



HIGHER SCHOOL OF ECONOMICS
NATIONAL RESEARCH UNIVERSITY

SCIENTIFIC E-JOURNAL

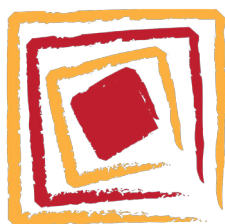
ORGANIZATIONAL PSYCHOLOGY

ISSN 2312-5942

www.orgpsyjournal.hse.ru



2017. Vol. 7. No. 4.

2017. Vol. 7. No. 4.

Scientific e-journal

URL: www.orgpsyjournal.hse.ruE-mail: orgpsyjournal@hse.ru

Founder:

National research university

Higher School of Economics



Published 4 times per year

**Editor-in-chief**Wladimir A. Stroh (*National Research University «Higher School of Economics», Russia*)**Deputy Editor-in-chief**Sergey A. Lipatov (*Lomonosov Moscow State University, Russia*)**Managing Editors**Alex Klimov (*National Research University «Higher School of Economics», Russia*)Olga Vovna (*National Research University «Higher School of Economics», Russia*)**Editorial Board****Lyudmila N. Aksenovskaya** (*Chernyshevsky Saratov State University, Russia*)**Takhir Yu. Bazarov** (*Lomonosov Moscow State University, Russia*)**Stephen Benton** (*Westminster University, UK*)**Alexander V. Bulgakov** (*Moscow State Humanitarian University, Russia*)**Alexey S. Chernyshev** (*Kursk State University, Russia*)**Rolf van Dick** (*Goethe University Frankfurt-am-Main, Germany*)**Karina M. Gaydar** (*Voronezh State University, Russia*)**Eugeny N. Emelyanov** (*«Consultig Center «SHAG», Russia*)**Anatoly V. Karpov** (*Yaroslavl Demidov State University, Russia*)**Anna B. Leonova** (*Lomonosov Moscow State University, Russia*)**Sergey A. Lipatov** (*Lomonosov Moscow State University, Russia*)**Sergey A. Manichev** (*Saint Petersburg State University, Russia*)**Eugeny B. Morgunov** (*Moscow School of Social and Economic Sciences, Russia*)**Dmitry Myakushkin** (*South Ural State University, Russia*)**Evgeny N. Osin** (*National Research University «Higher School of Economics, Russia»*)**Alexander N. Poddiakov** (*National Research University «Higher School of Economics», Russia*)**Sergey V. Sarychev** (*Kursk State University, Russia*)**Wilmar Schaufeli** (*Utrecht University, Netherlands*)**Vladimir P. Serkin** (*National Research University «Higher School of Economics, Russia»*)**James Stoner** (*Fordham University, USA*)**Wladimir A. Stroh** (*National Research University «Higher School of Economics, Russia»*)**Harold Takooshian** (*Fordham University, USA*)**Corrector:** Olga Vovna

Content

Editorial

- 6–7 We are glad to introduce our readers to new issue
- 8–20 Outline of Industrial and Organizational Psychology Development in Yaroslavl
Alexander Karpov

Research in organizational psychology

- 21–49 Professional motivation of Russian employees: assessment and associations with well-being and performance
Evgeny Osin, Anna Gorbunova, Tamara Gordeeva, Tatiana Ivanova, Natalia Kjsheleva, Elena Ovchinnikova
- 50–72 Is the “Middle group” basic concept of organizational psychology? A substantive and methodological analysis
Anatoliy V. Karpov
- 73–85 Intention to Quit and Determinants of Employee Engagement: an Empirical investigation among the Banking Professionals of Guntur Region (India)
Asi Vasudeva Reddy, Gummadi Anjali

Organizational psychology in practice

- 86–101 Strategic Organizational Communication: Client-centered Consulting Experience
Mikhail Ivanov

Reviews

First steps

- 102–128 Labor activity and community in non-professional way of life (on the example of Russian lifestyle travelers)
Pavel Balov, Vladimir Serkin

Organizational psychology as the persons, dialogues and discussions

- 129–144 Domestic (Russian) Industrial Organizational Psychology: Paradoxes of Development
Vladimir A. Tolochek

Conferences

Literary guide

- 145–149 Empathic Consulting
Takhir Bazarov

Editorial

We are glad to introduce our readers to new issue of Organizational Psychology Journal. We are pleased to continue to acquaint readers with the latest developments in organizational psychology.

The article *“Outline of Industrial and Organizational Psychology Development in Yaroslavl”* (in Russian, in English) by *Alexander Karpov* continues our project **«Organizational Psychology in the world»**. The paper presents the main stages in the history of industrial and organizational psychology in the Yaroslavl region (Russia). Analysis of the historical development of these scientific disciplines is carried out in the context of the history of the development of the Yaroslavl school of psychology (YaPS) in general.

In the **“Research in organizational psychology”** section we offer three articles. The article *“Professional motivation of Russian employees: assessment and associations with well-being and performance”* by the Russian research group presents three studies aimed to develop a new version of Work Motivation Questionnaire (WMQ) with 20 items operationalizing the relative autonomy continuum described in Self-Determination Theory by E. Deci and R. Ryan. The results of theoretical and methodological analysis of the middle group concept — the key concept of social and organizational psychology have been presented in the article *“Is the “Middle group” basic concept of organizational psychology? A substantive and methodological analysis”* by *Anatoliy V. Karpov*. The research *“Intention to Quit and Determinants of Employee Engagement: an Empirical investigation among the Banking Professionals of Guntur Region (India)”* (in English) of our Indian colleagues *Asi Vasudeva Reddy* and *Gummadi Anjali* has been carried to check effect of employee engagement determinants on the employee attitudinal level of attrition in different private sector banks in Guntur Urban area.

In the **«Organizational psychology in practice»** section *Mikhail Ivanov* shares his invaluable experience on management consulting in the article *“Strategic Organizational Communication: Client-centered Consulting Experience”*.

In the **“First steps”** section the article *“Labor activity and community in non-professional way of life (on the example of Russian lifestyle travelers)”* by *Pavel Balov* and *Vladimir P. Serkin* describes labor activity and communities among people, leading a non-professional way of life.

Vladimir A. Tolochev shared his thoughts on the fate of Russian organizational psychology in the new section **«Organizational psychology as the persons, dialogues and discussions»** and pay his attention to the polemical article *“Has Industrial-Organizational Psychology Lost Its Way?”* (Translated to Russian, 2017. Vol. 7. No. 2. p. 126–136). His paper *“Domestic (Russian) Industrial Organizational Psychology: Paradoxes of Development”* critically examines the complex and undesirable aspects of the development of IOP discipline, formulates possible and affordable ways to optimize the development of IOP.

A review entitled *«Empathetic consulting»* on a new book by *Mikhail Ivanov* («Consulting the company’s top executives: a client-centered approach») from *Takhir Yu. Bazarov* is presented in the **«Literary Guide»** section.

Please Enjoy Reading!



ORGANIZATIONAL PSYCHOLOGY

Outline of Industrial and Organizational Psychology Development in Yaroslavl

Alexander KARPOV

Yaroslavl Demidov State University, Yaroslavl, Russia

Abstract. The paper presents the main stages in the history of industrial and organizational psychology in the Yaroslavl region (Russia). Analysis of the historical development of these scientific disciplines is carried out in the context of the history of the development of the Yaroslavl school of psychology (YaPS) in general. Specific time stages have been identified, the main achievements of each of them have been presented. The article also assesses the role of scientific research and the personal contribution of the Yaroslavl psychologists in the each time period. Information about the main scientific events, publications, important historical events, as well as rare historical facts have been provided. The author's view regarding the comparison of distinctive features of the national (and specifically, Yaroslavl) and abroad research in organizational psychology has been described. The article highlights the main reasons for these differences and the factors decisively contributing to the formation of the original developmental path of industrial and organizational psychology in the national conditions. The possible background to the synthesis of popular psychological disciplines in the Soviet period (engineering psychology, labor psychology, industrial psychology, social psychology) into a single integrated macrodiscipline of organizational psychology is presented in the paper. The paper outlines the analysis of the current state of organizational psychology in the Yaroslavl region, the description of the specific features of scientific, practical and administrative work of the Yaroslavl organizational psychologists, the prospects of further development of organizational psychology in the Yaroslavl region. The article also presents an overview of the most important scientific and educational-methodical works of Yaroslavl psychologists, describes special features of the YaPS and organizational psychology as its part.

Keywords: organizational psychology, yaroslavl psychological school, labor psychology, industrial psychology, engineering psychology.

The Stages of Organizational Psychology Development in Yaroslavl

The formation and development of psychological science in the Yaroslavl region is inextricably linked to the formation of distinctive scientific schools, known in Russia today as «the Yaroslavl Psychological School». However, for quite a long time nor the overall logic of its formation and development, nor its most distinguishing and specific features were not subjected to proper retrospective-historical analysis. But that's one of the most important conditions not only to understand its content, but also to define prospects of its development in the future. Of course, such an analysis in full it is an independent and very ambitious task that requires special attention and

integrated development. The study of the origin and evolution of the Yaroslavl psychological school (YaPS) should be done on the basis of existing philosophical and scientific criteria, approaches, and standards, as well as the study of the dynamics of any other scientific schools.

Because of this, in this article among the whole range of problems studied under YaPS will be allocated only those associated with the development of industrial and organizational psychology. It is known that these areas of psychological knowledge largely determine modern applied psychology as a whole. They are one of the most important in theoretical and practical terms, are crucial «drivers» of development of psychological science in Russia and abroad.

At the same time, it is important to note significant differences in the development of national and foreign organizational psychology, objectively arising because of the known socio-economic, socio-political, ideological and other factors. A considerable period of time (up to 1990-s) the kind of alternative of organizational psychology and all the disciplines meaningful within its framework in our country were social psychology, psychology of labor and engineering psychology. However, quite obvious is the fact that this kind of «replacement» (or rather «substitution») is not exhaustive. A large range of issues associated in particular with the organizational consulting, organizational behavior, and the like, were left without due consideration in the national psychology.

At the same time, one cannot argue that these shortcomings have led to the backlog of foreign organizational psychology. On the contrary, an independent and largely an original way of development of the considered scientific field has made possible the formation of new paradigms, approaches and scientific views that have become, to a certain extent, the «hallmark» of the entire national psychology. Subsequently, at the turn of the century was created appreciable background due to socio-economic transformations in society and aimed at the integration of engineering and social-psychological research and the qualitative shift in the direction of overall organizational and psychological orientation, which now, as in other countries, is a large, complex scientific discipline.

Also, the development of organizational and applied psychology in the national psychology is repeated naturally within the framework of APS. This trend is the «similarity» of certain stages of development and the similarity of the logic of their change in historical perspective with general trends of their development. Of course there were specifics, due to the specific conditions (including the regional-specific conditions), which took place in the development of Yaroslavl organizational psychology. In common, in our opinion, it is necessary to differentiate the following main stages of the development and their sequence.

Stage 1. 1930-s — the development of psychotechnical trend in Russia and the emergence of the first works in the Yaroslavl region.

Stage 2. 1950–1970-s. — the formation and development of labor psychology, the peak of the popularity of research in the field of engineering psychology.

Stage 3. 1970–1980-s — priority research deployment of a big group of Yaroslavl scientists in the field of social psychology.

Stage 4. 1990-s — the modernization of scientific research in the direction of synthesis of labor psychology, industrial and engineering psychology, psychology of activity, etc. in a conceptual integrity, that is, in organizational psychology per se. Formulation of new methodological approaches to its development.

Stage 5. 2000-s years — the trend towards the development of areas related to the practice of organizational psychologist, the intensive development of such disciplines as personnel management, organizational consulting, and others.

The Yaroslavl Labor Psychology Laboratory

Decisive role in the formation and development of organizational and industrial psychology and psychology in General in the Yaroslavl region belongs to the time interval 1950–1970s. In this case a prominent role in the “historical turning point” to psychology, but also in gaining it an independent status and giving a distinct applied orientation played activities of Viktor Karpov, the founder and scientific director of the first laboratory of labor psychology (Karpov A. V., 2001; Mazilov, 2015; Shikun, 2007). This raises an interesting historical analogy of the two, although, of course, very different in historical scale, but somewhat similar events. Just as the emergence of experimental psychology (and the selection of psychology as a whole as an independent science of philosophy) is associated with a basis of W. Wundt’s first experimental psychological laboratory in 1879, the emergence of the Yaroslavl school of psychology (and at the same time, the beginning of the development of the considered studies) is also associated with the foundation of independent scientific laboratory. This is the laboratory of labor psychology.

During this period, formed a group of associates working at the Department of psychology of Yaroslavl state pedagogic Institute (YSPI, now, YSPU), which are among the founders of YaPS (N. P. Erastov, V. V. Karpov, M. Knyazev, A. V. Filippov, V. D. Shadrikov and others). Many of them later became famous scientists, the specialists in various branches of psychological science, including labor psychology and engineering psychology. Among these researchers singled out Vladimir D. Shadrikov — one of the followers of V. S. Filatov, and later — the eminent Russian psychologist, academician, Deputy Minister of education and science of the USSR. His dissertation work is devoted to the problem of optimization of information processes in the automated systems management, made at the time, was one of the major events in the development of the Yaroslavl school of psychology. However, very large and in many ways decisive role for the current state of research in the Yaroslavl psychological school, played the concept of system Genesis of professional activity, as well as his theory of general and professional abilities developed by V. D. Shadrikov.

The foundation of the laboratory of labor psychology was a catalyst for further research in organizational, industrial and engineering psychology in the Yaroslavl region. High interest in these disciplines has stimulated the appearance of entire scientific fields within YaPS, which, in turn, drew the attention of other prominent psychologists of the country at that time. In a few years (in the period from 1966 to 1978) was organized the important scientific conferences, including the all-Union level. The results of these conferences were published in collections of scientific papers, carefully stored now in the Museum of the faculty of psychology of the Yaroslavl state University (YSU). Among such research activities should be allocated the following. First and foremost, it’s all-Union conference «Scientific organization of labor and management» (1966), organized and held in one of the major centers of defense industry of the USSR — in the city of Rybinsk (Karpov, V. V., 2001). It is important that its organization and conduct was directly supervised by the Yaroslavl regional Committee of the CPSU and opened it, and led a plenary meeting of the first Secretary of the Regional Committee F. I. Loshchenkov. This is the First scientific-practical conference on industrial psychology (May 24–26, 1972), conducted under the auspices of the Ministry of higher and secondary special education of the RSFSR, Yaroslavl state University and the Yaroslavl branch of the society of psychologists of the USSR. This is all-Union conference on engineering psychology (1974), plenary session of which was opened by the report of one of the founders of AYAPS V. S. Filatov. In addition, it is important to note that in these years, the boundaries of the Yaroslavl industrial psychology, labor psychology and engineering psychology has been significantly expanded at the expense of their «promotion» abroad. Some scientific events began wearing already not regional or all-Union

character, but international. So, in 1978 in a famous district center of the Yaroslavl region (Rostov Veliky) hosted a Conference of psychologists of the Danubian countries, which presented the results of researches of national scientists and experts from Czechoslovakia, Romania, and Bulgaria. In 1971–1972s published collection of scientific works of the leading specialists at that time «Problems of engineering psychology», which consisted of three big parts (issues) and published jointly by YSPI, Society of psychologists of the USSR and the Institute of General and pedagogical psychology of NPA of the USSR.

The Emergence of the Faculty of Psychology at Yaroslavl University

It should be noted another historic date, which refers to the considered time interval which is largely influenced on the development of organizational psychology in the Yaroslavl region. Probably, this milestone has determined largely what in general is a modern organizational psychology in Yaroslavl. In 1970 psychology in Yaroslavl gets a completely different than ever before, organizational status, a different institutional design, and, of course, other boundaries and the level of influence. It is connected with the formation of the first branch and then of the faculty of psychology at Yaroslavl State University. A prominent role in its creation was played by the multifaceted scientific and organizational activity of the largest representative YaPS, now the academician Vladimir Shadrikov, as well as other well-known Russian social psychologist Viktor Novikov (the first Dean of the Faculty of psychology). In this regard, it is important to remember noted earlier, the overall pattern of development of domestic industrial psychology compared with foreign industrial-organizational psychology. For a long time, research in social psychology (issues related to large and small groups and teams, power and leadership, socio-psychological climate of organization, etc.) were successful alternatives to organizational psychology in the West countries. 1970–1980-s associated with the development of new socio-psychological trends in YaPS that substantially laid the foundations for an effective transition to modern stages of historical development of general organizational psychology in the city of Yaroslavl. In particular, deployed a major research on the organization of psychological service at the Ministry of oil and chemical industries, organized by V. V. Novikov.

The Current State of Industrial-Organizational Psychology in Yaroslavl

It's safe to say that this transition was carried out in the period 1990–200-s and was dictated mainly by changes in the social, political, economic and other spheres. A new political system, the beginning of formation of market economy in the country, intensification of development of the various branches of production and, importantly, the high technologies in the industry set new goals for national and Yaroslavl psychologists. In many ways, the integration and total merging of industrial psychology, labor psychology and engineering psychology, which was popular until the early 1990-s in a single, integrated industry (organizational psychology) was due to some «adjustment» to certain Western scientific models and patterns that have proven effective abroad and is now spreading its influence and even its expansion in the Russian science. In these circumstances, it is extremely important to preserve the characteristic features of the national psychological school, not losing its old traditions and augment what has already been created during the second half of the twentieth century.

Due to these reasons, the general situation has developed in such a way that along with the introduction in national studies of academic and practical developments of foreign authors, required the establishment of own national theoretical concepts and research areas. This task is largely complicated by the fact that the psychological environment and conditions of implementation of

professional activity in domestic companies in an obvious way different from the same in foreign organizations due to the nature of the organizational structure, culture, leadership styles, mentality and more.

In the circumstances, representatives of APS was successfully solved most of these problems, and organizational psychology in Yaroslavl confidently took the leading position among other psychological disciplines. Indeed, over the past two decennaries Yaroslavl psychologists have developed a number of original concepts and new methodological approaches. One of the most notable among them was developed by Anatoly Karpov transformational concept of management (Karpov, 2000). Its basic meaning lies in the evidence of the multiple and very deep, although quite implicit transformations of many basic patterns of the so-called «reference» (normative) management of established and interpreted in foreign organizational and psychological research. It again and even more urgently raises the question of the correctness and legality of their transfer to the conditions of the Russian economy, the national organizations. It is also shown that there is a very large number of factors causing this kind of transformation (both internal and in the external environment of organizations). Thus, according to the author, in relation to practical research and development in the field of organizational psychology in Russia as a specific and necessary methodology can and should be transformational concept of management (Karpov, 2000).

It is also important to note that in addition to problems of a purely scientific plan of the Yaroslavl scientists also successfully resolved the issues pertaining to educational activity and administrative work directly related to organizational psychology. In 2012, a group of authors (employees of the faculty of psychology of Yaroslavl state University) published one of the most complete and modern academic textbook for bachelors «Organizational psychology» (Karpov, 2012). The obvious advantage of this book is the description of not only the existing foundations of organizational psychology, but also the consideration of issues relating to other areas in the structure of organizational psychology, but in recent years significantly separated from it, (organizational consulting, organizational behavior, organizational development).

Of course, these works range of interests of Yaroslavl organizational psychologists, is not limited, and the total number of publications is increasing every year. This largely contributes to the fact that for over thirty is successfully running a special structural subdivision in YSU — the Department of labor psychology and organizational psychology. This fact convincingly testifies to the consolidation of the official status of organizational psychology in the Yaroslavl region, in particular, and also as a “classical” science. This is the key to its further development as a major factor in learning of future scientific personnel with special and advanced University education.

Conclusion

The current stage of development of the Yaroslavl Psychological School in General and Yaroslavl organizational psychology as one of its essential components, and possibly embody it largely as such, is determined by two main features and trends. The first feature is the diversification of scientific research, expanding the range of their perspective, orientation, style, and methods. Speaking of YaPS in general, it is necessary to indicate that it is the work of researchers in various fields of psychological knowledge (general psychology, pedagogical psychology, developmental psychology, psychology of personality, etc.). As for the diversification in relation to the Yaroslavl organizational psychology, it should be noted that this same trait is evident in the substantial expansion of the area of research, ranging from theoretical and methodological issues to organizational consulting, organizational conflicts and other practical aspects. The second feature is the theorization and fundamentalization of the whole school (Karpov, Subbotina, 2011) and organizational psychology in particular.

Maintaining and deepening their initial practical focus, YaPS and, specifically, the Yaroslavl industrial and organizational psychology, has long been one of the leading in Russia in terms of a theoretical level of its research. In this regard, it is also important to note another interesting characteristic of the research carried out under YaPS. It is traditionally a wide range of groups, methods and, primarily, complex mathematical and statistical procedures underlying the specific to YaPS method of structural-psychological analysis of activity. Its implementation opens up great opportunities of obtaining accurate and adequate organizational-psychological research results.

Currently, organizational psychology in Yaroslavl, having passed all stages of formation and development, have acquired their specific and largely original features and characteristics; it uses a fame and prestige in Russia and abroad. Perhaps the development of YaPS in general and organizational psychology, in particular (as a psychological field, the most relevant today on a global scale) will lead in the near future to the next, new phase of its development. Its effectiveness, as well as determining of new directions and new scientific challenges will need to be carried out on the basis of the principle of historical continuity, implying a reliance on the results and achievements of previous generations of Yaroslavl psychologists.

References

- Bass, B. M., Avolio, B. J. (Eds.). (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications.
- Burns, J. M. (1978). *Leadership*. New York. Harper & Row.
- Karpov, A. V. (1999). *Psikhologiya menedzhmenta: Ucheb. posobie* [The psychology of management. Textbook], M.: Gardariki.
- Karpov, A. V. (2000). Predposylki i perspektivy razvitiya transformatsionnoi kontseptsii menedzhmenta [Prerequisites and prospects for the development of the transformation concept of management]. *Materialy mezhdunarodnogo simpoziuma po sotsial'noi psikhologii*. Yaroslavl'.
- Karpov, A. V. (Ed.). (2001). *Khrestomatiya po obshchei i prikladnoi psikhologii: Uchebnoe posobie* [Reader on general and applied psychology: Textbook]. Yaroslavl': YaRO RPO.
- Karpov, A. V. (Ed.). (2003). *Psikhologiya truda: Ucheb. dlya stud. vuzov* [The work psychology], M.: VLADOS-PRESS.
- Karpov, A. V., Klyueva, N. V. (red.). (2015). *Tekhnologii upravleniya razvitiem personala. Uchebnik* [Technologies of personnel development management. Textbook]. Yaroslavl': Prospekt.
- Karpov, A. V., Subbotina, L. Yu. (red.). (2011). *Fakul'tet psikhologii Yaroslavskogo gosudarstvennogo universiteta im. P. G. Demidova. Istoriya i sovremennost'* [Faculty of Psychology, Demidov Yaroslavl State University. History and modernity]. Yaroslavl': YaRO RPO; YarGU.
- Karpov, V. V. (2001). Nauchnaya organizatsiya truda i promyshlennaya psikhologiya [Scientific organization of labor and industrial psychology]. In: Karpov, A. V. (red). *Khrestomatiya po obshchei i prikladnoi psikhologii: Uchebnoe posobie* (13–17). Yaroslavl': YaRO RPO.
- Mazilov, V. A. (2015). Professor V. S. Filatov kak osnovatel' yaroslavskoi psikhologicheskoi shkoly [Professor V. S. Filatov as the founder of the Yaroslavl Psychological School]. *Yaroslavskii pedagogicheskii vestnik*, 5, 159–171.
- Shikun, A. A. (2007). Fenomen nauchnykh psikhologicheskikh shkol [The phenomenon of scientific psychological schools]. *Vestnik TGPU*, 10, 132–136.



ORGANIZATIONAL PSYCHOLOGY

Professional motivation of Russian employees: assessment and associations with well-being and performance

Evgeny OSIN

National Research University Higher School of Economics, Moscow, Russia

Anna GORBUNOVA

National Research University Higher School of Economics, Moscow, Russia

Tamara GORDEEVA

Lomonosov Moscow State University, Moscow, Russia

National Research University Higher School of Economics, Moscow, Russia

Tatiana IVANOVA

National Research University Higher School of Economics, Moscow, Russia

Natalia KOSHELEVA

National Research University Higher School of Economics, Moscow, Russia

Elena OVCHINNIKOVA

National Research University Higher School of Economics, Moscow, Russia

Abstract. We present three studies aimed to develop a new version of Work Motivation Questionnaire (WMQ) with 20 items operationalizing the relative autonomy continuum described in Self-Determination Theory by E. Deci and R. Ryan. Using confirmatory factor analysis (CFA) in two large samples ($N = 3,614$ and $N = 10,913$) of Russian production enterprises we confirmed the validity of a structure with 6 scales measuring intrinsic motivation, integrated, identified, introjected, and external forms of extrinsic motivation, as well as amotivation. The internal consistency of the scales ranged from .62 to .91. The second-order factor structure supports the indices of autonomous and controlled motivation (α .91 and .80, respectively), as well as relative autonomy index (α .84) based on bifactor rotation. Using multigroup CFA we found scalar invariance of the instrument with respect to employee position and test administration format (paper-based vs. computerized). Predictable associations of autonomous and controlled motivation with work engagement, boredom, emotional exhaustion, and self-reported performance indicate the validity of the new measure. Relative autonomy was associated with work intensity and difficulty, job autonomy, support from colleagues and supervisor, availability of feedback, as well as positive socio-moral climate (justice, respect, open discussion, collective decision-making). Employee position and education were the strongest demographic predictors of autonomous motivation. In a separate sample ($N = 69$) we found positive associations of autonomous motivation and negative associations of controlled motivation with expert ratings of competencies based on competence interviews. The findings indicate that the WMQ is a reliable and valid instrument for organizational research based on Self-Determination Theory.

Keywords: work motivation, intrinsic motivation, extrinsic motivation, autonomy continuum, relative autonomy index, simplex.

References

- Baard, P. P., Deci, E. L., Ryan, R. M. (2004). Intrinsic need satisfaction: A motivational basis of performance and well-being in two work settings. *Journal of Applied Social Psychology*, 34(10), 2045–2068.
- Battistelli, A., Galletta, M., Odoardi, C., Núñez, J., Ntalianis, F. (2017). Proposal for a Version of MWMS Across Mediterranean Countries. *European Journal of Psychological Assessment*, 33(2), 104–115.
- Blais, M. R., Brière, N. M., Lachance, L., Riddle, A. S., Vallerand, R. J. (1993). L'inventaire des motivations au travail de Blais [Blais's work motivation inventory]. *Revue Québécoise de Psychologie*, 14, 185–215.
- Brown, T. A. (2006). *Confirmatory factor analysis for applied research*. N.Y.: The Guilford Press.
- Cerasoli, C. P., Nicklin, J. M., Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: a 40-year meta-analysis. *Psychological Bulletin*, 140(4), 980–1008.
- Deci, E. L., Connell, J. P., Ryan, R. M. (1989). Self-determination in a work organization. *Journal of Applied Psychology*, 74(4), 580–590.
- Deci, E. L., Koestner, R., Ryan, R. M. (1999). A Meta-Analytic Review of Experiments Examining the Effects of Extrinsic Rewards on Intrinsic Motivation. *Psychological Bulletin*, 125(6), 627–668.
- Deci, E. L., Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum.
- Deci, E. L., Ryan, R. M. (2000). The “what” and “why” of efficiently explains employee behavior at work. At the same goal pursuits: Human needs and the self-determination of time this instrument can become an invaluable source for behavior. *Psychological Inquiry*, 11, 227–268.
- Deci, E. L., Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*, 49(3), 182–185.
- Deci, E. L., Ryan, R. M., Gagné, M., Leone, D. R., Usunov, J., Kornazheva, B. P. (2001). Need satisfaction, motivation, and well-being in the work organizations of a former eastern bloc country: A cross-cultural study of self-determination. *Personality and Social Psychology Bulletin*, 27(8), 930–942.
- Deckop, J. R., Cirka, C. C. (2000). The risk and reward of a double-edged sword: Effects of a merit pay program on intrinsic motivation. *Nonprofit and Voluntary Sector Quarterly*, 29(3), 400–418.
- Gagné, M., Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational behavior*, 26(4), 331–362.
- Gagné, M., Forest, J., Gilbert, M.-H., Aubé, C., Morin, E., Malorni, A. (2010). The Motivation at Work Scale: validation evidence in two languages. *Educational and Psychological Measurement*, 70(4), 628–646.
- Gagné, M., Forest, J., Vansteenkiste, M., Crevier-Braud, L., Van den Broeck, A., Aspel, A. K., ... Halvari, H. (2015). The Multidimensional Work Motivation Scale: Validation evidence in seven languages and nine countries. *European Journal of Work and Organizational Psychology*, 24(2), 178–196.
- Gignac, G. E., Szodorai, E. T. (2016). Effect size guidelines for individual differences researchers. *Personality and Individual Differences*, 102, 74–78.
- Gordeeva, T. O. (2006). *Psikhologiya motivatsii dostizheniya* [Psychology of achievement motivation]. M.: Smysl.
- Gordeeva, T. O. (2010a). *Teoriya samodeterminatsii: nastoyashchee i budushchee*. Ch. 1: Problemy razvitiya teorii [The theory of self-determination: the present and the future. Part 1: Problems of the development of theory]. *Psikhologicheskie issledovaniya: elektron. nauch. zhurn.*, 4(12). URL: psystudy.ru

- Gordeeva, T. O. (2010b). Teoriya samodeterminatsii: nastoyashchee i budushchee. Ch. 2: Voprosy prakticheskogo primeneniya teorii [The theory of self-determination: the present and the future. Part 2: Problems of practical application of the theory]. *Psikhologicheskie issledovaniya: elektron. nauch. zhurn.*, 5(13). URL: psystudy.ru
- Ilardi, B. C., Leone, D., Kasser, T., Ryan, R. M. (1993). Employee and supervisor ratings of motivation: Main effects and discrepancies associated with job satisfaction and adjustment in a factory setting. *Journal of Applied Social Psychology*, 23(21), 1789–1805.
- Ivanova, T. Yu. (2016). *Funktsional'naya rol' lichnostnykh resursov v obespechenii psikhologicheskogo blagopoluchiya* [Functional role of personal resources in providing psychological well-being]. Diss. ... kand. psikhol. n. M.: MGU.
- Koestner, R., Losier, G.F. (2002). Distinguishing three ways of being highly motivated: A closer look at introjection, identification, and intrinsic motivation. In: E. L. Deci, R. M. Ryan (eds.). *Handbook of Self-Determination Research* (101–121). Rochester, NY: University of Rochester Press.
- Kuvaas, B., Buch, R., Dysvik, A. (2016). Performance management: Perceiving goals as invariable and implications for perceived job autonomy and work performance. *Human Resource Management*, 55(3), 401–412.
- Mandrikova, E. Yu. (2010). Teoriya samodeterminatsii v organizatsionnom kontekste: obzor zarubezhnykh issledovaniy [Theory of self-determination in the organizational context: a review of foreign research. Psychology]. *Psikhologiya. Zhurnal Vysshei shkoly ekonomiki*, 7(4), 126–140.
- Moran, C. M., Diefendorff, J. M., Kim, T. Y., Liu, Z. Q. (2012). A profile approach to self-determination theory motivations at work. *Journal of Vocational Behavior*, 81(3), 354–363.
- Olafsen, A. H., Halvari, H., Forest, J., Deci, E. L. (2015). Show them the money? The role of pay, managerial need support, and justice in a self-determination theory model of intrinsic work motivation. *Scandinavian Journal of Psychology*, 56(4), 447–457.
- Osin, E. N. (2011). Problema sotsial'noi zhelatel'nosti v issledovaniyakh lichnostnogo potentsiala [The problem of social desirability in the research of personal potential]. In D. A. Leontiev (red.). *Lichnostnyi potentsial: struktura i diagnostika* (454–468). M.: Smysl.
- Osin, E. N., Ivanova, T. Yu., Gordeeva, T. O. (2013). Avtonomnaya i kontroliruemaya professional'naya motivatsiya kak prediktory sub'ektivnogo blagopoluchiya u sotrudnikov rossiiskikh organizatsii. *Organizational psychology*, 3(1), 8–29. URL: orgpsyjournal.hse.ru
- Osin, E. N., Suchkov, D. D., Gordeeva, T. O., Ivanova, T. Yu. (2015). Udovletvorenie bazovykh psikhologicheskikh potrebnostei kak istochnik trudovoi motivatsii i sub'ektivnogo blagopoluchiya u rossiiskikh sotrudnikov [Satisfaction of basic psychological needs as a source of labor motivation and subjective well-being of Russian employees]. *Psikhologiya. Zhurnal Vysshei shkoly ekonomiki*, 12(4), 103–121.
- Reijseger, G., Schaufeli, W. B., Peeters, M. C., Taris, T. W., van Beek, I., Ouweneel, E. (2013). Watching the paint dry at work: Psychometric examination of the Dutch Boredom Scale. *Anxiety, Stress & Coping*, 26(5), 508–525.
- Ryan, R. M., Connell, J. P. (1989). Perceived locus of causality and internalization: examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57(5), 749–761.
- Ryan, R. M., Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Ryan, R. M., Deci, E. L. (2008). Self-determination theory and the role of basic psychological needs in personality and the organization of behavior. In: O. P. John, R. W. Robins, L. A. Pervin (Eds.). *Handbook of Personality: Theory and Research* (654–678). N.Y.: The Guilford Press.
- Ryan, R. M., Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. N.Y.: The Guilford Press.

- Ryan, R. M., Mims, V., Koestner, R. (1983). Relation of reward contingency and interpersonal context to intrinsic motivation: A review and test using cognitive evaluation theory. *Journal of Personality and Social Psychology*, 45(4), 736–750.
- Schaufeli, W. B., Bakker, A. B. (2003). *Utrecht Work Engagement Scale: Preliminary manual*. Occupational Health Psychology Unit, Utrecht University, Utrecht.
- Sheldon, K. M., Osin, E. N., Gordeeva, T. O., Suchkov, D. D., Sychev, O. A. (2017). Evaluating the dimensionality of Self-determination theory's relative autonomy continuum. *Personality and Social Psychology Bulletin*, 43(9), 1215–1238. doi: 10.1177/0146167217711915
- Sheldon, K. M., Prentice, M., Halusic, M., Osin, E. N. (in press). Rightly crossing the Rubicon: Evaluating goal self-concordance prior to selection helps people choose more intrinsic goals. *Journal of Personality*.
- Shmelev, A. G. (2013). *Prakticheskaya testologiya: testirovanie v obrazovanii, prikladnoi psikhologii i upravlenii personalom* [Practical test: testing in education, applied psychology and personnel management]. M.: OOO Maska.
- Tremblay, M., Blanchard, C., Taylor, S., Villeneuve, M., Pelletier, L. (2009) Work Extrinsic and Intrinsic Motivation Scale: Its Value for Organizational Psychology Research. *Canadian Journal of Behavioural Science*, 41(4), 213–226.
- Vodop'yanova, N. E. (2007). *Sindrom vygoraniya* [Burnout syndrome]. SPb: Piter.
- Wannstrom, I., Peterson, U., Asberg, M., Nygren, A., Gustavsson, J. P. (2009). Psychometric properties of scales in the General Nordic Questionnaire for Psychological and Social Factors at Work (QPS (Nordic)): Confirmatory factor analysis and prediction of certified long-term sickness absence. *Scandinavian Journal of Psychology*, 50(3), 231–244.
- Weber, W., Unterrainer, C., Schmid, B. (2009). The influence of organizational democracy on employees' socio-moral climate and prosocial behavioral orientations. *Journal of Organizational Behavior*, 30, 1127–1149.
- Weibel, A., Rost, K., Osterloh, M. (2010). Pay for performance in the public sector – benefits and (hidden) costs. *Journal of Public Administration Research and Theory*, 20(2), 387–412.



ORGANIZATIONAL PSYCHOLOGY

Is the “Middle group” basic concept of organizational psychology? A substantive and methodological analysis

Anatoliy V. KARPOV

Yaroslavl State University, Yaroslavl, Russia

Abstract. The article presents the results of theoretical and methodological analysis of one of the most important but simultaneously the least explored concepts of social and organizational psychology — the concept of the middle group. A new approach to the interpretation of this concept and its role in the conceptual system of organizational psychology have been presented. There were suggested decisions of some key problems of psychology of groups: the phenomenology of the middle groups, their structural organization, criteria for their differentiation from the small and large groups, group dynamics. There was substantiated that the concept of the middle group can and should be regarded as the leading concept for synthesis of social and organizational psychology. The specific role of this concept in the organizational psychology theory were discussed in the article. The theses about the fundamental heterogeneity of medium-sized groups and their hierarchical organization were formulated and developed.

Key words: social group, middle group, organizational psychology, social psychology, organization, group structure, the principle of hierarchy, functioning of groups, group phenomenology, organizational culture.

References

- Ageev, V. S. (1990). *Mezhgruppovye vzaimodeistviya* [Intergroup interactions]. M.: Izd-vo Mosk. un-ta.
- Andreeva, G. M., Bogomolova, N. N., Petrovskaya, L. A. (2002). *Sovremennaya sotsial'naya psikhologiya na Zapade* [Modern social psychology in the West]. M.: Aspekt Press.
- Anokhin, P. K. (1978). *Izbrannye trudy* [Selected works]. M.: Nauka.
- Bigler, R. S., Liben, L. S. (2006). A developmental intergroup theory of social stereotypes and prejudice. In R. V. Kail (Ed.). *Advances in child development and behavior* (34, 39–89). San Diego, CA: Elsevier.
- Chernyshev, A. S., Lunev, Yu. A., Sarychev, S. V. (2005). *Apparturnye metodiki psikhologicheskoi diagnostiki gruppy v sovместnoi deyatel'nosti* [Hardware methods of psychological group diagnostics in joint activities]. M.: IP RAN.
- Forsyth, D. R. (2000). The Social Psychology of Groups and Group Psychotherapy: One View of the Next Century. *Group*, 24(2/3), 147–155.
- Gaidar, K. M. (2013). *Sotsial'no-psikhologicheskaya kontseptsiya gruppovogo sub'ekta* [Sociopsychological concept of the group subject]. Voronezh: Izd-vo Voronezh. gos. un-ta.

- Hogg, M. A. (2010). Human groups, social categories, and collective self: Social identity and the management of self-uncertainty. In R. M. Arkin, K. C. Oleson, P. J. Carroll (Eds.). *Handbook of the uncertain self* (401–420). New York, NY: Psychology Press.
- Hollander, E. P. (1964). *Leader, groups and influence*. N.-Y.
- Janis, I. (1972). *Victims of Groupthink*. Boston: Houghton.
- Karpov, A. V. (1999). *Psikhologiya menedzhmenta* [Psychology of management]. M.: Gardariki.
- Karpov, A. V. (2011). *Psikhologiya soznaniya* [Psychology of consciousness]. M.: RAO.
- Karpov, A. V. (2015). *Psikhologiya deyatel'nosti. V 5 t* [Psychology of activity. In the 5 vol.]. M.: RAO.
- Kolosnitsyna, M. G., Lesnevskii, K. E. (2012). Politika zdorov'ya na rossiiskikh predpriyatiyakh: opyt em-piricheskogo analiza [Health policy at Russian enterprises: the experience of empirical analysis]. *Motivatsiya i oplata truda*, 4, 282–291.
- Krichevskii, R. L., Dubovskaya, E. M. (2001). *Sotsial'naya psikhologiya maloi gruppy* [Social psychology of a small group]. M.: MGU.
- Lebon, G. (2016). *Psikhologiya mass* [Psychology of the masses]. SPb.: Piter.
- Marcus, D. K. (1998). Studying group dynamics with the social relations model. *Group Dynamics: Theory, Research and Practice*, 2, 230–240.
- Mesarovic, M., Mako, D., Takaraha, I. (1973). *Teoriya ierarkhicheskikh mnogourovnevnykh sistem* [Theory of hierarchical multi-level systems]. M.: Nauka.
- Myers D. (2007). *Sotsial'naya psikhologiya* [Social Psychology]. SPb.: Piter.
- Nijstad, B. A. (2009). *Group performance*. New York, NY: Psychology Press.
- Osipov, V. G. (red.) (1998). *Rossiiskaya sotsiologicheskaya entsiklopediya* [Russian sociological encyclopedia]. M.: Norma-Infra-M.
- Pollock, A. B., Trist, E. L., Higgin, G. W., Murray, H. (1963). *Organizational Choice*. Routledge Library Edition.
- Sarychev, S. V. (2007). *Nadezhnost' gruppy v napryazhennykh i ekstremal'nykh situatsiyakh sovmestnoi deyatel'nosti (sotsial'no-psikhologicheskie osnovy)* [Reliability of the group in tense and extreme situations of joint activity (socio-psychological basis)]. Kursk: Kursk. gos. un-t.
- Shaw, M. E. (1971) *Group dynamics: the psychology of small group behavior*. N.-Y.
- Sidorenkov, A. V. (2004). *Dinamika neformal'nykh podgrupp v gruppe: sotsial'no-psikhologicheskii analiz* [Dynamics of informal subgroups in the group: socio-psychological analysis]. Rostov-na-Donu: RGU.
- Sigele, S. (2012). *Prestupnaya tolpa. Opyt kollektivnoi psikhologii* [The criminal crowd. The experience of collective psychology]. M: Kniga po Trebovaniyu.
- Stroh, W. A. (2014). Gruppy kak predmet analiza v psikhoterapii i organizatsionnoi psikhologii [The group as an object of analysis in psychotherapy and organizational psychology]. *Organizational psychology* 4(4), 159–165.
- Tard, G. (2015). *Obshchestvennoe mnenie i tolpa* [Public opinion and the crowd]. SPb.: Lenand.
- Umansky, L. I. (1977). Metody eksperimental'nogo issledovaniya sotsial'no-psikhologicheskikh fenomenov [Methods of experimental research of socio-psychological phenomena]. In *Metodologiya i metody sotsial'noi psikhologii* (54-71). M.: Nauka.
- Van Knippenberg, D., Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, 58(1), 515–541.
- Vekker, L. M. (2000). *Psikhika i real'nost': Edinaya teoriya psikhicheskikh protsessov* [Psychic and Reality: A Unified Theory of Mental Processes]. M.: Smysl.
- Vlasov, N. A., Karpov, A. V. (2017). Srednyaya gruppy kak predmet izucheniya sotsial'noi psikhologii [The middle group as an object of study of social psychology]. *Vestnik Udmurtskogo universiteta* (In press).

- Zherebilo, T. V. (2011). *Terminy i ponyatiya lingvistiki: Obshchee yazykoznanie. Sotsiolingvistika* [Terms and concepts of linguistics: General linguistics. Sociolinguistics]. Nazran': Pilgrim.
- Zhuravlev, A. L., Emel'yanova, T. P. (2009). Psikhologiya bol'shikh sotsial'nykh grupp kak kollektivnykh sub'ektov [Psychology of the largest social groups as collective subjects]. *Psikhologicheskii zhurnal*, 3, 5–15.



Intention to Quit and Determinants of Employee Engagement: an Empirical investigation among the Banking Professionals of Guntur Region (India)

Asi Vasudeva REDDY

KLEF Business School, Koneru Lakshmaiah Education Foundation, Guntur, India

Gummadi ANJALI

Sri Mittapalli College of Engineering Department, JNT University, Guntur, India

Abstract. *Purpose.* A descriptive cross-sectional study was carried to check effect of determinants of employee engagement on the employee attitudinal level of attrition in different private sector banks in Guntur Urban area. Four determinants, supervisory support, training and development, reward and work environment for employee engagement and three determinants job security, promotion and compensation benefits for attrition were considered. *Methodology.* A structured questionnaire was developed for the survey. A stratified random sampling based on the age group was adopted and 320 employees between 23 and 56 years participated in the survey. A total of 283 fully filled in questionnaires received from 218 male and 65 female respondents with 88.4% response rate. Correlation and regression tests were applied for analysis. *Findings.* The treatment on the data collected shows a significant negative relation between employee intention to quit and the determinants of employee engagement (-0.069 to -0.670). The R^2 value from the regression analysis depicts that only 18.4% of variability can be explained by the determinants of employee engagement such as work environment, supervisory support, training and development and reward on employee intention to quit from the organization. *Values of the results.* The study provides thought provoking managerial idea to reduce attrition levels by improvising employee engagement in the organizations. This paper also throws light for the researchers to carry out the study with other socio and psychological attributes influencing employee intention to quit.

Keywords: attrition, banking Industry, employee engagement, intention to quit, reward, supervisory support.

Introduction

Employee engagement has become a widely used and popular term with most of what has been written about employee engagement can be found on the basis of practice rather than theory and empirical research (Robinson, Perryman, Hayday, 2004). Several authors have worked on the topic of employee engagement within their academic community. Of all the researchers, W. A. Kahn becomes the first to coin the term engagement as he described how people can “use varying degrees of their selves, physically, cognitively, and emotionally in work role performances” (Kahn, 1990). While the other academic researchers have conceptualized employee engagement with different approaches of

well-being, burnout, and job involvement (Park, Gursay, 2012). A recent study on ensuring well-being of the employees across the organization treated as a greatest challenge (Zigarmi et al., 2009). To ensure this, the organizations should be agile and ready for transforming the organization structure thus, providing a way for the highly engaged and satisfied employee.

A minimal research has been carried out on the constructs of employee engagement projecting the determinants like, training and development (T&D), reward (R), supervisory support (SS), work environment (WE) with employee intention to quit from the organization (EIQ).

Contextual Dimensions

Industry selected for the purpose is banking sector. India's Rs. 128 trillion (US\$ 1.97 trillion) banking industry is well at par with global standards and norms. Prudent practises and conventional framework adopted by the regulator, Reserve Bank of India (RBI), have insulated Indian banks from the global financial crisis. The country has 87 scheduled commercial banks with deposits worth Rs. 100.63 trillion (US\$ 1.54 trillion) as on 29 December, 2016. Of this, 26 are public sector banks, which control over 70 per cent of India's banking sector, 20 are private banks and 41 are foreign banks. Of the total, 41 banks are listed with a total market capitalisation of US\$ 181.2 billion as per the recent statistics (Report from IBEF.org, 2017).

For the purpose of this study, six private sector banks were selected for the survey. As the data to be kept confidential as it relates to sensitive factors like reward and employee satisfaction the categorization of the banks on the said factors was not disclosed.

Purpose of the Study

W. A. Khan (1990) stated that, to promote healthy work environment, it is the responsibility of the top management to ensure the employees are highly engaged so as to maintain the stability in achieving high productivity. Research has shown that work engagement affects work related outcomes such as job satisfaction (Harter, Schmidt, Hayes, 2002). Previous research has shown that work engagement affects work-related attitudinal and behavioral outcomes, such as job satisfaction, intention to leave and job performance (Park, Gursay, 2012). As employees become more engaged, they find their work more meaningful, self-fulfilling and inspirational and in turn, become more dedicated and concentrated in their jobs leading to superior job performance.

Thus, enhancing the growth of job related attitudes and effectiveness of the employees in the organizations. Subsequently, the concept of employee engagement and its implications towards intention to quit appreciated and widely accepted in the present corporate world. The study is aimed to evaluate the relationship of determinants of employee engagement (T&D, R, SS, and WE), and employee intention to quit from the organization (EIQ).

Literature Review

Literature review includes definition of factors, earlier works, theories, and relationship of employee engagement (EE) with its determinants will be discussed in preceding paragraphs considering each variable one by one.

Employee Engagement (EE)

R. Wellins and J. Concelman (2005) defined as "Employee engagement is the illusive force that motivates employees to higher level of performance. This coveted energy is an amalgam of commitment, loyalty, productivity and ownership". D. Robinson and others define "engagement as a positive attitude held by the employee towards the organization and values. An engaged employee is aware of the business context, works with colleagues to improve performance within the job for the

benefit of the organization” (Robinson et al., 2004). It has variously been conceived as a psychological or affective state (e.g. commitment, involvement, attachment etc.), a performance construct (e.g. role performance, effort, observable behaviour, organisational citizenship behaviour etc.) or an attitude (Macey, Schneider, 2008).

Engagement is all about having a psychological commitment towards the assigned task, which is clearly reflected in his/her dedication towards the work. Employee engagement is the level of commitment and involvement an employee has towards the organization and its values. An engaged employee is aware of the business context, and works with colleagues to improve performance within the job for the benefit of the organization. Finally, engagement may be thought of as an antecedent to job involvement, in that individuals who experience deep engagement in their roles come to identify with their jobs. Engagement is a state where an individual is, not only intellectually committed, but also has a great emotional attachment with his/her job that goes above and beyond the call of duty, so as to further the interest of the company. Engaged employees care about and are loyal to the future of the organization. They are willing to put in extra efforts to ensure that the organization is led to growth and development.

Employee intention to quit (EIQ)

T. J. Kalliath and R. Beck (2001) opined that the individual who may be thinking about quitting a job, and for the manager who is faced with lack of employee continuity, impacts organizational productivity. While actual quitting behaviour is the primary focus of interest to employers and researchers, intention to quit is argued to be a strong surrogate indicator for such behaviour.

T. Oberlechner and A. Nimgade have confirmed that the level of employee mental stress increases with the reduced job security leading to occupational stress. This negative feeling on the jobs and organization result in employee withdrawal either from the job or organization or sometimes both (Oberlechner, Nimgade, 2005).

M. E. Echols (2007) confirmed that the likelihood of getting good promotion and incremental in salary, exert a strong retention activity and reduce intention to quit among employees which was also confirmed as a motivator from Herzberg’s two factor theory of motivation. B. C. Holtom et al. (2008) opined that the sense of belongingness to the job and organization with a long term association can be achieved with promotion opportunity in the organization.

A well-structured compensation and benefits plan lead to commitment to the job and organization, J. L. Cotton and J. M. Tuttle (1986) have identified compensation benefits as one of the dampening forces for the employees with the intentions to withdraw themselves either from the job or organization. Attractive pay showing inverse relationship reduces employee intention to quit from the organization.

Job engagement and lack of job satisfaction are among the factors that contribute to people’s intention to quit their jobs (Moore, 2001). However, it is important both from the manager’s and the individual’s perspective to understand the factors that mediate the relationship between employee engagement and intention to quit.

Training and Development (T&D)

The word training is used to explain the effort by an organization to promote learning among the employees (Snell, Bohlander, Vohra, 2010). Experts by and large agree that training is more related to immediate and short term performance needs; and development is more inclined towards improving an individual’s skills for future assignments, (Snell et al., 2010). Researchers also explained that the phrase, “training and development” is to recognize the combination of activities, organizations put in place to enhance the skills of their employees which in turn creates more affinity towards the job and the organization. Due to technical advancements and realization about the

multidimensional advantages of training and development, employers in many developed countries are offering implicit deals to their employees. With these implicit deals, an organization may have to let the employee go due to extreme business constraints, but will help the individuals to develop the marketable skills necessary to find the alternate job (Farell, Rusbult, 1981; Mathis, Jackson, 2002). Training and development methods contribute to increased motivation, job satisfaction and morale among employees. This improves the employee attitude to continue with the organization for long tenures. Methods, if effectively implemented imply that organizations are more employee-centric in order to improve the skills as well as increase their satisfaction in the ongoing jobs, resulting into a win-win situation. Hence a negative relationship between T&D and employee intention to quit the organization is being considered in this study.

Reward (R)

Reward is defined as intrinsic or extrinsic compensation on completion of a project or meeting performance objectives. Intrinsic reward often includes praise, while extrinsic reward is tangible and can be in the shape of direct or indirect compensation. Former includes base pay and variable pay; and later can comprise of life insurance, medical insurance, and retirement pension. For quite some time, employee's thinking of reward and its equity was considered as one of the key factors influencing degree of job involvement. Thus, the involvement of the employee reduces the intention to leave the organization. This supports the work by lot many researchers who established a decent relationship between reward and employee intention to quit from the organization (Judge, Welbourne, 1994; Lawler, 1971). In line with these studies of the renowned scholars, reward is hypothesized to have negative and inverse relationship with employee intention to quit the organization.

Supervisory Support (SS)

B. J. Jawarski and A. K. Kohli (1991), the nature of supervisory support influences the perception of employee about the work place and engagement at work place. With the increased monitoring tools and supervisor's influence on the reward, employee is more concerned about the relationship with the supervisor. Different aspects like fair treatment by the supervisor, feedback on performance and trust in the manager/supervisor have positive correlation of organizational loyalty and employee engagement. As the influence of supervisory support on employee engagement implies positive employee behaviour towards performance, and loyalty defies the employee intention to quit from the organization. On the basis of these studies, it has been hypothesized that, SS has negative impact on employee intention to quit from the organization.

Work Environment (WE)

A. S. Taiwo (2010) asserted that the ability of employees of an organization to share knowledge throughout the system depends on the conditions of their work environment. However, the survey revealed that many organizations do not fully leverage their physical work environment to enable increase collaboration, innovation and improve work effectiveness. Intention to quit also depends on the working environment, as the research states that employee quits the organization. It is also observed that employees tend to be more productive in a well-facilitated work environment. The quality of comfort derivable from work environment determines the level of satisfaction and productivity of workers. Whereas, workers productivity cannot be optimal, if the conditions of work environment are not favourable. Hence, improved work environment will enhance employee productivity and involvement towards the job entitled.

Objectives of the study

To understand the importance of determinants of employee engagement on attrition levels. To deduce empirical relation between the determinants of employee engagement and employee intention to quit from the organization.

Hypotheses

H1: Training and Development (T&D) reduces the employee intention to quit from the organization (EIQ).

H2: Reward (R) reduces the employee intention to quit from the organization (EIQ).

H3: Supervisory Support (SS) reduces the employee intention to quit from the organization (EIQ).

H4: Work Environment (WE) reduces the employee intention to quit from the organization (EIQ).

Research Methodology

Sample

A sample size of 283 from six different banks was taken for the study.

Sampling Technique

Convenience sampling technique has been used as only six banks have been surveyed for limitation of time and resources. A detailed description of participants from each bank and response rates were discussed in results and analysis section.

Instrument Development

The variables framed as Training & Development (TD), Reward(R), Work Environment (WE) and Supervisor Support (SS) on Employee Engagement (EE) have been tested by 32-items questionnaire including 5 demographic items and 12 items on employee Intention to Quit (EIQ) the company. Items relating to these variables have been adapted after changes to suit the requirements of study in hand and the local environments.

The survey questionnaire has three parts. First part is on demographics with questions about gender, age, education, marital and position. Second part of the questionnaire focus on four independent variables comprising of 15 items on a Likert Scale of one to five, with strongly disagree as one, and strongly agree rated as five. Whereas the third part of questionnaire consists of questions on a R. Likert's Scale of one to five, with strongly disagree as one and strongly agree as five for Employee intention to quit.

Methods

The determinants of employee engagement were measured by adopting four items from S. Y. Lee (2006) on Work Environment. Statements such as "My workplace is open enough to see my colleagues working" and "In general, my workspace is flexible" Employees were asked to choose a number on a five-point scale ranging from "1 — strongly disagree" to "5 — strongly agree" for each statement. Five items on Supervisory Support from S. Fukui et al., (2014), such as "Feel more positively about your job?" (.780); "Feel as if you're part of the team?" (.745); "Feel that your work was acknowledged?" (.737); Items were anchored using a 1–5 scale ("1 = Less than 10 % of the time" to "5 = 91 % and more of the time") with 5 signifying a higher percentage of time the worker perceived receiving support in supervision. Three items on Training and Development from R. A. Noe (2010) such as "I can see why the organization is interested in providing the training"; "I know enough about the training to support me when I return to work" on a five-point scale ranging from "1 — strongly disagree" to "5 — strongly agree" for each statement. Three items from M. Armstrong (2012) on reward, statements such as "I am not paid fairly in comparison with other people doing similar work in the organization"; "I feel that my pay does not reflect my performance"; "The job evaluation scheme works fairly" on a five-point scale ranging from "1 — strongly agree" to "5 — strongly disagree" for each statement.

A total of 12 items were adopted with three items from L. Firth and others (2004), such as "How often do you think about leaving the job?"; on a five point R. Likert's scale "1 — Rarely" to "5 — Very

often” “How likely are you to look for a new job within the next year?” on a five point R. Likert’s scale “1 — Very Unlikely” to “5 — Very Likely” with Cronbach’s alpha at 0.75. Two items from R. T. Mowday, C. S. Koberg, W. A. McArthur (1984), such as “All things considered, I would like to find a comparable job in a different organization” (.70); “I will probably look for a new job in the near future (.58)” were measured on five-point scales ranging from «1 — Strongly Disagree» to «5 — Strongly Agree». Three items from J. Greenberg and R. A. Baron (2008), such as “I am able to express my views about my job” and “I received the evaluation that I deserved” were measured on five-point scales ranging from «1 — Strongly Disagree» to «5 — Strongly Agree». Four items from N. Magner, G. G. Johnson, J. Elfrink (1994). Examples of the items on the scale are “For me this is the best of all possible institutions for which to work”; “I am proud to tell others that I am part of this institution,” and “This institution really inspires the very best in me in the way of performance” with Cronbach’s alpha 0.91. were measured on five-point scales ranging from «1 — Strongly Disagree» to «5 — Strongly Agree», and the items were summed for measuring employee intention to quit from the organization.

Data Collection Procedure

Data was collected through the above mentioned 32-item survey questionnaire, which was explained to the nominated representatives of the companies and got the questionnaires filled. Confidentiality of the companies and respondents is being maintained.

Data Analysis Technique

For the analysis of data, software of SPSS (version 21) has been used. Correlation and regression tests were applied for evaluation of data.

Reliability of Scale

Reliability Testing

A survey of 283 respondents from six commercial banks was conducted for confirming the reliability of scale.

Table 1. Reliability Statistics

Scale	Cronbach's Alpha	N of Items
Work Environment	.667	4
Supervisory Support	.838	5
Training and Development	.859	3
Reward	.746	3
Intention to Quit	.773	12

The minimum value of Cronbach’s alpha came out to be 0.667 for work environment (WE) and all other variables stand over and above 0.7, against minimum acceptable limit of 0.6. Hence the scale was found reliable and fit for use.

Results, Analysis and Discussion

A total of 320 questionnaires were floated in six banks and 283 fully filled-in responses were received, with response rate of 88% mentioned in Table 2.

For analysing demographic variables, descriptive statistics, correlation and regression techniques were applied to find out the required results for analysis.

Demographic Analysis

As give in Table 3, male are 77% and female only 23% of the total respondents.

Table 2. Response Rate

Bank	No. of Participants	No. of Responses	Response Rate
Axis Bank Ltd	60	53	88%
HDFC Bank Ltd	60	55	92%
ICICI Bank Ltd	50	44	88%
Yes Bank Ltd	50	41	82%
Kotak Mahindra	50	43	86%
Karur Vysya Bank Ltd	50	47	94%
Total	320	283	88%

Table 3. Demographics

Age			Marital Status		
	Frequency	Percent			
< 25 yrs	55	19.4	Single	93	32.9
26–30 yrs	67	23.7	Married	190	67.1
31–35 yrs	52	18.4	Total	283	100.0
36–40 yrs	15	5.3	Gender		
41–45 yrs	43	15.2		Frequency	Percent
> 46 yrs	51	18.3	Male	218	77
Total	283	100.0	Female	65	23
Tenure			Total	283	100.0
< 5 yrs	127	45.0	Education		
6–10 yrs	47	16.7	Graduation	113	39.9
11–15 yrs	9	3.3	Post-Graduation	137	48.4
16–20 yrs	14	5.0	Professional	33	11.7
21–25 yrs	28	10.0	Total	283	100.0
>26 yrs	57	20.0			
Total	283	100.0			

Employees in age group 25–35 are in majority with 61.5% and those over 45 years are just 18.3%. In level of education, post graduates are leading with 48.4%, graduates with 39.9% and professionals are just 11.7%. Whereas, the service with the current organization leads to very less as 45% of the total respondents have less than five years of service with the current organization. Subsequently 20% of the respondents have more affinity towards the organization in terms of their tenure.

Descriptive Analysis

As shown in Table 4, mean is 2.9 or more for all variables except reward, which shows 3.6 on R. Likert's Scale of 1–5. It shows that most of the respondents are in agreement to the questions asked in the instrument. For data to be normal and free of negative or positive skewness, value of skewness should be between +2 to -2. In the said table all values are within range, hence no skewness is found in the data.

Table 4: Descriptive Statistics

Variables	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
EIQ	283	2.9632	.51975	-.749	.145	.742	.289
WE	283	3.9028	.60238	-.336	.145	.204	.289
SS	283	4.0219	.62406	-.867	.145	1.651	.289
TnD	283	4.0018	.70144	-.306	.145	-.313	.289
R	283	3.6042	1.10234	-.467	.145	-.580	.289

Similarly, for data to be normal, value of kurtosis should be positive. As values of four variables, less T&D and reward are positive; hence data is mostly in the range of normality.

Correlation

To find out the correlation of variables, Kendall's tau correlation test was run as the data was found to be normal from, skewness, and kurtosis. The strongest correlation is between R and EE at 0.663 and weakest between EIQ and WE at -0.670 . All correlations are significant with $p < .01$ (two tailed).

From the table 5 it is evident that there exists negative correlation between the determinants of Employee Engagement and intention to quit from the organization. The negative correlation observed denotes the impact of employee engagement on intention to quit. As they are negatively correlated, the increase in employee engagement and the organizational practices reduces the employee's intention to quit from the organization.

Table 5: Correlations

Variables		Correlations	EIQ	EE	R	WE	SS	TD
Kendall's tau_b	EIQ	Correlation Coefficient	1.000	-.378**	-.069	-.670**	-.577**	-.305**
		Sig. (2-tailed)	—	.000	.120	.000	.000	.002
	EE	Correlation Coefficient	-.378**	1.000	.663**	.417**	.585**	.624**
		Sig. (2-tailed)	.000	—	.000	.000	.000	.000
	R	Correlation Coefficient	-.069	.663**	1.000	.144**	.426**	.379**
		Sig. (2-tailed)	.120	.000	—	.002	.000	.000
	WE	Correlation Coefficient	-.670**	.417**	.144**	1.000	.278**	.328**
		Sig. (2-tailed)	.000	.000	.002	—	.000	.000
	SS	Correlation Coefficient	-.577**	.585**	.426**	.278**	1.000	.337**
		Sig. (2-tailed)	.000	.000	.000	.000	—	.000
	TD	Correlation Coefficient	-.305**	.624**	.379**	.328**	.337**	1.000
		Sig. (2-tailed)	.002	.000	.000	.000	.000	—
	N		283	283	283	283	283	283

** Correlation is significant at the 0.01 level (2-tailed).

Whereas, the correlation between reward (R) and intention to quit (EIQ) stands at -0.069 , which can be termed as weak negative correlation, deduces that reward may not be the major contributor for employee's intention to quit from the organization.

Regression

To test the hypothesis, linear regression was applied. From the table 6, value of R^2 is .184, which means that model is 18.4% fit.

Table 6. Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.429 ^a	.184	.173	.47278

a — Predictors: (Constant), TD, SS, WE, R

R^2 reflects the effect of Independent Variables on the Dependent Variable and is 18.4%. It means that all four Independent Variables combined (T&D, R, SS and WE) have only 18.4% effect on the Dependent Variable (EIQ). Adjusted R square is for total population, for which effect of all Independent Variables combined reduces to 17.3%.

Hypotheses Testing

Hypothesis 1 (H1): Training and Development (T&D) reduces the employee intention to quit from the organization.

Table 7. Regression Coefficients (Dependent Variable: EIQ)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.360	.226		10.435	.000
R	.032	.032	.068	.994	.321
1 WE	-.156	.055	-.181	-2.824	.005
SS	-.306	.059	-.368	-5.221	.000
TD	-.031	.049	-.042	-.640	.523

From the Table 7, it is evident that the value of p is 0.523; hence the relationship is not significant at $p < .05$. Value of t is -0.640 . As $t < 2$, relationship is indicated as weak and negative, and shows that relationship between TD and EIQ is negative. Beta value indicates the effect of T&D on EIQ, and is -0.041 . It means that T&D brings a chance of -0.031 in EIQ. All combined, the results reflect that relationship of TD with EIQ is not significant, negative and weak. Hence $H1$ is rejected. This indicates that in banking industry, the concentration on training patterns improves employee engagement and reduces employee's intention to quit from the organization.

Hypothesis 2 (H2): Reward (R) reduces the employee intention to quit from the organization.

On the lines explained for testing $H1$, table above shows that there exist no significant relationship at .321 ($p < .05$), and weak, can be treated as negligible with value of t as .994 ($t < 2$), and R effecting EIQ at .032. This concludes that relationship of R with EIQ is not significant ($p < .05$), and weak leading to mere -0.031 chance of influence on EIQ. Hence $H2$ can be rejected with its negligible percentage influence of Employee Engagement on intention to quit.

Hypothesis 3 (H3): Supervisory Support (SS) reduces the employee intention to quit from the organization.

This hypothesis like the previous two is about positive relationship of SS and EIQ. In Table above, we observe that relationship is significant with value of .000 ($p < .01$). Value of t at -2.824 shows a strong and negative relationship ($t < 2$) of SS and EIQ. Effect of SS on EIQ is $-.306$, which confirms the negative relationship. Hence the *Hypothesis 3* is accepted. This means employees of banking industry having good relationship with their supervisors show greater Employee Engagement and low intention to quit from the organization and vice versa.

Testing of Hypothesis 4 (H4)

This hypothesis is regarding positive relationship of WE with EIQ. Again referring to Table 5, relationship is significant at .005, ($p < .01$), strong and negative, with value of t as -2.824 , ($t < 2$). Value of beta is $-.181$. It confirms the strong negative relationship and effect of .156 of WE on EIQ. With this analysis, $H4$ is accepted, meaning that employees with better WE are more engaged at work with low intention to quit from the organization than those who have lower WE. With highest effect of $-.156$, WE become most significant and important determinant of EE for the employees who have been surveyed.

Regression Equation

$EIQ = 2.360 + 0.032 * R - 0.156 * WE - 0.306 * SS - 0.031 * TD$. We see that R^2 is 18.4% and that the regressors reward (R) and training and development (TD) are insignificant with $p > 0.05$, whereas work environment (WE). We see that R^2 is 18.4% and the regressors Reward (R) and Training and Development (TD) are insignificant with $p > 0.05$, whereas, Working environment (WE) and supervisory support (SS) are significant with $p < .05$ in this model, with Employee Intention to Quit (EIQ) decreases for rise in acceptable work environment (WE) conditions and supervisory support (SS) also with employee training and development (TD) process in the organization. Whereas, Reward (R) is directly proportional to employee intention to quit (EIQ) from the organization this is confirmed by Cognitive evaluation theory (Deci, Koestner & Ryan, 1999) confirms rewarding may

be experienced as highly controlling, pressuring and stressful, and therefore will decrease intrinsic motivation leading to exit from the organization.

All Hypotheses except Hypotheses 1 and 2 have been accepted, and summary of Hypothesis Testing is as under (Table 7).

Table 7. Hypothesis Status

No	Hypothesis	Status
H1:	Training and Development (T&D) reduces the employee intention to quit from the organization.	Rejected
H2:	Reward (R) reduces the employee intention to quit from the organization.	Rejected
H3:	Supervisory Support (SS) reduces the employee intention to quit from the organization.	Confirmed
H4:	Work Environment (WE) reduces the employee intention to quit from the organization.	Confirmed

Discussion

Employee engagement, the most thrust area of research with complex literature and empirical evidence encouraged researchers to develop sound theoretical platform with empirical support for conceptualising. In addition to this, the present research attempt to support its contribution towards theory development with reference to Indian banking context. Employee engagement, with its focal point on engaging employees with the job and positive attitude towards job related outcomes by empowering them the required support, pathway to move on without hassles.

Mostly the results of the study have been discussed under relevant table of analysis or with each hypothesis testing. Reliability of scale for all factors and instrument as a whole is .836 which is greater than .7. It means that the scale is fit for use. Results of correlation showed significant relationship amongst of all the variables at $p < .01$ (two tailed). The strongest correlation is between R and EE at .663 and weakest between EIQ and WE at -.670. All correlations are significant with $p < .01$ (two tailed). Later in multiple regressions this weak relationship of R and EIQ and also EIQ and T&D at -0.032 and -0.031 respectively failed to be significant with ($p > .05$).

The study reveals that the employees are highly engaged when there are adequate conditions related to work environment, supervisory support, reward and training & development. Thus lessening the level of employee intention to quit from the organization. The survey supports that two out of four factors to include SS, and WE have positive and direct relationship with EIQ in the banking industry and two related hypotheses stand approved. This is in line with the earlier studies on the subject, where positive relationship of supervisor support and work environment with the construct of employee engagement has been established a low employee intention to quit from the organization. However R and T&D showed very low influence on EIQ and hypothesis got rejected.

India being an extensively diversified country in cultural perspective, shows different sets of people and variant styles provides support in the existence of practicing employee engagement to improve employee job satisfaction in Indian Banking Industry.

An engaged employee, thus, develops an environment where the employees work with utmost responsibility, supportive nature, understanding the requirements of the team members, valuing one another through collaboration can achieve mutual growth in the organization for longer tenure.

Conclusions and Recommendations

Managerial Implications

Management of banking industry should find out the reasons for low influence of Reward (R) and Training and Development (T&D) on Intention to quit (EIQ). There may be many more

reasons behind mere increase in the pay and benefits for employees to give their best and optimum productivity. In addition, to draw maximum advantage of significant relationship of SS and WE with EIQ, management should lay enhanced emphasis on these determinants so as to be employee centric. This will lead to more satisfied engaged employees, which increases involvement, commitment and increased productivity which decreases the intention to quit from the organization.

Limitations of the Study

Employee Engagement has lot many determinants, but only four of them are included to keep the study manageable. Secondly, the population includes the only six of the available banks only in the urban area of Guntur district.

Future Research

Hypothesis relating to negative relationship of Reward (R) and Training and Development (T&D) with Employee Intention to quit from the organization (EE) have been rejected, shows contradiction to earlier theories and studies. Further research can be carried out with a larger sample to explore the relationship of R and T&D on EIQ.

References

- Armstrong, M. (2012). *Armstrong handbook of reward management practice: improving performance through reward*. Kogan Page Limited.
- Cotton, J. L., Tuttle, J. M. (1986). Employee turnover: A meta-analysis and review with implications for research. *The Academy of Management Review*, 11(1), 55–70.
- Deci, E. L., Koestner, R., Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 6–27.
- Echols, M. E. (2007). Learning's role in talent management. *Chief Learning Officer*, 6(10), 36–40.
- Farrell, D., Rusbult, C. E. (1981). Exchange variables as predictors of job satisfaction, job commitment, and turnover: The impact of reward, costs, alternatives, and investments. *Organizational Behavior and Human Performance*, 28(1), 78–95.
- Firth, L., Mellor, D. J., Moore, K. A., Loquet, C. (2004). How can managers reduce employee intention to quit? *Journal of Managerial Psychology*, 19(2), 170–187.
- Fukui, S., Rapp, C. A., Goscha, R., Marty, D., Ezell, M. (2014). The perceptions of supervisory support scale. *Administration and Policy in Mental Health and Mental Health Services Research*, 41(3), 353–359.
- Greenberg, J., Baron, R. A. (2008). *Behavior in organizations* (9th Ed). Upper Saddle River, New Jersey: Prentice-Hall.
- 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, 268–279. doi:10.1037//0021-9010.87.2.268
- Holtom, B. C., Mitchell, T. R., Lee, T. W., Eberly, M. B. (2008). 5 Turnover and Retention Research: A Glance at the Past, a Closer Review of the Present, and a Venture into the Future. *The Academy of Management Annals*, 2(1), 231–274. <http://dx.doi.org/10.1080/19416520802211552>
- India brand equity foundation. *Banking industry report* (2017). <https://www.ibef.org/download/Banking-February-2017.pdf>
- Jaworski, B. J., Kohli, A. K. (1991). Supervisory feedback: Alternative types and their impact on salespeople's performance and satisfaction. *Journal of Marketing Research*, 190–201.
- Judge, T. A., Welbourne, T. M. (1994). A confirmatory investigation of the dimensionality of the Pay Satisfaction Questionnaire. *Journal of Applied Psychology*, 79(3), 461–466.

- Kahn, W. A. (1990), Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724.
- Kalliath, T.J., & Beck, A. (2001), Is the path to burnout and turnover paved by a lack of supervisory support? A structural equations test. *New Zealand Journal of Psychology*, 30(20), 72-78.
- Lawler, E. E. (1971). *Pay and organizational effectiveness: A psychological view*: McGraw-Hill New York.
- Lee, S. Y. (2006), Expectations of employees toward the workplace and environmental satisfaction, *Facilities*, 24(9), 343–353.
- Macey, W.H., Schneider B. (2008). The meaning of employee engagement. *Industrial and Organizational Psychology*, 1(1), 3–30.
- Magner, N., Johnson, G. G., Elfrink, J. (1994). Evidence on the relationship between procedural and distributive justice in performance appraisal and account faculty attitudes and performance. *Journal of Accounting Education*, 12, 325–341.
- Mathis, R. L., Jackson, J. H. (2002). *Human Resource Management*: Western College Publishing Thomson Learning.
- Moore, K.A. (2001). Hospital restructuring: impact on nurses mediated by social support and a perception of challenge. *Journal of Health and Human Services Administration*. 23, 490–517.
- Mowday, R. T., Kobreg, C. S., McArthur, A. W. (1984). The psychology of the withdrawal process: A cross-validated test of Mobley's intermediate linkages model of turnover in two samples. *Academy of Management Journal*, 27(1), 79–94.
- Noe, R. A. (2010). *Employee training and development*, 5th ed. McGraw-Hill Companies, Inc.
- Oberlechner, T., Nimgade, A. (2005). Work stress and performance among financial traders. *Stress and Health*, 21, 285–293.
- Park, J., Gursay, D. (2012). Generation effects on work engagement among U.S. hotel employees. *International Journal of Hospitality Management*, 31(4), 1195–1202.
- Robinson, D., Perryman, S., Hayday, S. (2004). The drivers of employee engagement. *Institute of Employment Studies. Report 408*, 1–73.
- Snell, S., Bohlander, G., Vohra, V. (2010). *Human Resource Management: A South Asian Perspective*: Cengage Learning.
- Taiwo, A. S. (2010). The influence of work environment on workers productivity: A case of selected oil and gas industry in Lagos, Nigeria. *African Journal of Business Management*, 4(3): 299–307.
- Wellins, R., Concelman, J. (2005). Creating a culture for engagement. *Workforce Performance Solutions*, 4, 1–4.
- Zigarmi, D., Nimon, K., Houson, D., Witt, D., Diehl, J. (2009). Beyond engagement: Toward a framework and operational definition for employee work passion. *Human Resource Development Review*, 8(3), 300–326.



ORGANIZATIONAL PSYCHOLOGY

Labor activity and community in non-professional way of life (on the example of Russian lifestyle travelers)

Pavel BALOV

Private psychological counselling, Moscow, Russia

Vladimir SERKIN

National research university "Higher school of economics", Moscow, Russia

Abstract. This article describes labor activity and communities among people, leading a non-professional way of life. We have conducted this qualitative research on the sample of Russian lifestyle travelers, for whom the main life activity is not a work, but a journey. The sample included Russian-speaking lifestyle travelers — one woman and seven men aged from 25 to 41 years with experience of lifestyle travel in different countries from 1.5 to 21 years long and with homes in the territory of the Russian Federation or Ukraine. We interviewed each respondent, and then used theory-based thematic analysis with pre-specified categories based on the parameters of the professional way of life. In addition, we analyzed several books written by lifestyle travelers, and their collective and personal Internet resources. Finally, we have made participant observation on several gatherings of the lifestyle travelers' community in the Moscow region. We have found that labor activity in the non-professional way of life of free travelers is episodic and serves only to ensure their existence during journey. They take local jobs and work intensively for a limited period of time, or earn money online permanently and not actively. While working locally lifestyle travelers are limited by local laws, so they often get jobs unofficially, and their pay is usually lower than for locals. However, online jobs among lifestyle travelers have no specific legal restrictions or lower payment rates. In addition, we have found out that communities of lifestyle travelers are similar to professional and amateur communities - they also have a culture of special knowledge sharing. They share it on live collective gatherings or through creating information sources — books, videos, travel reports, etc. Such communities, in mostly, are formed around Internet sites or social media group. Further, lifestyle traveler have specific communities - temporary communes (enclaves) and permanent communes. These findings are giving ground for creating new models describing non-professional way of life.

Keywords: labor activity, non-professional way of life, lifestyle travelers, ways to earn money, communities

References

- Artemieva, E. Yu. (1999). *Osnovy psihologii sub'ektivnoj semantiki* [Fundamentals of psychology of subjective semantics]. Pod red. I. B. Haninoj. M.: Nauka, Smysl.
- Bakhtina, N. N. (2004). *Psihologicheskie osobennosti professional'noj deyatel'nosti inspektorov ryboohrany* [Psychological features of professional activities of fish protection inspectors]. Diss. ... kand. psihol. nauk. M.: MGU.

- Bondarchuk, N. V. (2013). Psihologicheskoe sodержanie staratel'skogo truda [Psychological content of digging labor]. *Organizational psychology*, 3(1), 78–94.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77–101.
- Cohen, S. A. (2010). Personal identity (de) formation among lifestyle travellers: A double-edged sword. *Leisure Studies*, 29(3), 289–301.
- Cohen, S. A. (2011). Lifestyle travellers: Backpacking as a way of life. *Annals of Tourism Research*, 38(4), 1535–1555.
- D'Andrea, A. (2007). *Global nomads: Techno and new age as transnational countercultures in Ibiza and Goa* (Vol. 10). Routledge.
- Desforges, L. (2000). Traveling the world: Identity and travel biography. *Annals of tourism research*, 27(4), 926–945.
- Elkonin, D. B. (1971). K probleme periodizacii psihicheskogo razvitiya v detskom vozraste [To the problem of periodization of mental development in childhood]. *Voprosy psichologii*, 4, 6–20.
- Garanina, O. A. (2015). Osobennosti organizacii vremeni zhizni specialistov, rabotayushchih v rezhime smennogo grafika [Features of the organization of the lifetime of specialists working in the regime of a shift schedule]. *Organizational psychology*, 5(2), 10–25.
- Gilbert, E. (2013). Est', molit'sya, lyubit' [Eat Pray Love]. M.: RIPOL klassik.
- Kadyrov, R. V. (2005). *Vliyanie boevykh dejstvij na lichnostnye osobennosti professional'nykh voennosluzhashchih* [Influence of military operations on the personal characteristics of professional military personnel]. Avtoreferat diss. ... kand. psihol. nauk. M.
- Klimov, E. A. (1998). *Vvedenie v psichologiyu truda* [Introduction to the psychology of labor]. M.: Kul'tura i sport, YUNITI.
- Klimov, E. A., Noskova, O. G., Solnceva, G. N. (Eds.) (2015). *Psichologiya truda, inzhenernaya psichologiya i ergonomika* [Psychology of work, engineering psychology and ergonomics]. M.: YUrajt
- Kozyreva, T. S. (2010). *Prikol'nye sluchai iz moej praktiki / Stryomnye sluchai iz moej praktiki* [Funny cases from my practice / Stumbling cases from my practice]. Simferopol': Tavriya.
- Krotov, A. (2005). *134 voprosa, 134 otveta ob avtostope i obo vsem* [134 questions, 134 answers about the hitchhiking and everything]. M.: GEO-MT.
- Krotov, A. (2010). *Dom dlya vsekh* [Home for all]. M.: Geo.
- Krotov, A. (2015). *Praktika vol'nykh putesthestvij* [The practice of free travel]. M.
- Leonova, A. B. (Ed.). (2013). *Organizacionnaya psichologiya: uchebnik* [Organizational psychology: a textbook]. M.: INFRA-M.
- Leontiev, A. N. (1979). Psihologiya obraza [Psychology of the image]. *Vestnik MGU, Seriya 14. Psichologiya*, 2, 3–13.
- Leontiev, A. N. (1981). *Problemy razvitiya psihiki* [Problems of development of the psyche]. M.: MGU
- Loker-Murphy, L., Pearce, P. L. (1995). Young budget travelers: Backpackers in Australia. *Annals of Tourism Research*, 22(4), 819–843.
- Neill, J. T. (2003). Reviewing and benchmarking adventure therapy outcomes: Applications of meta-analysis. *Journal of Experiential Education*, 25(3), 316–321.
- Rikel', A. M., Kogel', D. D. (2015). Osobennosti cennostno-motivacionnoj sfery daunshifterov [Features of the value-motivation sphere of downshifters]. *Voprosy psichologii*, 6, 84–94.
- Serkin, V. P. (2012). Professional'naya specifika obraza mira i obraza zhizni [Professional specificity of the image of the world and the way of life]. *Psihologicheskij zhurnal*, 33(4), 78–90.
- Serkin, V. P. (2016). *Psikhosemantika* [Psychosemantics]. M.: Yurajt.
- Serkin, V. P. (2005). *Obraz mira i obraz zhizni* [The image of the world and the way of life]. Magadan: SVGU.

- Shadrikov, V.D. (1994). *Deyatel'nost' i sposobnosti* [Activities and abilities]. M.: Logos.
- Shun'kova, S.V. (2012). Osobennosti obraza mira i obraza zhizni geologov (professionalov i studentov) [Features of the image of the world and the way of life of geologists (professionals and students)]. *Organizational psychology*, 2(2), 22–33.
- Sklejnis, V. A. (2015). Specifika razvitiya obraza mira v raznotipnyh professiyah [Specificity of the development of the image of the world in diverse professions]. *Organizational psychology*, 5(1), 34–58.
- Uriely, N. (2001). 'Travelling workers' and 'working tourists': Variations across the interaction between work and tourism. *International Journal of Tourism Research*, 3(1), 1–8.



ORGANIZATIONAL PSYCHOLOGY

Domestic (Russian) Industrial Organizational Psychology: Paradoxes of Development

Vladimir A. TOLOCHEK

Institute of Psychology, Russian Academy of Sciences, Moscow, Russia

Abstract. The *goal* is a constructive discussion of the problems of the development of industrial organizational psychology (IOP) in Russia. The reason for the discussion was the content of the article: Ones, D., Kaiser, R., Chamorro-Premusik, T., Svensson, S. Industrial-Organizational Psychology: Deadlock or a New Stage of Development? *Organizational Psychology*, 2017, 7(2), 126–136¹. *Design.* The article critically examines the complex and undesirable aspects of the development of discipline, formulates possible and affordable ways to optimize the development of IOP. The history of the formation of the scientific and practical discipline, social and personal determinants of this formation (discontinuities in evolution, separation and subsequent delimitation of the “theory” and “practice”, “theorists” and “practitioners”, features of the professional work of the first and second) have been analyzed. There were discussed factors that influence for the formation of discipline and associated “troubled nodes” (the spontaneous beginning of the formation of discipline, distancing in the relations of “practitioners” and “academic psychologists”, short time plans for work, the problem of universalism, the typical organization of work, the phenomenon of “Russian government”, understanding the content of the social order, the difference in the understanding of the subject and the methods of his cognition, etc.). There is a crucial in the difference in understanding the subject of the discipline — “theorists” operate with concepts and describe “ideal theoretical objects” and “ideal empirical objects” (according to V. S. Stepin), whereas “practitioners” — with “real empirical objects” cognized through the method of hermeneutics, which leads to a difference and the languages of the description of objects and subjects of research (transformation). Methodical problems of describing complex social objects (questions of sample homogeneity, the apparatus of mathematical statistics, results of analysis, typical models of fragments of reality, limitations of the existing factual base) are considered. *Conclusions.* There are opportunities and available means to improve the efficiency of scientific research and scientific and practical work in industrial organizational psychology. The following are the “sufficient and necessary” initial conditions for optimizing the prospects for the development of discipline: an active correction of the contents of the social order by psychologists, the formation of a new type of teams as the integration of different professionals, adequate temporal parameters of the expected transformations in the organization, the creation of a bank of empirical data.

Keywords: industrial organizational psychology, crisis, relations of “practitioners” and “academic psychologists”, “problem node”.

References

- Bazarov, T. Yu., Eremin, B. L. (red.) (2009). *Upravlenie personalom* [Personnel Management]. M.: UNITI.
- Bronfenbrenner, U. (1976). *Dva mira detstva. Deti v SShA i SSSR* [Two worlds of childhood. Children in the US and the USSR]. M.: Progress.

¹ A source: Ones, D. S., Kaiser, R. B., Chamorro-Premuzic, T., Svensson, C. Has Industrial-Organizational Psychology Lost Its Way? *TIP (The Industrial-Organizational Psychologist)*, 54(4), 2017, 67–74.

- Bykov, S. V. (2013). *Organizatsionnaya psikhologiya* [Organizational psychology]. Samara: Samar. gumanit. Akad.
- Kargin, N. N., Babushkina, E. A. (2017). Problemy topologii i indeksatsii mezhnatsional'nykh kommunikatsii, vyzyvayushchikh neadekvatnoe povedenie [Problems of topology and indexation of interethnic communications that cause inadequate behavior]. *Sovremennaya kommunikativistika*, 4(29), 8–17.
- Konchalovskii, A. S. (2017). *Vozvyshayushchii obman* [Elevating deception]. M.: E.
- Kun, T. (1975). *Struktura nauchnykh revolyutsii* [Structure of scientific revolutions]. M.: Progress.
- Leonova, A. B. (red.) (2013). *Organizatsionnaya psikhologiya* [Organizational psychology]. M.: INFRA-M.
- Ones, D. S., Kaiser, R. B., Chamorro-Premuzic, T., Svensson, S. (2017). Industrial'no-organizatsionnaya psikhologiya: tupik ili novyi vitok razvitiya? [Has Industrial-Organizational Psychology Lost Its Way?], *Organizational psychology* 7(2), 126–136.
- Tolochek, V. A. (2003). *Organizatsionnaya psikhologiya i stili professional'noi deyatel'nosti gosudarstvennykh sluzhashchikh* [Organizational psychology and styles of professional activity of civil servants]. M.: RAGS.
- Tolochek, V. A. (2004). *Organizatsionnaya psikhologiya: upravlenie personalom chastnykh okhrannykh predpriyatii i sluzhb bezopasnosti* [Organizational psychology: management of personnel of private security companies and security services]. M.: Mir bezopasnosti.
- Tolochek, V. A. (2014). Organizatsionnaya psikhologiya: ob'ekt, predmet, zadachi, ponyatiinyi apparat, metodologiya [Organizational psychology: object, subject, tasks, conceptual apparatus, methodology]. In: *Psikhologiya truda i upravleniya v sovremennoi Rossii: organizatsiya, rukovodstvo i predprinimatel'stvo: materialy Mezhdunarodnoi nauchno-prakticheskoi konferentsii, posvyashchennoi 20-letiyu fakul'teta psikhologii i sotsial'noi raboty* (43–48). Tver': Tver. gos. un-t.
- Vasilyuk, F. E. (1996). Metodologicheskii smysl psikhologicheskogo skhizisa [Methodological meaning of the psychological schism]. *Voprosy psikhologii*, 6, 25–40.
- Vlasov, P. K., Manichev, S. A., Sukhodol'skii, G. V. (red.) (2008). *Organizatsionnaya psikhologiya* [Organizational psychology]. SPb.: Izd-vo SPb. un-ta; Khar'kov: Gumanitarnyi tsentr.
- Yurevich, A. V. (2005). *Psikhologiya i metodologiya* [Psychology and methodology]. M.: Institut psikhologii RAN.
- Zankovskii, A. N. (2009). *Organizatsionnaya psikhologiya* [Organizational psychology]. M.: Forum.
- Zhuravlev, A. L., Ushakov, D. V., Yurevich, A. V. (2017). Mentalitet, obshchestvo i psikhosotsial'nyi che-lovek (otvet uchastnikam diskussii) [Mentality, society and psychosocial man (the answer of the participants in the discussion)]. *Psikhologicheskii zhurnal*, 38(1), 107–112.



ORGANIZATIONAL PSYCHOLOGY

Empathic Consulting

Takhir BAZAROV

Lomonosov Moscow State University, Moscow, Russia

Book review: **Ivanov M. A. Advising first persons of the company: client-centered approach, Moscow: Olimp-Biznes, 2018. — 432 p.** *The publisher's abstract:* Mikhail Ivanov is a Russian professional management consultant, working in business more than 20 years. He is convinced: external professional assessment of the organization, feedback are useful and necessary for any leader. The book covers all the main stages of consulting: marketing, the first contract with the client, the diagnosis of the organization, the methods of working with the first persons in companies on typical requests. The author formulates the principles of his approach to counseling, suggesting a shift from organization-centeredness to client-centeredness. This means that the consultant needs to work with leaders — people who have the authority to set goals and carry out organizational changes. The book is addressed to both novice and experienced consultants and management practitioners. The book is necessary for everyone who is interested in making effective management in our country and facing the new business challenges.

Keywords: M. A. Ivanov; C. Rogers; management consulting; trans-professional counseling paradigm; strategic management; client-centered approach; the human dimension of the organization.

