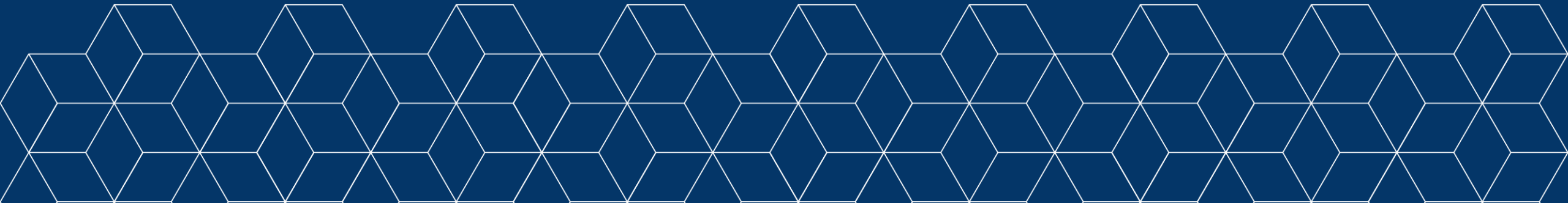


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DOES DISCUSSING WITH THE SUPERVISOR ENHANCE THE EFFECTS OF TRAINING?

LX Riunione scientifica
Società Italiana di Economia Demografia e Statistica

Milano, 24/5/2024



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OBJECTIVES AND INTRODUCTION

This report focuses on 3 priority objectives:

- 1) Frame the phenomenon of engaging leadership and its importance in organizations and corporate relationships
- 2) Highlight some benchmark quantitative and qualitative studies on the phenomenon of corporate engagement
- 3) Consider the effect of sharing the results of corporate training with their managers



OBJECTIVES AND INTRODUCTION

Work engagement is defined as a positive, fulfilling, work-related state of mind characterized by vigor, dedication and absorption" (Schaufeli et al., 2002).

Work Engagement (WE) is increasingly prevalent in the context of organizational choice (Karatepe, Demir, 2014), the employee engagement ensures the realization of growth paths and goals by establishing a widespread climate of trust (Engelbrecht et al., 2017; Peters et al., 2014).



OBJECTIVES AND INTRODUCTION

- The leadership model based on human resource development is an essential element in improving employee skills while promoting and supporting creativity and innovation in organizations (Gilley et al., 2011).
- Engaged employees show increased energy in performing work and high levels of concentration (May et al., 2004).
- Schaufeli et al. (2002) conducted structured qualitative interviews with a sample of Dutch employees; engaged employees showed greater self-sufficiency and positive feedback on activities performed.
- Engaging leadership triggers a process of employee participation in company life and plays a positive role on employees' perceptions of company size, increasing competence and optimizing learning opportunities (Bakker and Demerouti, 2007; Salanova et al., 2005).



OBJECTIVES AND INTRODUCTION

- The longitudinal quantitative study by Alimo-Metcalfe et al. (2008) shows that the quality of engaging leadership is a significant predictor of organizational performance that has a positive role on employees' well-being and their acquisition of new skills.
- Further research (Arnold, Loughlin, 2010), based on semi-structured interviews with 51 senior managers (21 women and 30 men) in the public and private sectors in five Canadian provinces, identified in the employee comparison cases, greater progress in the provision of mentorship and corporate training.
- A subsequent cross-sectional study conducted on data from 75 mid- to senior-level organizational leaders and 188 followers found that leader-employee confrontation increased the likelihood of employees acquiring new skills and managing new tasks (Anthony, 2017).



BENCHMARK STUDIES

AUTHORS: Greta Mazzetti - Wilmar B. Schaufeli

TITLE: The impact of engaging leadership on employee engagement and team effectiveness: A longitudinal, multi-level study on the mediating role of personal- and team resources

RESEARCH OBJECTIVE: The article analyzes the impact of engaging leadership on work engagement and team effectiveness. Numerous studies suggest that work engagement, defined as a positive work-related state of mind characterized by vigor, dedication, and absorption, is correlated with highly positive outcomes, particularly in terms of employee well-being and job performance.



BENCHMARK STUDIES

METHODOLOGY:

Data were collected at two time points on N = 1,048 employees organized into 90 work teams. Results of multilevel structural equation modeling revealed that personal resources (optimism, resilience, self-efficacy, and flexibility) partially mediated the impact of individual perceptions of engaging leadership at T1 on work engagement at T2.

CONCLUSIONS:

In practical terms, training and support from leaders could significantly improve employee motivation and commitment and enable teams to successfully pursue their common goals..



BENCHMARK STUDIES

AUTHORS: Vivi Gusrini Rahmadani, Wilmar B. Schaufeli, Jeroen Stouten, Zhenduo Zhang and Zulkarnain Zulkarnain

TITLE:
Engaging Leadership and Its Implication for Work Engagement and Job Outcomes at the Individual and Team Level: A Multi-Level Longitudinal Study

RESEARCH OBJECTIVE : The study analyzes how supervisors' engaging leadership increases employees' work outcomes at the individual and group levels, mediated by (group) work engagement.



BENCHMARK STUDIES

METHODOLOGY:

A multilevel longitudinal study of 224 employees nested in 54 teams of an Indonesian state-owned agricultural holding company was conducted with a one-year time lag.

CONCLUSIONS:

The results show, as expected, that at the team level, leadership involvement at time 1 predicted team learning and innovation (but not team performance) at time 2, through team work engagement at time 2. In addition, a predicted cross-over effect of team-level leadership involvement at time 1 was observed that predicted individual work performance (but not employee learning and innovative work behavior) at time 2 through team work engagement at time 2



RESEARCH, DATA AND METHODS

- This paper is based on data from the Survey of Employee and Business Opinions - ROLA (2022), an annual survey conducted through online questionnaires.
- ROLA is conducted in CAWI (Computer-Assisted Web Interviewing) mode.
- ROLA targets a representative sample of workers who have participated in training courses founded by Joint interprofessional found and company managers who coordinate training in companie
- ROLA and Training Stories represent the methodological framework on which Fondimpresa's National Evaluation Monitoring Report, carried out in collaboration with INAPP, is based



DESCRIPTIVE STATISTICS

	Freq.	Percent	Cum.
Yes, before the training to discuss what it would offer	1,151.20	14.31	14.31
Yes, after training in the application of the new knowledge in the work activity	1,676.32	20.84	35.16
Yes, both before and after training	3,721.54	46.27	81.43
No, never	1,493.94	18.57	100
Total	8,043	100	

Class Groups Involvement	Freq.	Percent	Cum.
not at all	175.2678	2.18	2.18
a little,	745.7702	9.26	11.44
enough	4,375.06	54.35	65.79
a lot	2,753.90	34.21	100
Total	8,050	100	



DESCRIPTIVE STATISTICS

job classification	Yes, before the training to discuss what it would offer	Yes, after training in the application of the new knowledge in the work activity	Yes, both before and after training	No, never	Total
workman	242.067	409.8875	968.0447	363.449	1,983.45
	12.2	20.67	48.81	18.32	100
Office worker	787.0904	1,062.52	2,323.43	939.4168	5,112.45
	15.4	20.78	45.45	18.38	100
Middle management	122.0377	203.9178	430.0676	191.0747	947.0977
	12.89	21.53	45.41	20.17	100
Total	1,151.20	1,676.32	3,721.54	1,493.94	8,043
	14.31	20.84	46.27	18.57	100

Age groups	Yes, before the training to discuss what it would offer	Yes, after training in the application of the new knowledge in the work activity	Yes, both before and after training	No, never	Total
under 30	73.98584	120.7788	272.9057	95.22467	562.8951
	13.14	21.46	48.48	16.92	100
from 30 to 50	696.2659	1,050.51	2,254.76	847.7714	4,849.30
	14.36	21.66	46.5	17.48	100
Over 50	380.9434	505.0381	1,193.88	550.9444	2,630.80
	14.48	19.2	45.38	20.94	100
Total	1,151.20	1,676.32	3,721.54	1,493.94	8,043
	14.31	20.84	46.27	18.57	100

DESCRIPTIVE STATISTICS

area_geo	Yes, before the training to discuss what it would offer	Yes, after training in the application of the new knowledge in the work activity	Yes, both before and after training	No, never	Yes, before the training to discuss what it would offer
Nord	730.3138 15.14	1,085.15 22.5	2,141.37 44.4	866.614 17.97	4,823.44 100
Centro	177.9564 12.6	316.0312 22.37	576.5363 40.82	341.9865 24.21	1,412.51 100
Mezzogiorno	242.9249 13.44	275.1455 15.23	1,003.64 55.54	285.3399 15.79	1,807.05 100
Total	1,151.20 14.31	1,676.32 20.84	3,721.54 46.27	1,493.94 18.57	8,043 100



DESCRIPTIVE STATISTICS

ateco8_	Sì, prima	Sì, dopo	Sì, sia p	No, mai	Total
Industrial manufacturing	303.2272	518.5171	1,151.30	479.6789	2,452.72
	12.36	21.14	46.94	19.56	100
Other manufacturing	275.6749	307.3071	767.9236	209.0426	1,559.95
	17.67	19.7	49.23	13.4	100
Construction and other non-manufacturing enterprises.	78.99104	94.54789	227.2713	46.73596	447.5462
	17.65	21.13	50.78	10.44	100
Trade, hotels and restaurants	105.6134	182.6804	436.6232	125.6052	850.5223
	12.42	21.48	51.34	14.77	100
Business Services	135.8216	211.6034	444.221	234.8743	1,026.52
	13.23	20.61	43.27	22.88	100
Healthcare,	123.5235	82.25154	296.2029	100.6567	602.6346
	20.5	13.65	49.15	16.7	100
Transportation, storage and communication	112.6434	255.7556	395.8924	288.2488	1,052.54
	10.7	24.3	37.61	27.39	100
Production and distribution of electricity, gas and water	15.70009	23.66082	2.107983	9.097994	50.56689
	31.05	46.79	4.17	17.99	100
Total	1,151.20	1,676.32	3,721.54	1,493.94	8,043
	14.31	20.84	46.27	18.57	100

	bln_diff	Change_work_activity	Change_Company	Task change
	b/se	b/se	b/se	b/se
Yes, before the training to discuss what it would offer (vs. No never)	0.1365***	0.0909***	0.1534***	0.0942**
	[0.0469]	[0.0270]	[0.0323]	[0.0382]
Yes, after training in the application of the new knowledge in the work activity (vs. No never)	0.0845*	0.1446***	0.2531***	0.1421***
	[0.0452]	[0.0221]	[0.0259]	[0.0328]
Yes, both before and after training (vs. No never)	0.0906**	0.1206***	0.2059***	0.1353***
	[0.0385]	[0.0207]	[0.0258]	[0.0290]
Women	0.0409	0.0032	-0.0283*	-0.0018
	[0.0295]	[0.0139]	[0.0155]	[0.0231]
Involvement of Class Groups, a little (vs. Not at all)	0.1382	0.1130*	-0.0194	0.0792
	[0.1007]	[0.0586]	[0.0649]	[0.0935]
Involvement of Class Groups enough (vs Not at all)	0.1723*	0.1314**	0.0924	0.0516
	[0.0971]	[0.0573]	[0.0586]	[0.0884]
Involvement Class groups a lot (vs. not at all)	0.3112***	0.1116*	0.0815	0.0172
	[0.1002]	[0.0585]	[0.0598]	[0.0906]
in line with company requirements, a little (vs. Not at all)	-0.215	-0.0141	-0.0645	-0.0062
	[0.1574]	[0.0988]	[0.0972]	[0.0963]
in line with company requirements, enough (vs. Not at all)	-0.2437	0.1564*	0.1342	-0.0191
	[0.1510]	[0.0950]	[0.0940]	[0.0916]
in line with company requirements, a lot (vs. Not at all)	-0.1752	0.1958**	0.1777*	0.0409
	[0.1533]	[0.0959]	[0.0950]	[0.0948]
Training Course hours	0.0002	0.0018***	0.0014***	0.0020***
	[0.0005]	[0.0004]	[0.0004]	[0.0005]
Geographical Area (Centre) (vs. North)	0.048	-0.0264	-0.0145	0.0125
	[0.0368]	[0.0164]	[0.0191]	[0.0294]
Geographical Area (Centre) (vs. North)	0.0829***	-0.0574***	-0.0197	0.0177
	[0.0310]	[0.0156]	[0.0162]	[0.0261]
Employees (50 to 249) (vs. up to 49)	-0.0540*	-0.013	-0.0419**	0.0042
	[0.0316]	[0.0144]	[0.0174]	[0.0244]
Employees (Over 250) (vs. up to 49)	-0.0685*	-0.0049	-0.0058	0.0766**
	[0.0397]	[0.0173]	[0.0204]	[0.0319]
N	6816	7988	7974	7975

RESULTS

The results show that talking to one's supervisor after the course increases the likelihood of changes occurring. Specifically, these are organizational changes (+25 percentage points), followed by changes in work activities (+14.5 percentage points) and changes in job duties (+14.2 percentage points). Regarding differences in learning outcomes, it appears to be important to discuss them beforehand (+13.6%), as well as to discuss them both before and after the

The importance of class group involvement is also observed. Greater involvement leads to much more robust learning outcomes (+31%), as well as a higher likelihood of at least one change occurring in one's work activities (+11.1 percentage points).



CONCLUSIONI

- Leadership involvement plays a central and fundamental role in organisations and corporate relations
- Organisational changes require leadership that can combine traditional management characteristics with increasing employee engagement skills, in teams and individually.
- Furthermore, there is a positive association between engaging leadership and the work commitment shown by employees (Firouznia et al., 2021).
- Work Engagement (WE) is a predictor of a plurality of performance indices: profit and productivity, organizational performance, but also elements relating to the quality of services and customer loyalty (Sarti, 2014).
- Our research confirms the data of widespread literature on the topic, in fact it emerges that the discussion with the training manager after the course significantly increases the probability of changes



CONCLUSIONI

- With the manager's feedback there are: organisational changes (+25 percentage points); changes in work activities (+14.5 percentage points), changes in work tasks (+14.2 percentage points).
- Communication and exchange regarding learning outcomes before and after the training course are also important.
- It is essential to work in groups and to involve the entire class group, which has a positive effect on the level of learning and changes in work tasks. This confirms the literature that 'developmental leadership' is a driver of organisational innovation as it stimulates employee involvement and commitment.
- Considering the highlighted positive implications, WE is widely regarded as a real competitive advantage in today's markets and therefore for individual companies to spread its effects system-wide



CONCLUSIONI

- Confrontation with managers enables workers to experience sustainable employability through the delegation of challenging tasks that increase a sense of belonging and self-efficacy (Schaufeli, 2015).





GRAZIE PER L'ATTENZIONE

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