal balance is found between skills and challenges.

Table 3 The flow experience happens when both skills and challenges are high (Bergman & Klefsjö, 2003, 349)
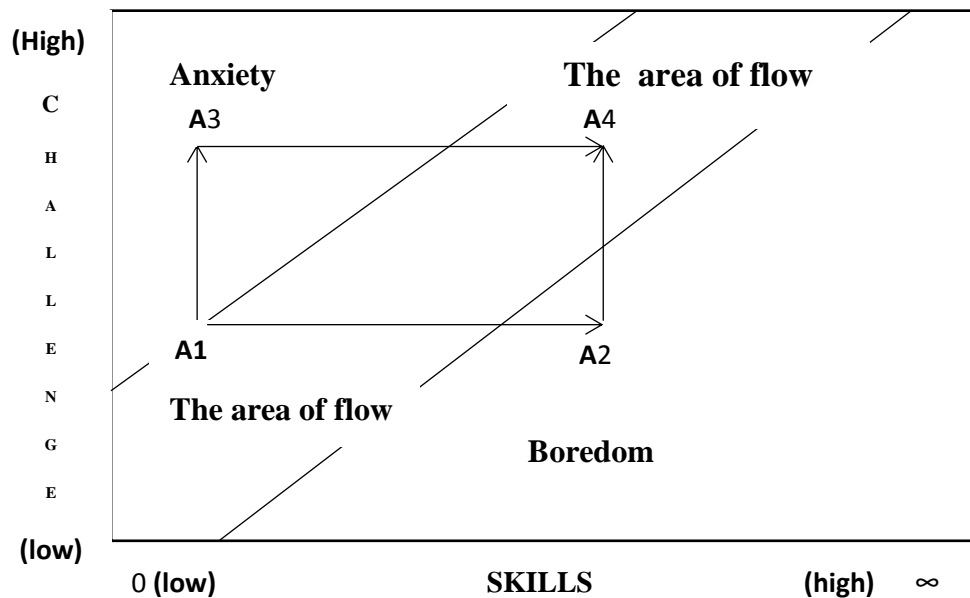

Figure 11 Flow Channel (Adopted from Martela et al. 2014, 30)

However, it is important to remember that this state of experience of flow is never the same. Developing along the way (professional growth), one needs more challenging

tasks to accomplish in the future. One needs to develop his skills in order to feel the flow experience or be in a flow state. (Bergman & Klefsjö, 2003, 349.) According to Järvilehto (2013) employees' motivation is at its highest exactly in the flow channel, when challenges are in an optimal balance with competences. Hence, this is the optimal and ideal situation both for the employer and the employees. The more skills one has and is able to use at work, the more rewarding the job is and the better a possibility one has to experience this optimal state. The optimal balance between competencies and challenges can also been found in the hope element of PsyCap (Gardner & Schhermerhorn, 2004). This will be discussed more detail later.

Development and growth is also the key aspect of servant leadership, which promotes sustainable and continuous growth of employees. Servant leadership aims at fulfilling the employee's potential, which in turn contributes to work performance and work engagement. (Searle et al. 2011, 107.)

Managers should find, make use of and lift up employees' strengths and abilities and harness them for the use of organization. It is also important to recognize unleashed potentials and strengths of employees to deploy them for the benefit of both the organization and the employee. (Hakanen, 2011, 75; Martela et al. 2014, 37; Kaplan, 1996, 6.) When people are able to use their own strengths and abilities they are not only energetic and enthusiastic but they also perform well (Leppänen et al. 2012, 44).

Performance feedback plays a crucial role in developing work performance and the level of competences. Feedback can be received in three ways; from supervisors, from colleagues or from the work itself (Csikszentmihalyi, 2003, 129; Bakker, 2011, 266; Martela, et al., 2014, 43) The optimal ratio with respect to feedback is three times more positive than negative feedback. This happens in thriving organizations. (Leppänen et al. 2013; Fredrickson et al. 2005, 684; Hakanen, 2009, 56.)

Relatedness

Relatedness is the third basic psychological need of people. It means that people feel connected with others. People are at their best, when they feel that they belong to encouraging, secure and warm-hearted groups of people. Positive interactions play an important role in thriving organizations. It is very important that employees feel that

they are being taken care of by their managers and colleagues, especially when facing challenges and rough times. (Martela et al. 2014, 31.) Managers should give social support, recognition and respect. Additionally, managers ought to appreciate the value of employees (Bakker, 2011, 266; Kaplan, 1996, 6). On the other hand, relatedness also covers perspectives of working in a part of meaningful work. It is important to notice that the work that one does is meaningful not only for oneself, but also for others. One wants to do something good for community. Thereby, it is important for leaders to clarify common aims and goals of the organization. Finding common goals, is the first step of building a community. (Martela, et al., 2014, 44.)

These, above-mentioned, three basic psychological needs (autonomy, competence and relatedness) need to be satisfied in order to lead to work engagement (Deci & Ryan, 2008, 183; Martela & Jarenko, 2014, 28; Demerouti & Bakker, 2008, 2012).

4.1.2 Managerial activities and PsyCap

PsyCap can be supported and developed by managers. There are several ways, how this can be achieved. According to Leppänen et al. (2013), management should take into consideration the following recommendations in order to promote PsyCap in the organization.

Firstly, managers should create a culture in which employees are willing to work together towards common aims and goals. Secondly, it is important to develop and maintain a positive attitude in the workplace. This is usually connected with the managers' own attitudes. Does my own attitude as a manager reflect such a kind of attitude what I expect from others? Management ought to show good examples of passion; e.g. when engaging in team work. Thirdly, the existing potential needs to be noticed and maximized. This can be done by positively demanding, asking and encouraging subordinates to face new challenges, by meeting own work-related goals and by even excelling at work. Positive demanding means that manager meets one's own subordinates with the respect in every situation. However, managers ideally encourage and challenge subordinates to take chances in order to develop their professional skills further. Fourthly, teams needs to be taught to learn from each other more efficiently throughout an organization. As stated by Leppänen et al. (2013),

learning as a team is the most efficient way of learning. (Rauhala, Leppänen, & Heikkilä, 2013, 74−84.) Each of the elements of PsyCap (hope, efficacy, resiliency, optimism) is developable. The next chapter focuses on strategies to achieve the aforementioned goals.

Development of element hope

The element of hope consists of both willpower and waypower. Willpower can be increased by evoking internal motivation. This can be done by building feelings of competency and self- confidence. A manager should match their employees' talents and skills with job demands. Moreover, employees need to be given appropriate support. Waypower can be increased in several different ways: (1) by letting employees take part in goal setting in order to gain goal acceptance and commitment. Employees can be encouraged to set and pursue specific goals. Long-term strategies and goals can be divided into various sub-steps so that they are more based on day-to-day work. (2) Re-goaling skills and contingency plans help in a situation of setbacks, when the original plan does not work out as planned. Thinking of alternative ways to tackle challenges broadens and develops the hope element of PsyCap. (3) Finally, mental rehearsals are regarded as the most effective approach in developing waypower or thinking of different pathways to reach the goal. (Luthans et al. 2015, 85−92; Luthans et al. 2007, 68−71.)

Development of element efficacy

Efficacy or confidence can be built in several ways. (1) Mastery experiences empower employees and build their self-confidence so that it reaches a new level. (2) Vicarious learning means that people can learn effectively from one another. Leppänen et al. (2013), consider this to be the most effective way of learning. (3) Positive feedback; the manager can provide verbal support for subordinates by expressing confidence in the subordinates' abilities and encouraging their professional development. (4) Psychological and physiological arousal; the manager can reduce the emotional threat of failures experienced by their subordinates. (Luthans, Youssef-Morgan & Avolio, 2015, 56−61; Luthans et al. 2007, 44−48.)

Development of element resiliency

Three development strategies, which increase resiliency, can be adapted to the workplace. (1) Asset-focused strategies; what strengths and resources exist that can enhance the probability of positive outcomes. These strategies need to be focused on. (2) Risk-focused strategies; make up ways to deal with risks, failures, and adversities or try to find alternative ways to avoid them. Risks can be seen as challenges and overcoming them provides developmental opportunities for growth. (3) Process-focused strategies; these are effective adaptational systems and processes that help to deal with setbacks and overcome them by using, for example, the processes of self-awareness and self-regulation. (Luthans et al. 2007, 124−126; Luthans et al. 2015, 156−158; Leppänen, Rauhala & Heikkilä, 2013.)

Development of element optimism

"PsyCap optimism can be developed by creating more positive expectations, altering a pessimistic explanatory style or enriching the dimension of an optimistic explanatory style" (Luthans et al. 2015, 129).

Schneider (2001) has proposed three ways to develop realistic optimism in the work place. (1) Leniency regarding the past; i.e., a positive reframing technique that admits the realities of the situation. A problem-centered coping approach is adopted toward the aspects of the situation that are under control. Uncontrollable aspects of the situation are given the best possible light. (2) Appreciation for the present; every situation has its positive aspects that can be enjoyed. One should reflect on them and not forget them. (3) Opportunity-seeking for the future; this is looking forward to the future by paying attention to potential opportunities that it can offer.

Additionally, Seligman has developed the ABCDE approach. With the help of this approach optimism can be built. First, A stands for *adversity*: cases of adversity need to be identified. Second, self-defeating *beliefs* concerning the causes of adversity should be recognized. *Consequences* of false beliefs need to be recognized. Examples

of such beliefs include passivity, depression, lack of motivation, low performance expectations. These beliefs need to be challenged by *disputing* them and developing counterproductive beliefs that are based on a realistically optimistic explanation. Finally, *energization* comes from experiencing a solution of an optimistic explanation that brings about new beliefs. (Luthans et al. 2007, 100-102; Luthans et al. 2015; 129−131; Gardner & Schhermerhorn, 2004, 276.)

4.1.3 Job crafting

Managers and employers should offer employees the opportunity to actively change the contents or design of their jobs. By letting employees choose different tasks and negotiating different job contents in a way that they are able to work with their own interests and use their strengths, can lead to work engagement. This process of employees shaping the contents of their jobs is called job crafting. According to Hakanen (2013) job crafting can predict even 30 % of work engagement. (Martela et al., 2014, 38; Bakker, 2011, 268.)

According to Wrzesniewski (2001) motivation for job crafting comes from three individual needs. First, employees want to control their own jobs. Second, they are motivated to get a positive self-image. *"They desire to create and maintain a positive sense of self in their own eyes" (Wrzesniewski & Dutton, 2001, 181).* Third, employees are able to satisfy the basic human need for connection to others. Employees form relationships with others at work to create the meaning of work and their work identities. (Wrzesniewski & Dutton, 2001, 181−183.)

There are three ways, in which job crafting can be done. These are task crafting, relational crafting and cognitive crafting. In other words, job crafting can include altering what one does as part of the job, how one approaches one's own work and how one interacts with others. Firstly, task crafting can be done by changing the number, scope and type of job tasks to better meet the employees' skills, strengths and interests. Secondly, relational crafting is done by changing the quality or amount of interaction with other people encountered at work i.e., when, how, and with whom the employee has social interaction during their shift. Thirdly, cognitive crafting is done by changing or reshaping one's own attitude towards work. Job crafting can change

the meaning of work and makes it possible for employees to draft the purpose of the job differently or experience it differently (Tims et al. 2013, 428; Wrzesniewski et al. 2001, 185−186.) As a result of job crafting, employees are able to increase and optimize their person-job fit and they can experience increased meaning in their work duties. Managerial activities related to work engagement are summarized in Table 4.

Job resources	Managerial activities	PsyCap	Managerial activities
Autonomy	Managers should offer responsibility and freedom of action to influence decision-making and the content of one's job.		Managers should take care of a good, positive atmosphere at work and promote the amount of positive emotion. Managers ought to create positive and open conversation with their employees. N.B. This includes similar issues as noted in the section enabling leadership.
Competence	The manager should support professional development and growth of employees and give feedback.	Hope	Willpower: Managers should awaken the abilities and competency of employees and give new challenges to match their abilities. Way power: Goal setting and planning.
Relatedness	Managers ought to give social support by encouraging, and giving recognition & appreciation. Managers should brighten up and clarify common goals/ tasks/ aims that unite the whole community.	Efficacy	Managers should give verbal support / feedback on success. They ought to promote learning from others. They could encourage employees to not being afraid of failures mentally, mistakes are part of the process of learning.
Enabling leadership	Managers should promote employees to use their strengths and to find their	Resiliency	Managers could make use of different strategies to promote resiliency such as asset-

	potential for the use of the organization.		focused, risk-focused and process-focused strategies.
Enabling leadership	Managers should encourage employees to leave their own comfort zone.	Optimism	Managers could use e.g. Seligman's ABCDE approach to promote optimism.
Job crafting	Managers should allow employees to change their work content so that it better fits the employees' interests, skills, abilities and strengths.		

Table 4 Managerial activities related to work engagement

4.2 Empirical findings

The purpose of this section is to find out, how managerial activities are managed in practice in the context of consumer services of the teleoperator. This section answers the second research question of *how managerial activities are carried out in practice.* The results of the interviews are dealt with and checked over with the help of the theoretical framework. The order is the same that has been used above in Section 4.1. However, both the background of the interviewees and pseudonyms are added.

4.2.1 Describing the empirical findings

Background of managers

Six managers are interviewed, three of whom are male and three female. The average age is approximately a little over 40. Two of them have been managers of department for nearly 10 years. Three of the interviewees have been in this position for three and half years. One of the interviewees has been manager for approximately a year. Each of the interviewees has had a long career (nearly 10 years or more) in the same organization. Pseudonyms are used in this study. They are Joel, Matthew, Simon, Kathryn, Rachel and Hillary. The empirical findings are described in the following order: (1) **managerial activities related to autonomy**, (2) **managerial activities**

related to competence and enabling leadership, *which consists of three sub-elements as well,* (3) **managerial activities and relatedness**, *which includes two sub-elements,* (4) **managerial activities related to PsyCap**, *which consists of three sub-elements.*

Managerial activities related to autonomy

Each of the interviewees raised the same issues and answered in the same way in spite of their territory. Guidelines and targets are set from consumer services in general. At first, big pictures and big themes are dealt with. It is important to know before the next quarterly starts, what is expected by different segments. This includes, among other things, financial figures, budgets, results, human resources, customer satisfaction rates and so forth. It is important to know where they are at the moment. The manager of the department makes a decision together with the supervisors on, what the most important issues that need to be paid attention to for the next quarterly are. After the decision has been made together with supervisors on the themes of the next quarterly, each supervisor will plan, how s/he takes these themes into account in his/her territory. Quite often supervisors plan together with their team members, how to achieve the goals appointed to them.

Rachel

> *"I set goals and guidelines together with supervisors for the issues that are important. Why these issues and what for? What are important issues? After that, I will encourage supervisors to start to plan in their own way together with their team members in the direction of the goals. The idea is that they plan themselves and build different means to achieve goals. What do they see as being important and what do they believe in? During the whole process, I will check every now and then, how they have approached, what kind of progress they have made and whether they believe that by executing these means the objectives will be reached. Do they need any support or help from me along the way etc…"*

Hillary

> *"I will give plenty of responsibility, authority and freedom to carry out the means that they (supervisors) believe in as long as the direction is right…"*

Interviews revealed that four out of six managers of the department worked in a different place than their supervisors so they need to trust their subordinates and give them a lot of responsibility without questioning, but two of them added that they would lead in a similar way in any case. The interviews revealed that the trend of giving more responsibility and authority has increased during last years. Earlier supervisors were told more, what to do and how to do it but now supervisors are seen a bit like the CEO of the team. The supervisor is responsible for his/her team not only as regards achieving goals but also for the development and growth of the team with respect to e.g. know-how. Supervisors have been encouraged to give more responsibility to team members and to encourage them to take part in different decision-making processes.

Kathryn

> *"My leadership style has wittingly been that I offer plenty of space and the possibility to execute your own plans, but you need to know your "people" and take into account their profile and personalities, because some supervisors may feel more insecure than others if they get too much power. There is subtle line that you cannot cross…"*

Simon

> *"I believe a bit in the notion that a child is a human being in the best form. If I give the child a whole bunch of legos, the child will not ask me, what needs to be done. The child will take the legos and start*

building. After a while the child comes back and shows what he has made out of the legos. Sometimes it is awesome and sometimes it is something other than awesome, but it is a way for the child to learn. If I told him what to make out of legos, he would not find it so meaningful. He could make it, but would it be as creative and as nice with all of its different colors…it should work here in the same way…"

Managerial activities related to competence and enabling leadership

There is a common approach and process in terms of the professional development of supervisors in consumer services of the teleoperator company. It is called performance management. Performance management consists of three different conversations. These are the target setting discussion, the mid-year review discussion and the end-of-the-year review discussion. Personal development plans are added and merged together with performance management. These three conversations make sure that challenges and abilities are right and balanced. They will also check, among other things, whether or not goals are set right and reached or whether or not measures are the right ones.

Additionally, there is one-to-one discussion every two or three weeks, depending on the department. One-to-one discussions deal with professional issues as far as goals, challenges, leadership, new business issues and, the supervisor's own wishes are concerned. Supervisory coaching is often used in consumer services. Managers of the department run the discussions, but do not give ready answers. Rather, they ask questions and act as supporters along the way. For instance, every year when goals are set and measures are set to reach the goals, managers of the department are there for help during the process. They provide supervisory coaching on the way towards goals. Indicators that measure the means, actions and results are set together with supervisors. Managers of the departments keep track along the way that the direction is right. Of course, feedback is given all the time. This shows how supervisors need to develop in order to reach goals. Each of the supervisors has their own development plan that is merged with performance management. In addition to this, each supervisor has his/her own long-term goal.

There are many and all kinds of training courses available from presentation, communication and, transformational leadership skills to project leading courses. Every supervisor is free to choose, what suits his/her needs best. Supervisors are encouraged to choose courses they want to take part in. The reality is that managers often need to recommend participation in courses. These matters are discussed e.g. in one-to-one discussions.

From time to time, there are so-called manager days, which last from one to two days. In these days, plenty of different issues are dealt with, such as leadership, business in general, development of employees / supervisors etc.

Every department has its own department meeting every two or three weeks. Two departments with the same function get together "virtually" for a television meeting every other week. Besides this, every supervisor has their own weekly team meeting, where the manager of the department is sometimes (every second or third week) present. Usually, feedback is given after e.g. a team meeting, where the manager of the department has been present. This evokes the development of the supervisors, too. Later, feedback is discussed in more detail.

There is a certain training program that every supervisor needs to go through at the beginning of their supervisor career. This consists of leadership skills courses and other necessary information that a new supervisor needs, when starting his/ her job.

All above-mentioned meetings are part of the supervisors' development process. The manager of department gives performance feedback related to leadership skills and so forth not only in one-to one discussions but also on a weekly basis or after the above-mentioned team meetings.

Rachel

> *"I make sure that everything is as it is supposed to be in the performance management conversations. Do supervisors' challenges meet with their competencies? What can be changed, if needed. All these discussions deal not only with what has been done, but also with how it has been done. Every second week, in one-to-one*

discussions, personal development challenges and, wishes related to one's own work, are also discussed…"

Matthew

"I follow leadership Twitter accounts through Twitter. There are plenty of such accounts, that are pretty interesting and good. If I find a good article regarding leadership, I will share it with others through our own WhatsApp group. It works nicely and it is easy to comment afterwards. The good thing is that because we are all over Finland, everyone can access it at the same time."

Kathryn

"Every other week we have a department meeting together with another department. We always have a new visiting guest or expert in a certain field, who tells us the latest news or information."

Hillary

"I suggest training courses to supervisors, based on what I think could be useful for them."

Managerial activities related to use of strengths

Two of the managers have recently started approaching supervisors' strengths in a new way. The supervisors' new extra responsibility areas are built based on their strengths and interests. In this way other supervisors are saved valuable time, when one of the supervisors is responsible for one specific area based on their strengths. This offers other supervisors more time to invest in their teams. This is so-called extra role behavior for each supervisor. However, it does not feel like doing extra work, because it is something that he or she is really interested in. This method is used by two managers.

Two of the managers try to connect people with each other. This does not necessarily mean at the supervisor level, it can go further than that. By connecting different

people together e.g. managers with supervisors, one can support the other in his or her developing project, because s/he already has this competence.

Matthew

> *"Strengths and interests are revealed e.g. in one-to-one discussions. It is pretty natural that supervisors tell about what they like, their interests, passions and what motivates them in general…"*

Rachel

> *"I am really interested in people and I am good at sensing things that are not said aloud…when you are interested in people, I believe you can find ways to help develop them further in their career…by asking, asking, asking… perceiving also how supervisors have succeeded earlier in their territory…"*

Simon

> *"I am pretty bad at strengths with people and I can't necessarily make use of people's strengths. On the other hand, if I was too interested in their strengths, there could be a risk that they are too deep in their comfort zones. I am more interested in that they are enthusiastic about what they are doing…"*

Managerial activities related to uncomfortable zone

There has been plenty of discussion about courage in consumer services during the year 2015. It has been one of the themes of the year. Two of the managers act as an example of going out of one's comfort zone. Two of the managers need to push supervisors to take this step. Each of the managers encourages supervisors to face new challenges.

Matthew

> *"I have tried to encourage supervisors to go out of their own comfort zone, by my own example…"*

Kathryn

> *"Encouraging by saying that mistakes are not to be afraid of. Discussing the fact that that mistakes are part of the game during the development process. Coaching, giving feedback, and discussion about these matters…"*

Joel

> *"This theme is really current right now. I encourage supervisors to face new challenges by telling them about opportunities in career development or job cycles. Sometimes it feels like there is a little spark among supervisors in terms of going out of their own comfort zone. Encouragement needs to be given at those moments…"*

Managerial activities related to feedback

The meaning of feedback is seen as extremely important in consumer services. Two of the managers are asked by their supervisors to give even more critical feedback. Most of the managers prefer giving feedback in a way that combines both positive and negative feedback. One of the managers criticizes this behavior a bit, because she is afraid that the receiver of the feedback will not necessarily understand the meaning of constructive feedback, if positive feedback is given at the same time.

Rachel

> *"I give performance feedback frankly. I give it e.g., after a team meeting or in one-to-one discussions. I give constructive feedback when others are around, too, as long as it is directed at work performance. Development and growth is achieved by giving positive*

feedback and a correction of action is achieved by negative / constructive feedback…"

Kathryn

"It is important to give both positive and negative feedback in order for one to develop. This happens through discussions in a way that supervisors become aware of the idea of the feedback. This can happen e.g. after a team meeting, where I have been around…"

Matthew

"I myself have also received the feedback that I should give more constructive feedback…I will give positive feedback in a big meeting and negative feedback personally…"

Managerial activities related to relatedness

Four managers out of six work in different places than their supervisors. This makes this part more challenging for managers to handle. Managers use different kinds of "telegram groups" together with "What's App groups", "Lync" etc. to have contact with their subordinates on a daily basis.

Four of the managers raised gratitude to be an important. The managers give plenty of appreciation work done by supervisors. They encourage supervisors to show respect for their subordinates in the same way.

Two of the managers, who are not physically in the same place as their supervisors, raised the same kind of ideas regarding communality and belongingness. Goals and objectives need to be clear. Discussions regarding objectives need to be held with everyone in the organization in order to understand common aims. The objectives should be common to each of us. Communality happens through the objectives, when people see that our aims are the same though the departments are different. Success brings joy and enthusiasm and vice versa.

Managerial activities related to team spirit, communality, belongingness

Kathryn

> *"Giving feedback is important here, too. Besides, it is important to "celebrate" success, even if you are not at the finish line yet. It is important to notice little steps of success on the way to the goal…we have our weekly meetings, where we think about different issues together…department meetings and manager days are the days when we get together with other managers and supervisors…"*

Rachel

> *"What I believe that good team spirit comes from, is clear goals and aims that we share together…when we do things together so that success follows and we reach our aims together, we create good spirit and communality…when people see that they can influence things and develop along the way and experience success…"*

Simon

> *"What unifies us is the message of our brand and our goal is to create success together with our customers…we are good together and we need to strengthen our belief that together we can make a difference…it all begins with the mutual success…"*

Managerial activities related to social support, recognition, appreciation

Kathryn

> *"My personal respect for supervisors is huge…what I really believe, makes a difference is mutual honest discussion with all the gestures and stuff because those things you remember… mutual lunch times…managers' evening…"*

Matthew

> "I tell them honestly, how much I appreciate their work. I give positive feedback and say thank you for a job well done…"

Simon

> "Constant thanking for work effort…"

Managerial activities and PsyCap

Managerial activities and self-efficacy

Generally, four managers out of six say that giving feedback is one way of increasing efficacy (self-confidence). Two of the managers believe that autonomy and a kind of job control will increase efficacy. According to one manager, having a clear area of responsibility and being able to handle it successfully, will lead to increasing efficacy.

Matthew

> "I praise and thank my supervisors. I remind them to act the same way towards their subordinates…I try to observe and listen out for their feelings. You can see immediately, if something is not right. Then you just need to ask, whether everything is all right. Can I support somehow…"

Kathryn

> "There is no shortcut to happiness. Efficacy and increasing of efficacy depends on the person. It is important to give performance feedback and to encourage supervisors not to be afraid of mistakes, to be brave and take on new challenges. Efficacy will increase when your comfort zone expands…"

Joel

> *"Self-efficacy can be increased by giving positive feedback. It can also be increased by giving challenging jobs, but these challenges need to be attainable…"*

Managerial activities and optimism

Three of the managers increase optimism by noticing good points, events and success that has happened in the past. This can be used to draw some comparison to the past and to give a new positive perspective to the situation at hand. On the other hand, two of the managers try to cut off brooding over the same negative matters. One manager trusts her own positive example. If there are some negative issues to be dealt with, then it is important to have an open discussion about why something needs to be done. Based on answers optimism can still be built by rejoicing in success and by saying positive feedback for the progress.

Kathryn

> *"Having conversations together with supervisors and, giving feedback and encouragement about expanding your comfort zone, will positively influence self-confidence and positive thinking… this, in turn increases optimism…"*

Matthew

> *"I try to find good sides in issues, not sugar-coat the truth but just pay attention to good sides. There is a big challenge here but we have also succeeded in this other project so I believe we can succeed in this, too.*

Rachel

> *"To have an open and honest conversation about what is important for us. Is there something that we can let go of and back down? Hey, we have finished this project successfully. In this issue, we have made huge progress. By rejoicing in success, we can also build optimism…"*

Managerial activities and hope

Three of the managers consider hope and willpower to be similar to a personality trait, either one has it or one has not. Managers say that managers can support by lending a shoulder and, by discussing things and together finding a solution or a new way. Verbal encouragement in these situations is needed and it is important that the supervisor isn't alone in these situations. Two of the managers think hope can be supported by holding a discussion about objectives and what needs to be accomplished in the future.

Kathryn

> *"I 'm being a bit bland now but I think it is up to the individual. Surely as a manager encouragement needs to be given. We will make it through, and we are here together…"* [to make sure that what" it is up to individual" mean, is here that manager believes that hope and willpower belongs to personality traits either one has it or one hasn't]

Joel

> *"I have tried to encourage my supervisors not to be satisfied with the current state, they are in right now. I have especially tried to ask, where they want to go in their career in the future. I have tried to coach and encourage everyone so that they have the spark to go forward. It requires setting goals…"*

Simon

> *"Sometimes it can feel like I can't go forward; it no longer depends on your will. You are as willing as can be to get through but you just can't find a way. As a manager, you can just lend your shoulder and let subordinates' bad come out and then start looking for ways to change the course of action. It is a matter of coaching and helping the supervisor to find a new way again. I think it is only the direction that is missing at that point…"*

Hillary

> *"One-to-one discussion and support are the key and finding new ways and solutions together with supervisors…hope and willpower are more personality traits but no matter how tough you are, sometimes you may be faced with an insurmountable barrier and support is needed…"*

Job crafting

Based on answers from the interviews, job resources and especially the aspects of autonomy, were well covered in the interviews. Because the supervisors have plenty of freedom executing their works, can it be said that job crafting is well supported. Supervisors have authority and freedom to influence the content of their work as long as the direction is right. However, job crafting is not practiced deliberately.

4.3 Discussion

This part of the study will synthesize the empirical findings with the theory. The empirical results will be reflected with theory. This study will compare empirical findings to theoretical findings and see how managerial activities are carried out in practice. Is there anything new from the empirical findings that can be lifted up.

4.3.1 Synthesis of the findings

Managerial activities and job resources

The empirical findings are in line with the literature in terms of job resources and autonomy. It was found that supervisors are given responsibility, authority and freedom to work and influence their own work. As long as the direction is right, they are permitted to choose the best ways to reach the goals. Usually, supervisors plan together with their own team members, how goals should be reached. This is in line with the literature, which states that managers should offer employees autonomy to work toward goals in their own ways (Martela et al. 2014, 36−37).

The empirical findings show that common standards and procedures are used regarding both the development and growth of supervisors in consumer services. Performance management was mentioned by all of the managers as one of the main methods of executing supervisors' growth. Performance management included three conversations during a year. In addition, one-to-one discussions are used every two or three weeks. Both of these methods help in the growth of supervisors.

An important point arose from the empirical findings. This is the first extra point of this study. Namely, supervisory coaching is used during discussions. This supports work engagement. These discussions help to define among other things, the optimal balance between challenges and competencies. Supervisors own desires are also taken into account in these discussions. Based on discussions extra training courses can be taken if necessary. The empirical findings are in line with both the theory of competence and work engagement as well as enabling leadership. Professional development of employees is seen as important in the theoretical part of work engagement. An optimal balance should be found between employees' skills and abilities and challenges. Moreover, the continuous growth of employees needs to be managed. This is also the key aspect of servant leadership, which promotes the sustainable and continuous growth of employees. (Searle et al. 2011, 107; Csikszentmihalyi, 2003; Hakanen, 2009; Martela et al. 2014.)

During the discussions with supervisors their own interests, passions and strengths can be noticed. Some managers utilize supervisors' strengths by offering them an extra area for which they are responsible. This gives other supervisors valuable time

to focus on coaching their own teams and the extra effort is not a big deal due to the utilizing of strengths. Based on the literature it is important that strengths can be used. People enjoy their work more when they are good at it and when they are able to use all their skills and abilities (Martela et al., 2014, 29). Some managers connect different people together based on their strengths to support the development of the other person. This is also in line with the literature. According to Leppänen et al. (2013), vicarious learning means that people can learn effectively from one another. This is considered to be the most effective way of learning.

The second extra point arose and became known through discussions on leaving one's comfort zone. Namely, courage has been one of the themes of 2015. This has been talked about a lot in consumer services during the year 2015. Courage has been studied in the literature by Peterson and Seligman. *Peterson and Seligman (2004) define courage as "emotional strengths that involve the exercise of will to accomplish goals in the faces of opposition, external or internal" (Luthans et al. 2015, 225).* Luthans et al. (2015, 230) pointed out that courage may be part of PsyCap in the future but more research needs to be done. In this light, the teleoperator is really a pioneer in this issue. Supervisors were strongly encouraged by managers to go out of their comfort zone.

Performance feedback is seen as important in the teleoperator, as it is also in the literature. However, some differences can be seen in how performance feedback is given among management. According to literature, in thriving organizations the ratio of giving feedback is three to one in favour of positive feedback. Not all the interviewees carry out this principle in the teleoperator. (Leppänen et al. 2013; Fredrickson et al. 2005, 684; Hakanen, 2009, 56.)

The third extra point is revealed in terms of giving social support. Almost all of the managers said gratitude was important. They fully appreciate the work done by supervisors and they encourage their supervisors to act the same way towards their subordinates. This can be also found in the literature. Hakanen (2011) argues that gratitude has a positive connection to happiness, which in turn positively influences work engagement. According to Leppänen et al. (2013, 79) gratitude in the work culture, can influence positively both commitment towards common goals and the further development of oneself.

Otherwise the communality aspect was seen as slightly challenging due to the fact that four managers out of six are in a different place than their supervisors, but common aims were seen as important aspects. Communality is created through common objectives. This statement is in line with the literature. Martela et al. (2014, 44) argue that common goals and clarified objectives are one of the most important elements of leadership. It can be stated that unified tasks are the first steps in making communality work.

Managerial activities and PsyCap

The empirical results show that efficacy is supported by the managers. This is also line with the literature. Efficacy is supported by performance feedback and encouragement. Optimism is supported by focusing on the good and positive sides of issues and not dwelling on the negative sides for too long: rather, managers encourage to stop dwelling on negative issues. Instead managers encourage to pay attention to an instance of success in the past and take encouragement from the past for the situation at hand. This is partly in line with the literature, which states that paying attention to the positive issues is slightly more related to resiliency strategies (Leppänen et al. 2013, 113; Schulz et al. 2014, 629). However, each element of PsyCap supports the others so the answers of the managers are not totally wrong either (Luthans et al. 2010, 54, 58). Finally, the element of hope is not fully supported. Most of the managers lend a shoulder when hope is lost and try to help in figuring out new ways to go forward. This is more in line with theory of waypower when planning new routes towards goals. However, this is not enough when willpower needs to be developed. According to the literature, personally meaningful goals that fire and stimulate intrinsic motivation are needed. Willpower can be developed by achieving intrinsic motivation by evoking personal competencies. Managers should give new challenges that suit employees' competencies. These competencies need to be in an optimal balance with the challenges. (Gardner et al. 2004; Luthans et al.2010)

4.4 Summary of the results

The empirical results show that managerial activities and autonomy are in line with literature. Particularly noteworthy is that the company uses supervisory coaching,

which increases not only competence but also autonomy, because it does not provide ready answers. Instead, more questions are asked and supervisors themselves find their own answers with the help of the managers. Thus, they can affect the decision-making in the workplace.

As far as managerial activities and job resources are concerned in general, they are also in line with the literature. The development and growth of supervisors, going out of one's own comfort zone and feedback giving are well practiced in the teleoperator company. Courage is found and discovered from the empirical findings. The teleoperator company has used widely courage as one of the main themes in 2015. This is very good news! Luthans (2015) has argued that courage could be possible to be added to psychological capital in the future. However, more research needs to be done. The teleoperator company can be seen as a pioneer of courage in a field, because the company has already put it into practice.

Two departments exploit supervisors' strengths well in practice both by creating extra responsibility areas for the supervisors based on their strengths and by connecting people in order to help develop other people's developing projects. The latter is a good example of vicarious learning.

As far as managerial activities and relatedness are concerned, it can be stated, that considering all the facts, relatedness is in line with the literature. Managers give social support to supervisors by thanking the supervisors for their hard work and appreciating supervisors' efforts. Although most of the managers are in different place than their supervisors, common objectives create communality.

Regarding managerial activities and PsyCap, developing and supporting efficacy is in line with literature. Optimism is partly line with the literature. More resiliency strategies such as assets strategies are used in the teleoperator company. Optimism can be developed and increased even further e.g. by learning different approaches, such as Seligman's ABCDE approach. However, most of the work needs to be done by developing the element of hope. It was not widely known how willpower could be increased in general. Awakening intrinsic motivation and feelings of competency could increase willpower, whereas finding alternative ways towards goals were considered as an essential part of developing waypower. The hope element of PsyCap needs to be paid more attention to in the future. The results are summarized both in

Table 5 and Figure 13 based on interviews. However, the figures in Table 5 are only approximate and suggestive. Strong conclusions should not be made.

Excellent   Good   Satisfactory

Job resources	Excellent
Autonomy	Excellent
Competence	Excellent
Relatedness	Good
Enabling leadership	**Excellent**
Strengths to be used	Good
Leaving comfort zone	Excellent
NEW DISCOVERY: Supervisory coaching	Excellent
NEW DISCOVERY: Gratitude	Excellent
PsyCap	Good
Efficacy	Excellent
Optimism	Good
Hope	Satisfactory
NEW DISCOVERY: Courage "possible" PsyCap in the future	Excellent

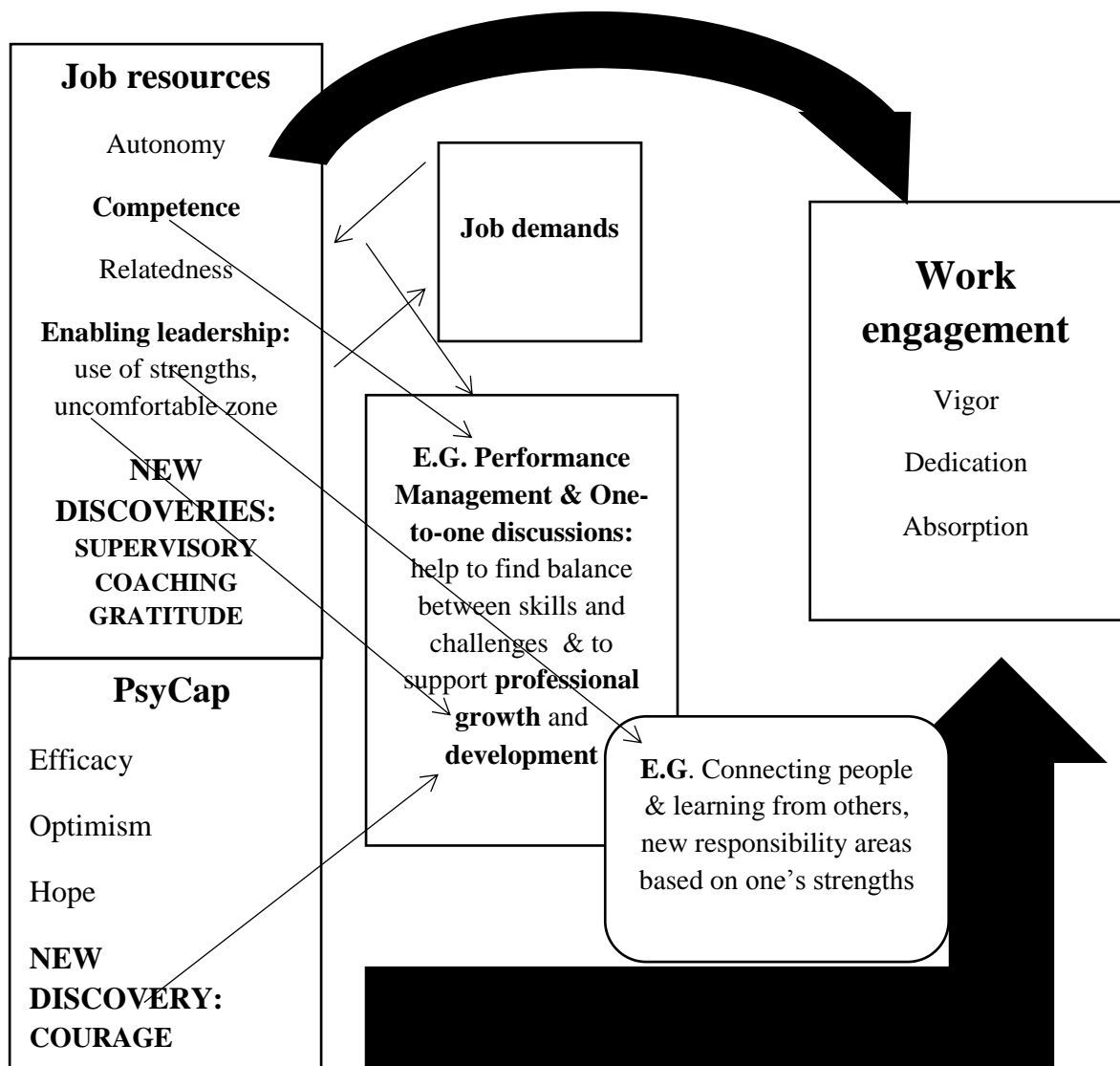*Table 5 The approximate and suggestive results of the study based on interviews*

Figure 12 The key empirical findings of the study in a theoretical framework

5 CONCLUSIONS

Due to the research purpose of identifying and analyzing managerial activities related to work engagement, it is crucial to summarize briefly all the managerial activities both based on the theoretical and on the empirical findings in order to receive a better overall picture in this last section. Additionally, based on empirical findings some suggestions are made. Limitations of the study are also discussed in this section. At the end of this section, some suggestions for future research are made.

5.1 Conclusions of this study

The first research question *what kind of managerial activities are related to work engagement* is answered based on theory. It is found that the basic psychological needs of people, autonomy, competence and relatedness need to be supported in order to promote work engagement. This can be done by management, e.g. by offering more responsibility and chances to influence one's job content and decision-making or by supporting professional development and growth of employees. On the other hand, relatedness can be increased by providing social support in the form of appreciation. Based on literature, it is also seen as important not only to encourage employees to leave their comfort zone in order to develop but also to support employees in using their strengths while working. PsyCap can also be supported and developed by management. (PCI) Psychological capital intervention can be used for this purpose. Each of the elements of PsyCap is developable.

The second research question of *how managerial activities are carried out in practice* is answered based on the empirical findings of this study. The empirical results show that the basic psychological needs are in line with the literature and are pretty well supported by management in the context of teleoperator in consumer services. The company has certain common procedures that cover the aspects of autonomy and competence well. Although managers are mostly in a different place than their supervisors, ways to support relatedness have still been found. Three important points have been found in the empirical results that have not been included in the theoretical

part of the study. Firstly, supervisory coaching is frequently used in the teleoperator company, which supports work engagement. Secondly, courage has been a theme in the teleoperator in 2015, which is an important factor e.g. when leaving one's own comfort zone, too. Thirdly, gratitude is also considered in the company, which supports work engagement. All these aspects are discovered from the empirical findings, but are not present in the theory. However, PsyCap is only partly supported and the element of hope should be paid more attention to in the future. In general, it can be said, based on empirical results that the teleoperator's managerial activities are in line with the literature and managerial activities support work engagement well.

5.2 Suggestions for the future

As far as utilizing supervisors' strengths is concerned, it will be a good thing to carry out the same kind of practice that is already used in some of the departments. Namely, two of the managers utilize supervisors' strengths by offering them an extra area of responsibility, where they can use their strengths for the good of others as well. At the same time this gives other supervisors valuable time to use for coaching their teams. Based on the literature there are two important reasons why this method is brilliant. Firstly, when supervisors can use their own strengths and abilities they are not only energetic and enthusiastic but they also perform well. Secondly, an extra element and benefit can be found, working for the good of others. Thus, it increases the meaningfulness of one's work (Martela et al. 2014, 45). Another issue can be raised in the same area. By connecting people with each other, based on their strengths, supports the development process of the other really well. This will bring vicarious learning into the picture, which is the effective way of learning. Both of these methods should be used in every department. I recommend broadening the scope of these activities further in every department.

The element of hope in PsyCap needs to be paid attention to. The element of hope is developable. Essential ingredients of hope need to be nurtured. Firstly, exciting goals that affect intrinsic motivation need to be set. Secondly, the strong belief need to be created that one has the power and all the necessary resources to reach goals. This can be done by lifting up feelings of competencies vs interesting challenges. Thirdly,

other people should support the attainment of goals. Waypower can be increased by planning different pathways to reach goals. Mental rehearsal training is seen as an important way to enhance pathways, too. Developing hope will increase work engagement. Hope is proposed to be a psychological antecedent to the vigor element of work engagement. (PCI) psychological capital intervention would be a brilliant starting point not only to develop PsyCap but also to increase work engagement.

The three points (supervisory coaching, courage and gratitude) that are raised from empirical studies should be carried out with in the same way. They are brilliant ways to increase work engagement.

5.3 Limitations and suggestions for future research

As this study focuses on identifying and analyzing managerial activities related to work engagement, it has been approached from the perspectives of job resources and psychological capital. Enabling leadership, which belongs to external job resources, is also focused on in this study. As has been noticed, some of the interesting issues like supervisory coaching, courage, gratitude have come to prominence only in the light of empirical study due to the scope of this study. Next, other limitations are explained.

There are two approaches in the area of positive psychology. Positive organizational scholarship (POS) focuses more on the macro and organizational level, whereas positive organizational behavior (POB) concentrates more on the individual level (Luthans et al. 2007, 9). The organizational perspective, i.e. positive organizational scholarship (POS), is left out. Furthermore, the focus will be on the individual perspective in the context of job resources as well. This means that job resources, which are more associated with an organizational perspective, are eliminated. In other words, internal job resources (autonomy, competence; performance feedback, skills needed at work, development and learning in work) are in greater focus than external job resources such as the working climate, psychological agreement, bonus systems, and physical resources at work (on the organizational level) in this study. Only the enabling leadership style and relatedness are part of external job resources, in this study. As a result, the focus is only on work engagement from the individual's

perspective together with job resources mainly internal ones, psychological capital and leadership perspective.

Other leadership theories have also been found that support work engagement. Transformational and authentic leadership have been found to promote work engagement. However, this study concentrates on enabling leadership. Moreover, there are still some additional issues that are positively connected to work engagement. These are, among other things, home resources, recovery from work and a collective perspective on work engagement and crossover and work engagement. Although these are important issues, studying these issues goes beyond the scope of this thesis. They are left out for future research. As can be seen many areas, especially external job resources among other things, other leadership theories such as transformational or authentic leadership and organizational perspective related to work engagement are interesting areas that can be studied further.

REFERENCES

Literature

Avey, J. B., Reichard, R. J., Luthans, F. & Mhatre, K. H. (2011). Meta-analysis of the impact of positive psychological capital on employee attitudes, behaviors and performance. *Human Resource Development Quarterly*, 22 (2), 127−152.

Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science,* 20 (4), 265−269.

Bakker, A. B. & Demerouti, E. (2007). The job demands-resources model: state of the art. *Journal of Managerial Psychology*, 22 (3), 309−328.

Bakker, A. B. & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, 13 (3), 209−223.

Bakker, A. B., Demerouti, E. & Sanz-Vergel, A. I. (2014). Burnout and work engagement: The JD-R approach. *Annual Review of Organizational Psychology and Organizational Behavior,* 14 (1), 389−411.

Bakker, A. B. & Leiter, M. P. (2010). *Work engagement. A Handbook of essential theory and research*. Psychology Press.

Bakker, A. B. & Schaufeli, W. B. (2008). Positive organizational behavior: Engaged employees in flourishing organizations. *Journal of Organizational Behavior*, 29 (4), 147−154.

Barbuto, JR. J. & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group & Organizational Management*, 31 (3), 300−326.

Beck, C. D. (2014). Antecedents of servant leadership: A mixed methods study. *Journal of Leadership & Organizational Studies*, 21 (3), 299−314.

Bergman, B. & Klefsjö, B. (2003). *Quality from customer needs to customer satisfaction.* 2nd Edition. Sweden. StudentlitteraturLund.

Chalofsky, N. (2003). An emerging construct for meaningful work. *Human Resource Development International,* 6 (1), 69−83.

Csikszentmihalyi, M. (2003). *Good Business: Leadership, flow and the making of meaning.* In the United States of America. Penguin Books.

Chisnall, P. M. (1997). *Marketing Research.* In the United States of America. McCraw-Hill Publishing Company.

Christensen, M., Lindström, K., Straume, L.V., Kopperud, K. H., Borg, V., Clausen, T., Hakanen, J., Aronsson, G & Gustafsson, K. (2008). *Positive factors at work. The first report of the Nordic project. Nordic Council of Ministers.* Norden.

Cohn, M. A., Fredrickson B. L., Brown, S. L., Mikels, J. A., Conway, A. M. (2009). Happiness unpacked: Positive emotions increase life satisfaction by building resilience. *American Psychological Association,* 9 (3), 361−368.

Deci, E. L. & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior.* New York: Plenum Press.

Deci, E. L & Ryan, R. M. (2008). Self-determination theory: A macro theory of human motivation, development and health. *Canadian Psychology*, 49 (3), 182−185.

Del Libano, M., Llorens, S., Salanova, M. & Schaufeli, W.B. (2012). About the dark and bright sides of self-efficacy: workaholims and work engagement. *The Spanish Journal of Psychology,* 15 (2), 688−701.

Elo, S. & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62 (1), 107−115.

Forgeard, M.J.C. & Seligman, M.E.P. (2012). Seeing the glass half full: A review of the causes and consequences of optimism. *Pratiques psychologiques,* 18 (3), 107−120.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist,* 56 (3), 218−226.

Fredrickson, B. L. & Losada, M. F. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist,* 60 (7), 678−686.

Gardner, W. L. & Schhermerhorn, JR. J. R (2004). Unleashing individual potential: Performance gains through positive organizational behavior and authentic leadership. *Organizational Dynamics,* 33 (3), 270−281.

Garland, E. L., Fredricson, B., Kring, A. M., Johnson, D. P., Meyer, P. S. & Penn, D. L. (2010). Upward spirals of positive emotions counter downward spirals of negativity: Insights from the broaden-and-build theory and affective neuroscience on the treatment of emotion dysfunctions and deficits in psychopathology. *Clinical Psycholoy Review,* 30 (5), 849−864.

Goncalves, S. P. & Jose, N. (2011). Factorial validation of Warr's (1990) well-being measure: A sample of study on police officers. *Psychology,* 2 (7), 706–712. DOI:10.4236/psych.2011.2710

Gummesson, E. (2000). *Qualitative Methods in Management Research*. Sage publications.

Gözukara, I. & Simsek, O. F. (2015). Linking transformational leadership to work engagement and the mediator effect of job autonomy: A study in a Turkish private non-profit university. *Social and Behavioral Sciences,* 195 (7), 963–971.   doi: 10.1016/j.sbspro.2015.06.274

Hackman, J.R. & Lawler, E.E. (1971). Employee reactions to job characteristics. *Journal of Applied Psychology*, 3. 259–286.

Hackman, J.R. & Oldham, G.R. (1976). Motivation through the design of work: test of a theory. *Organizational Behavior and Human Performance,* 16 (2), 250–279.

Hakanen, J. (2011). *Työn imu.* Työterveyslaitos.

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.

Hirsjärvi, S. & Hurme, H. (2001). *Tutkimushaastattelu. Teemahaastattelun teoria ja käytäntö.* Helsinki. Yliopistopaino.

Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. *Applied Psychology: An International Review,* 50 (3), 337–370.

Judge, T. A., Van Vianen Annelies, E. M. & De Pater I. E. (2004). Emotional stability, core self-evaluations, and job outcomes: A review of the evidence and an agenda for future research. *Human Performance,* 17 (3), 325–346.

Järvilehto, L. (2013). Upeaa työtä! Näin teet itsellesi unelmiesi työpaikan. Tammi.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal,* 33 (4), 692–724.

Kaplan, R. E. (1996). *Forceful leadership and enabling leadership: You can do both.* Center for Creative Leadership Greensboro, North Carolina.

Karasek, R. & Theorell, T. (1990). *Healthy work: Stress, productivity and the reconstruction of working life.* Basic Books.

Koskinen, I., Alasuutari, P. & Peltonen, T. (2005). *Laadulliset menetelmät kauppatieteissä.* Tampere.Vastapaino.

Leppänen, M. & Rauhala. I. (2012). *Johda ihmistä. Psykologiaa johtajille.* Talentum Media Oy.

Leppänen, M., Rauhala, I. & Heikkilä, A. (2013). *Pääasia.* Talentum Media Oy.

Lewis S. (2011). *Positive psychology at work: How positive leadership and appreciative inquiry create inspiring organizations.* Wiley-Blackwell, A John Wiley & Sons, Ltd, Publication.

Luthans, F. (2002). Positive organizational behavior: Developing and managing psychological strengths. *Academy of Management Executive,* 16 (1), 57−72.

Luthans, F., Youssef, C. M & Avolio, B. J. (2007). *Psychological Capital.Developing Human Compettitive Edge.* Oxford University Press.

Luthans, F., Avey, J. B., Avolio, B. J. & Peterson, S. J. (2010). The development and resulting performance impact of positive psychological capital. *Human Resource Development Quarterly,* 21 (1), 41−67.

Luthans, F., Youssef-Morgan, C. M. & Avolio, B. J. (2015). *Psychological Capital and Beyond.* Oxford University Press.

Malinowski, P. & Lim, H. J. (2015). Mindfulness at work: Positive affect, hope and optimism mediate the relationship between dispositional mindfulness, work engagement and well-being. *Mindfulness,* 6. 1250−1262.

Manka, M-L. (2012). *Työn ilo.* Sanoma Pro Oy.

Maslach, C. & Leiter, M. (1997). *The truth about burnout: How organizations cause personal stress and what to do about it.* San Francisco: Jossey-Bass Publishers.

Mauno S., Kinnunen U., Mäkikangas A. & Nätti J. (2005). Psychological consequences of fixed-term employment and perceived job insecurity among health care staff. *European Journal of Work and Organizational Psychology*, 14 (3), 209−237.

McShane, S. L. & Von Glinow M. A. (2003). *Organizational Behavior: Emerging realities for the workplace revolution. 2nd Edition.* In the United States of America. McGraw-Hill.

Meyers, M. C., Van Woerkom, M., De Reuver, R. S. M, Bakk, Z. & Oberski, D. L. (2015). Enhancing psychological capital and personal growth initiative: Working on strengths or deficiencies. *Journal of Counseling Psychology*, 62 (1), 50−62.

Money, K., Hillenbrand, C. & Camara, N. (2008). Putting positive psychology to work in organisations. *Journal of General Management*, 33 (2), 21−36.

Prasad, L. & Gulshan, S. S. (2011). *Management. Principles and practices.* Anurag Jain for Excel Books.

Roche, M., Haar, J. M. & Luthans, F. (2014). The role of mindfulness and psychological capital on the well-being of leaders. *Journal of Occupational Health Psychology,* 19 (4), 476−489.

Salanova, M., Agut, S. & Peiro, J. M. (2005). Linking organizational facilitators and work engagement to employee performance and customer loyalty: The mediation of service climate. *Journal of Applied Psychology,* 90 (6), 1217−1227.

Schaufeli, W. B & Bakker, A. B. (2004). Job demands, job resources and their relationships with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25. 293−315.

Schaufeli, W. B., Salanova, M., Gonzales-Roma, V. & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *The Journal of Happiness Studies,* 3 (1), 71−92.

Schulz, S. T., Luthans, K.W., Messersmith, J.G. (2014). Psychological capital: A new tool for driver retention. *International Journal of Physical Distribution & Logistics Management,* 44 (8), 621−634.

Schneider, S. L. (2001). In search of realistic optimism: Meaning, knowledge, and warm fuzziness. *American Psychologist,* 56 (3), 250−263.

Searle, T. P & Barbuto, Jr. J. E. (2011). Servant Leadership, hope and organizational virtuousness: A framework exploring positive micro and macro behaviors and performance impact. *Journal of Leadership & Organizational Studies*, 18 (1), 107−117.

Seligman, M. E. P & Csikszentmihalyi, M. (2000). Positive psychology an introduction. *American Psychologist*, 55 (1), 5−14.

Simpson, M. R. (2009). Engagement at work: A review of the literature. *International Journal of Nursing Studies,* 46. 1012−1024.

Snyder. C. R., Lopez. J. & Pedrotti. J.T. (2011). *Positive psychology. The scientific and practical explorations of human strengths.* 2nd edition. Sage Publications, Inc.

Sonnentag, S. (2011). Research on work engagement is well and alive. *European Journal of Work and Organizational Psychology,* 20. 29−38.

Speitzer, G. & Porath, C. (2012). Creating sustainable performance. *Harward Business Review.* 2. February.

Staehle, W. & Schirmer, F. (1992). Lower-level and middle-level managers as the recipients and actors of human resource management. *International Studies of Management & Organization*, 22 (1), 67−89.

Tims, M., Bakker, A. B. & Derks, D. (2013). The impact of job crafting on job demands, job resources and well-being. *Journal of Occupational Health Psychology,* 18 (2), 230−240.

Tims, M., Bakker, A. B., Derks, D. & Van Rhenen, W. (2013). Job crafting at the team and individual level: Implications for work engagement and performance. *Group & Organization Management,* 38 (4), 427−454.

Tuomi, J. & Sarajärvi, A. (2009). *Laadullinen tutkimus ja sisällönanalyysi.* Gummerus Kirjapaino Oy, Jyväskylä.

Warr, P. (1990). The measurement of well-being and other aspects of mental health. *Journal of Occupational Psychology,* 63 (3), 193−210.

Warr, P. & Inceoglu, I. (2012). Job engagement, job satisfaction and contrasting associations with person − job fit. *Journal of Occupational Health Psychology,* 17 (2), 129−138.

Wrzesniewski, A. & Dutton, J. E. (2001). Crafting a bob: Revisioning employees as active crafters of their work. *Academy of Management Review,* 26 (2), 179−201.

Xanthopoulou, D., Bakker, A. B., Demerouti, E. & Schaufeli, W.B. (2007). The role of personal resources in the job demands-resources model. *International Journal of Stress Management,* 14. 121−141.

Xanthopoulou, D., Bakker, A. B., Demerouti, E. & Schaufeli, W. B. (2009). Reciprocal relationships between job resources, personal resources and work engagement. *Journal of Vocational Behavior*, 74. 235−244.

Other references

WWW-pages

Jaab, T. (2016). Bottom up leadership. Vision into reality. Retrieved 20.11.2015 http://bottomupleadership.com/.

Hakanen J. (2009). Työn Imua, Tuottavuutta ja Kukoistavia Työpaikkoja- Kohti Laadukasta Työelämää, Työsuojelurahasto. Retrieved 20.11.2015 http://www.tsr.fi/tsarchive/files/Selvityksia/TSR_Tata_on_tutkittu2009.pdf.

Hakanen, J (2009). Työn imun arviointimenetelmä. Työterveyslaitos. Retrieved. 20.11.2015http://www.wilmarschaufeli.nl/publications/Schaufeli/Test%20M nuals/Test_manual_UWES_Finnish.pdf.

Llobis, G. (2014). Leadership is about enabling full potential in others. Retrieved. 20.11.2015. http://www.forbes.com/sites/glennllopis/2014/07/29/leadership-is-about-enabling-the-full-potential-in-others/#57e381676a87.

Martela, F. & Jarenko, K. (2014). Sisäinen motivaatio. Tulevaisuuden työssä tuottavuus ja innostus kohtaavat. Eduskunnan tulevaisuusvaliokunnan julkaisu 3/2014. Retrieved. 20.11.2015. http://docplayer.fi/2851-Eduskunnan tulevaisuusvaliokunnan-julkaisu-3-2014-sisainen-motivaatio-tulevaisuuden tyossa-tuottavuus-ja-innostus-kohtaavat.html.

Other printed references

Helsingin Sanomat (2016). Tutkimus paljasti ristiriidan: lisätyö voikinehkäistäuupumista- HS kokosi vinkit jaksamiseen. Retrieved 01.04.2016.http://www.hs.fi/kotimaa/a1458 31149253.

Helsingin Sanomat, Ura & Raha, (2015). Tunnetko itsesi heittopussiksi työpaikallasi?Näin muutat työtäsi. Retrieved 01.04.2016.http://www.hs.fi/ura/a1449809109903.

Kauppalehti (2014). Työn imua- "älä antautu elämän harmaudelle". Retrieve 27.03.2016. http://www.kauppalehti.fi/uutiset/tyon- imua---al antaudu- elaman-harmaudelle/vBJqGrWF.

Uralehti.fi (2012). Työn imu tuo tuloksia. Retrieved 05.04.2016.http://www.uralehti.fi/artikkelit/ty-n-imu tuo-tuloksia.

Veritas Eläkevakuutus (2015). Elinikä kasvaa, eläkeikä nousee. Retrieved 01.04.2016. https://www.veritas.fi/tietoa veritaksesta/ajankohtaista/54/2015/elinika kasvaa-elakeika-nousee.

APPENDIX I

INTERVIEW

How do the managers of the department promote work engagement among low-level management?

1. Are basic psychological needs paid attention to while leading?

Autonomy

*How is the autonomy of the supervisors being satisfied in their work? How is it dealt with?

*How is the supervisors' own opportunity to influence their work content and the objectives of their work being managed?

Relatedness

*How do managers work together?

*How is collectivity managed?

*How is the feedback given to managers? What is the meaning of the feedback in general?

 *How is managers' work effort is recognized and respected?

Competence

*An optimal balance between the skills and abilities and work challenges/ demands…

→ How? What? Why?

*How is this taken into account in a sustainable way by managers?

*How are supervisors' professional growth and development supported?

2. How is PsyCap managed by the managers of the departments?

*How is the supervisors' self-confidence increased and supported by the managers of department?

*How is optimism created and supported among supervisors by managers of department?

*How are the supervisors' will- and waypower developed and increased?

3. How is enabling leadership used?

*How are the supervisors' strengths being used in their work? How is this enabled?

*How are supervisors encouraged, inspired and- motivated to go into an uncomfortable zone?