

**EMPLOYEE SATISFACTION AS A CATALYST  
FOR IMPROVED EFFICIENCY, PRODUCTIVITY  
AND CUSTOMER SATISFACTION.**

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**by**

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## **Declaration**

“I hereby declare that this thesis submitted for the degree Magister Technologiae at the Cape Peninsula University of Technology, is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated or acknowledged by means of a comprehensive list of references”.

**Marcel Botha**

A handwritten signature in black ink, appearing to be 'M. Botha', written in a cursive style.

## **ACKNOWLEDGEMENTS**

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## **ABSTRACT**

This research will focus on employee satisfaction in the workplace. The research will be conducted as a result of the high number of factory staff resigning due to unhappiness in their work environment. This transposes into not only productivity being lost, but also that the efficiency of the organisation is being compromised. The purpose of this research is to establish if employee satisfaction could serve as a catalyst for improved efficiency, productivity and customer satisfaction.

The research will be conducted at Anchor Lining Systems (ALS). The company is based in Cape Town South-Africa and manufactures a concrete protection liner referred to as Anchor Knob Sheet (AKS). The product represents a 'state of the art' robust concrete protection liner system. It is designed to protect concrete structures in chemically aggressive environments.

The research question which will be researched to mitigate the research problem reads as follows: "What approach could be deployed to minimise employee dissatisfaction in a manufacturing organisation to improve its overall efficiency, profitability and customer satisfaction?"

Applied research will be conducted in this thesis, as the research will be designed to apply its findings to solve a specific, existing problem. The research will furthermore fall in the social world as social science has to do with how things are, and why. The research, due to the fact that it would require intensive textual investigation will be theoretical in nature, which can be define as, "contemplative of the mind, on intellectual faculties". Furthermore, theoretical research is commonly associated with the phenomenological paradigm, which is used to answer questions about the complex nature of a phenomena, often with the purpose of describing and understanding the phenomena from the participant's view. These concepts are also commonly referred to as the 'qualitative paradigm'.

The proposed research in this dissertation would be of specific benefit to the manufacturing industry in South-Africa, due to the high levels of staff turnover being experienced in the industry due to employee dissatisfaction. Such high levels of turnover de-stabilises the industry in that key resources are lost to organisations. If turnover can be minimised by elevating the levels of employee satisfaction then efficiency, productivity and customer satisfaction can be exponentially improved.

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# CHAPTER 1 – SCOPE OF THE RESEARCH

## 1.1 INTRODUCTION AND BACKGROUND

This research will focus on employee satisfaction in the workplace. The research will be conducted as a result of the high number of factory staff resigning due to unhappiness in their work environment. This transposes into not only productivity being lost, but also that the efficiency of the organisation is being compromised. The purpose of this research is to establish if employee satisfaction could serve as a catalyst for improved efficiency, productivity and customer satisfaction.

The research will be conducted at Anchor Lining Systems (ALS). The company is based in Cape Town South-Africa and manufactures a concrete protection liner referred to as Anchor Knob Sheet (AKS). The product is representative of a 'state of the art' robust concrete protection liner system. It is designed to protect concrete structures in chemically aggressive environments. This 'cast-in' concrete protection liner is manufactured from High Density Polyethylene (HDPE), ensuring good performance and easy customisation of the product to suit a wide range of applications and requirements.

The company has seven management staff and seventeen factory staff. During the last three years, the company experienced an average staff turnover of six employees per annum. The majority of the employees who resigned were factory staff, who are directly involved with the day to day factory operations. As a result of this dispensation, all the departments of the company are affected when an employee resigns. According to Lazear (1998:169), turnover involves cost, as new workers must be found, trained, and integrated into the firm's production process. Furthermore the new employee needs training and has to adapt to the new working environment. As a result, the organisation's efficiency is directly affected by the turnover of staff.

It is a common occurrence that many employees in the manufacturing industries are not completely satisfied with their jobs, which can be attributed to a plethora of valid business reasons. It is very important for an employee to be satisfied at his or her job, as job dissatisfaction represents an unpleasant working environment to which employees respond by searching for ways to reduce their dissatisfaction (Rosse & Saturay, 2004:1). Employees' adaptive mechanisms may operate in ways that affect organisationally-relevant outcomes, ranging from changes in job performance to such withdrawal behaviours as absenteeism or job turnover. According to Bittel and Newstrom (1990:252), an employee's

morale drops, absence and lateness increase, and it becomes increasingly difficult to obtain their cooperation when they do not get satisfaction from their jobs.

## 1.2 STATEMENT OF THE RESEARCH PROBLEM

The research problem to be researched within the ambit of this dissertation, reads as follows: “Employee dissatisfaction has an adverse effect on production capacity, which in turn has an impact on the organisation’s efficiency, profitability and customer satisfaction”.

## 1.3 THE RESEACH QUESTION, SUB-QUESTIONS AND OBJECTIVES

Table 1.1 reflects the research question, sub-questions and associated objectives for this research study.

**Table 1.1:** Research questions, sub-questions and objectives

Research Question	What approach could be deployed to minimise employee dissatisfaction in a manufacturing organisation to improve its overall efficiency, profitability and customer satisfaction?	
<b>Research sub-questions</b>	<b>Research methods</b>	<b>Research objectives</b>
What role can management play in assuring employee satisfaction?	Literature analysis and research survey using a structured questionnaire	To establish a strategy that will identify dissatisfied employees.
What role can management play to form a better trust relationship between factory staff and management?	Literature analysis and research survey using a structured questionnaire	To establish a strategy that will build a better relationship between factory staff and management.
What can management do to make employees feel important in their job?	Literature analysis and research survey using a structured questionnaire	To determine the level of awareness pertaining to recognition and appreciation.
What can management do to retain dissatisfied employees?	Literature analysis and research survey using a structured questionnaire	To establish a strategy to retain dissatisfied employees.

## **1.4 A HIGH LEVEL PERSPECTIVE ON EMPLOYEE SATISFACTION**

### **1.4.1 Identification of the negative and / or unhappy employee**

Umalme (2005:Online), poses the question why negative employees come to work every day if they are so unhappy with their jobs, the organisation, or with their managers. Furthermore, why does the negative employee not just find another job where he or she will be happier?

Umalme (2005:Online), expands on the above questions by providing the following insight thereto:

- The main goal of a negative employee is to influence the workplace in a negative way; thus, becoming toxic to the organisation's ability to effectively run its day to day activities.
- The negative employee's goal is to undermine either the organisation or the people within the organisation for various reasons.
- A negative employee is rewarded for his or her negativity inadvertently by the organisation, for example with pay increases, seniority, and good benefits etc. They have no reason not to come to work as they get paid to be negative, and to affect the attitude of their colleges.
- It is important to identify patterns versus causes of negative behaviours in the early stages of dealing with a negative employee.

### **1.4.2 Factors that can cause employee unhappiness**

According to Heathfield (2009:Online), the following factors can cause employees to be negative and dissatisfied with their jobs:

- Too much work causing employees in not being able to complete tasks allocated per schedule.
- Concerns about the management's ability to steer the organisation forward successfully.
- Concerns about what the future hold, particular longer-term job, income and retirement security.
- Not having a challenging job, with boredom increasing existing frustration about workload.
- Not receiving the deserved recognition for the level of contribution and effort provided, and concerns that pay is not commensurate with performance.

### **1.4.3 The impact on the organisation's efficiency**

According to Cole and Cole (2005:2), an organisation's productivity and efficiency is best achieved when employees are satisfied and when attention is paid to their physical as well as socio-emotional needs. The authors further highlight the fact that it is argued by human relations researchers, that employee satisfaction sentiments are best achieved when the organisation maintains a positive social environment, such as by providing autonomy, participation, and mutual trust. Furthermore, it is also believed that employee satisfaction have an influence on the development of routine patterns of interaction within companies.

### **1.4.4 Matching people to jobs**

Moore (1999:Online), found that hiring people who are capable and competent for a specific job, would be keen to do the job, and would as a result be manageable. This should result in happy employees whose work will contribute to customer satisfaction and higher profits. As a rule, it takes time for a new person to adapt to his or her new environment and colleagues. Finding a reliable and skilled person for a specific position can be challenging. Employee dissatisfaction needs to be addressed at an early stage, and managers have the responsibility to ensure that their employees are satisfied in their roles.

These costs can easily result in an expense equal to approximately eighteen month's salary of the position being filled. This statistic clearly demonstrates the need and importance to hire the right person for the job the first time.

It is argued by Erickson (2005:Online), that the organisation will need to go through a series of easy steps to recruit the right employee for the right job. These steps include the following:

- Start by evaluating the company's needs.
- Selecting prospects that suit the role best for an interview.
- Interview the prospective employee.
- Select the right person for the job.

### **1.4.5 The value of training**

Training is useful as employees can learn new scenarios that might arise in their practice. According to Moore (1998:Online), an emphasis on training, written procedures, job instructions and continuous improvement is fundamental to achieving customers' expectations and job satisfaction. Furthermore, training also ensures that the employee understands what is expected of him or her.

### **1.4.6 Happy employees equate to satisfied customers**

Satisfied employees are loyal, more responsible and work harder than unhappy employees. The issue being that if an organisation does not have good employee satisfaction, they will not have good customer satisfaction (Cassano, 2008:Online). It is most important to recognise what the employee's needs are, and then to satisfy such needs, because if the company can satisfy its employees' needs, they will automatically satisfy customers' needs. According to Smith (2008:Online), an employee's attitude, good or bad will have a direct influence on the organisation's customers. Loyal, satisfied customers often recommend others, thus growing the company's customer base and revenues.

## **1.5 RESEARCH DESIGN AND METHODOLOGY**

Applied research will be conducted in this dissertation, as the research will be designed to apply its findings to solve a specific, existing problem (Collis & Hussey, 2003:10-15). The research will furthermore fall in the social world as social science has to do with how things are and why (Babbie, 2005:12) The research due to the fact that it would require intensive textual investigation will be theoretical in nature, which Remenyi, Williams, Money and Swartz (2002:76) and Leedy & Ormrod (2001:101), define as, "contemplative of the mind, on intellectual faculties". Furthermore, theoretical research is commonly associated with the phenomenological paradigm, which is used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participant's view. These concepts are also commonly referred to as the 'qualitative paradigm' (Leedy & Ormrod, 2001:101).

Within the context of the phenomenological (qualitative) research paradigm, action research will serve as the research method. There are clear tangent planes between action research and case study research. Action research is described by Gummesson (2000:116), as the method of doing case study research. According to Collis & Hussey (2003:66-63), action



research is designed to find an effective way of bringing about conscious change in a partly controlled environment.

The action research cycle is described by Coghlan and Brannick (2002:17-18) as:

- **Diagnosing:** This involves naming the provisional issues as a working theme on the basis of which action will be planned and taken.
- **Planned action:** This follows from the analysis of context and purpose of the project.
- **Taken action:** This highlights the plans that are implemented and interventions made.
- **Evaluation action:** This describes the outcomes of the action. This includes whether the original diagnosis was correct, action taken was correct, action taken in appropriate manner and the feedback of all actions evaluated.

Data collection will be executed using a survey, which is defined by Remenyi et al, (2002:290) as: "...the collection of a large quantity of evidence usually numeric, or evidence that will be converted to numbers, normally by means of a questionnaire". The survey will consist of a questionnaire formulated in terms of the Likert scale (Emory & Cooper, 1995:180-181) (Likert, 1932:1-55). Employees working for the company Anchor Lining Systems will form part of the sample frame. It is anticipated that 20 respondents who will be randomly selected, will complete the questionnaires.

## **1.6 DELINEATION OF THE RESEARCH**

While the very nature of the research study can be applicable to most manufacturing organisations in South-Africa, this research study will be de-limited to include only one manufacturing company in the Western Cape, namely Anchor Lining Systems. This de-limitation is also in line with action research, which falls within the context of case study research (Yin, 2003:1).

## **1.7 CONTRIBUTION OF THE RESEARCH**

The proposed research in this dissertation would be of specific benefit to the manufacturing industry in South-Africa, due to the high levels of staff turnover being experienced in the industry due to employee dissatisfaction. Such high levels of turnover de-stabilises the industry in that key resources are lost to organisations. If turnover can be minimised by elevating the levels of employee satisfaction then efficiency, productivity and customer satisfaction can be exponentially improved.

## **Chapter 2 – EMPLOYEE SATISFACTION: A LITERATURE REVIEW**

### **2.1 INTRODUCTION**

Following on to the introductory notes in Chapter 1 on the primary theme of the thesis, the following aspects which will form the crux of this literature review will be expanded upon in detail below:

- Identification of the negative and / or unhappy employee
- Factors that can cause employee unhappiness
- The impact on the organisation's efficiency
- Matching people to jobs
- Training and evaluating employees
- The requirement for employee satisfaction
- Happy employee equates to satisfied customers

### **2.2 IDENTIFICATION OF THE NEGATIVE AND / OR UNHAPPY EMPLOYEE**

Korris (2003:Online), points out that unhappy employees are the individuals who are the obvious outsiders looking in, and still trying to belong. Ostracizing these people starts small; usually with a few comments, undermining their work, forgetting to invite them to meetings, passing them over for pay increases and promotions. The other side of this equation brings a reciprocal number of reactions: anger and frustration towards the manager, defensive behaviour, paranoia, increased sick days, etc. By the time the employees reach this point, they are sitting on the sidelines watching and do not want to be involved. This results in a poisonous disease that is permeating the workplace. According to Betts (2000:257), there are various 'signs' that could indicate job dissatisfaction, namely general discontent, low productivity, low morale, poor health, high staff turnover, extended breaks, poor timekeeping, and un-cooperativeness.

It is argued by Kjerulf (2007:Online), that the following signs can be used to identify and unhappy employee:

- The employee is procrastinating.
- The employee spends Sunday nights worrying about Monday morning and the rest of the week.
- An employee is competitive about his salary and title.

- The employee does not really want to help his co-workers.
- The work days are feeling long for the employee and he often complains about how slow the day is passing.
- The employee has no friends at work.
- The employee cares about nothing at work.
- Small things are bugging the employee and this sometimes leads to an unnecessary argument.
- The employee is suspicious of his co-workers' motives.
- Physical symptoms are visible, like headaches, insomnia or low energy.

### 2.2.1 Types of unhappy employees

Negative employees show many signs of unhappiness in the workplace. According to Lynn (2009:Online), an unhappy employee can be an angry, bitter, gossiping, or negative person with intentions to steal other people's time and joy. The four different types of unhappy employees as identified by Lynn (2009:Online), are expanded upon below:

- **The angry employee:** This is a walking time bomb waiting to explode any moment should people impact upon their ego. Their ego trip is only about their feelings and interests. Angry people loudly speak their mind with no consideration of other people, verbally sling bad words, acts out physically, and possibly be abusive to all those around them. Unfortunately they cannot take criticism to better their lives and will criticise other people that have improved their lives. Bacal (2009:Online), states that angry situations become negative and destructive when they are not dealt with in the correct way. When the situations are dealt with properly, the team could get stronger and better. Federal Occupational Health (2004:Online), believes that angry behaviour can often be traced to friction that has intensified over time between the employer and employee, or supervisor and employee. Sometimes an employee's behaviour problems may be exacerbated by the employee's belief that his supervisor or manager is not offering any support. It is believed by Williams (2009:Online), that a manager should never deal with an angry employee in front of other employees. The manager should ask the individual to come into his office and work the situation out. Furthermore, ask the employee to state what is causing the problem. The manager should also ask the employee for a solution to the problem.
- **The bitter employee:** This type of person still holds grudges from past experiences and indulges in pity parties. Their bitterness has created mental problems from being

hurt in the past and then never dealing with these problems. People with guilty consciences often become bitter and are disappointed with life in general, people, and their job. The bitter employee has a hard time to forgive other people including himself, and resent other people's opinions especially when it relates to them. According to Fripley (2008:Online), bitter people actively look for new employees to talk to because experienced staff members have learned to keep their distance from these type of people.

- **The gossiping employee:** Their gossiping tongue is like a venomous snake that poisons the work environment and positive people's attitudes. The words spoken about others behind their backs are 'poison' to destroy people's happiness and success. The gossiping employee wastes valuable time with all of his gossiping, and has no ambition to reach his own goals. Abbajay (2009:Online), is of the opinion that gossip can have many adverse side effects on a company. It can increase conflict between employees and decrease morale, which will result in strained relationships. Gossip will break down the trust level within the group, which results in employees second-guessing each other and ultimately running to management to clarify the directions or instructions, or to settle the differences.
- **The negative employee:** Negative employees really do not want to resolve the problem and they are constantly complaining about everything. Their first thoughts and spoken words on any subject are negative words. They have no room for success, just failure and their body language is always negative with a loud voice. They will find many reasons not to pursue their dreams or goals and are mentally too lazy to think of ways to solve problems or to achieve success. Schmidt (2009:Online), argues that one employee's negativity can seriously damage the morale of an entire work team. It is believed by Wolfe (2004:Online), that a negative employee's bad attitude can tear through an organisation, disrupting productivity, uprooting employees and destroy employee morale.

### **2.2.2 The Identification of the unhappy employee**

When a supervisor or manager is asked what they consider to be their toughest challenge on the job, their answer will be a 'disgruntled or unhappy employees'. Forget about the pressures to produce, deadlines or excessive overtime; dealing with a depressed or unhappy co-worker drains the entire team. There have been many situations in which a manager becomes obsessed with negative employees, and spends the bulk of his day finding ways to get back at

them. This can also be seen as an expensive corporate game of ‘cat and mouse’. Sweeney, Theresa, Landolt and Cox (2000:Online), ask the question of how a manager or supervisor can tell if an employee is unhappy? Unhappy workers display telltale signs that reveal their feelings. By knowing the signs, management and supervisors can work with unhappy employees to address the problems at an early stage. It is suggested by Sweeney *et al.* (2000:Online), that the management team look out for the following unhappy employee characteristics:

- **An employee will not go the extra mile:** Satisfied employees are enthusiastic to take on new challenges that expand their skills. Unhappy workers hardly ever put forth extra effort. Davlin (2008:Online), is of the opinion that the employee’s productivity will begins to slide. It is argued by Bennet (2008:Online), that some employees are generally lazy and some are just unwilling to give something for nothing. Employees are just unaware of the chain reaction of positive events that come from going that extra mile.
- **When focusing on problems:** Unhappy employees always find something to complain about, such as their manager, salary or policies instead of focusing on general positive aspects of the job. Some complaints might be valid, but unhappy workers are more likely to focus on problems and not much else, while happy employees work together to find solutions. According to Cranny, Smith and Stone (1992:176), unhappy employees complain to his supervisor basically about everything. Sweeney *et al.* (2000:Online), are of the opinion that satisfied workers take ownership and responsibility, demonstrate commitment, work hard to overcome obstacles and learn skills, and actively seek and implement ways to improve jobs. Davlin (2008:Online), describe that a negative attitude and gossiping, is common amongst unhappy employees.
- **They are always watching the clock:** Unhappy workers may spend as little time at work as possible, to the point of coming in late and leaving early. Davlin (2008:Online), agrees that unhappy employees are clock watchers which would come in late and be the first ones to leave. Cranny *et al.* (1992:176), state that this type of employee takes longer lunch breaks than he or she is suppose to, arrive late at work and leave earlier than they should.

- **They are disengaging themselves:** Unhappy employees lack passion for their jobs. They may be more interested in office politics and chatting about non-work related subjects, than core business objectives. According to Davlin (2008:Online), there is no enthusiasm for the job, the employee is completely disengaged. It is argued by Cranny *et al.* (1992:176), that these employees can show some of the following signs: Destroy company property, bad mouth the company, ignore instructions from the supervisor, cry on the job, use drugs or alcohol, steal supplies from the company and verbally abuse his co-workers. Knight-Turvey and Abbot (2007:Online), are of the opinion that employee engagement is the key to increasing an organisation's labour productivity. The challenge is to get hesitant staff engaged and inspired to give it their all. An engaged employee is more productive, provides better customer service, is far more likely to remain with the organisation for a long period, and contributes in no small part to the firm's bottom line.
- **They are often sick and tired:** A high rate of absenteeism often prevails among unhappy employees. When they are at work, they appear tired or complain of maladies. Davlin (2008:Online), argues that employees are absent from work more frequently and for longer periods than before. It is argued by Cranny *et al.* (1992:176), that the employee might call in sick even though he is not sick. Balan (2009:Online), states that absenteeism is a common language faced by almost all organisations. Unhappy, demoralised employees are more likely to stay away from work, while workplace stress is still the most common cause of long-term sickness among employees. Continued absenteeism can be harmful to the company, as this leads to the loss of efficiency and effectiveness, as well as a fall in customer service and not dismissing the strain on the absent employee's co-workers.

Ever wondered why negative employees come to work every day if they are so unhappy with their job, the organisation, or with their manager? Umalme (2005:Online), ask why do negative employees not just find another job where he or she will be happier? There are two simple answers according to Umalme (2005:Online), to these questions:

The first one is that the main goal of a negative employee is to influence the workplace in a negative way; thus becoming toxic to the organisation's ability to effectively run its day to day activities. The negative employee's goal is to undermine either the organisation or people within the organisation for various reasons. It is very important to identify the patterns and causes of negative behaviours in the early stages of dealing with a negative employee. The second answer is that negative employees are rewarded for their negativity unintentionally by the organisation; with pay increases, bonuses, seniority, or other benefits.

They have no reason not to come to work, as they get paid to be negative and to affect the attitude of their colleagues.

Vikesland (2002:Online), argues that the following questions can be asked to help a manager or supervisor to identify a negative or dissatisfied employee:

- Does the employee go out of his way to find something to complain about?
- Does the employee attempt to make his co-workers unhappy just for his own enjoyment?
- Does the employee get any pleasure when a new initiative in the organisation fails?
- Does the employee make the managers angry or frustrated?
- What is the general attitude of the employee towards the rest of the staff?

According to Aamodt (2007:351), the most common scale to use for measuring job satisfaction is the Job Descriptive Index (JDI). The JDI consists of a series of job-related adjectives and statements that are rated by the workers. This scale focuses on five fields of job satisfaction: supervision, pay, promotion opportunities, co-workers and the work itself. It is argued by Pennington and Riley (2005,Online), that the JDI possesses good content validity, impressive construct validity, and adequate reliability. Furthermore, very few instruments in industrial-organisational psychology have received the attention and interest of researchers that the JDI has. In addition, the JDI which is short and easy to fill out is ideal for maximisation of response and practicality of scoring. As it is well-regarded and simple to use, it has been employed in more job satisfaction research studies than any other instrument, so that comparative data can readily be found. Bittel and Newstrom (1990:34), argues that between eighty nine and ninety percent of all employees are reasonably satisfied with their jobs. This does not mean that these employees are ecstatic about their jobs.

Davlin (2008:Online), is of the opinion that the following signs can be seen with a happy employee:

- Happy employees are productive and stay productive.
- They do not just stay away from work or take days off unless it is absolutely necessary.
- A happy employee is confident in his position and finds time to help other employees.
- They are creative and are always looking for ways to improve the situation.
- Their overall attitude is positive.

### 2.3 FACTORS THAT CAN CAUSE EMPLOYEE UNHAPPINESS

According to Aamodt (2007:306), the difference between what an employee expected a job to be like and the reality of the job can affect both his motivation and satisfaction. More often than not employees compare what the company promised to do for them with what the company actually does. If the company does less than promised, the employee will be less motivated to perform well and this will develop a feeling of unhappiness. Calahan (2009:Online), asks if an employee's unhappiness in the workplace is due to others or to himself. The good news is, if the reason behind his unhappiness is self-based, something can be done about it. According to Bernard (2009:Online), the following explains why people are unhappy with their jobs:

- **People find their jobs boring and not challenging:** This is often the case when people have been in the same position for a long period of time. Managers quickly forget that this person has more to offer. Heathfield (2009:Online), argues that by not having a challenging job an employee will become bored and frustrated about the workload. The solution is not to give the employee more work, as too much work can 'drown' an employee. Bragg (2002:Online), states that although managers like to think money is the key motivator to job satisfaction, it is not. Money is only a short-term motivator, where an interesting and challenging work is the top motivator in the workplace. Employees find that work itself is a stronger motivator than the compensation for the work. Irons (2006:Online), argues that many people find that their job satisfaction is directly linked to how challenging their work is. What they are doing and who they are doing it with at work, are more important than how much they are getting paid to do it. Bittel and Newstrom (1990:34), are of the opinion that most employees expect something that is challenging their skills and in return offers a fair pay for the extra effort. Eighty percent of Americans say that their jobs are too easy, and that they prefer a more challenging job. Supervisors can minimise these complaints by, (1) making sure that the employees have enough to do, especially of the kind of work that requires their initiative and, (2) living up to their promises about promotions or relief from boring assignments for those workers who do go out to do a good job.
- **Difficult people:** More often than not it is not the specific tasks of a job that are stressful; it is the people one has to deal with that make the job difficult. Co-workers, bosses, clients and suppliers can all be difficult to get along with, or sometimes be very unreasonable in their demands. It is hard enough to deal with difficult people directly, but dealing with company politics also can make it very unpleasant.



Naukrihub (2009:Online), believes that difficult people exist in every workplace and that they can be in the form of a bad manager, a complex co-worker or a non-corporative customer. Difficult people become the problem employees for a company very soon. From an organisation's point of view, difficult people in the workplace is a problem because not only do they perform ineffectively, but also affect the other employee's productivity, and often become a bottleneck for the other employees to perform efficiently on their jobs.

### **2.3.1 Decline in employee happiness**

Bytestart Limited (2009:Online), argues that employee happiness declines the longer people stay with the company. Eighty-two per cent of employees who have been with their current employer for two years or less are reasonably happy. This figure drops to seventy six per cent for those who have been with their employer for more than eight years. Cooper (2005:Online), mentions that employees with low job satisfaction are most likely to experience emotional burn-out, have reduced self-esteem and raised anxiety, which could even lead to depression. The research is important to employers as depression and anxiety are some of the most common reasons why employees are claiming sickness benefits, and have overtaken musculoskeletal conditions such as back pain. According to Betts (2000:388), more often than not employees divulge the true reason for resigning, although this is important because it may indicate problems in the organisation such as a flaw in personnel policy, poor supervision and management, low morale, the ineffectiveness of selection interviewing, poor performance appraisals, or an unsolved grievance.

### **2.3.2 Termination interview**

Many organisations offer a termination interview, which is conducted by the personnel department and the supervisor or manager. Information can be gathered on the true reason for resignation and management can negotiate a mutual settlement to avoid the resignation. Small Business Notes (2009:Online), describe that an exit interview is separate from the termination meeting and information exchanged at exit interviews may benefit both the organisation and employee. The organisation may learn that a supervisor is not leading the employees as well as management thought, or may find that the employees need more training in a particular area. According to Bradley, Freeman and Gary (2009:Online), one of the best ways to steer clear of potential future conflicts is by conducting a discharge meetings or exit interview. These meetings are a highly underutilised method of learning information that may benefit the firm, by determining causes of employee turnover and also

help the employer identify potential lawsuits at a very early stage. Furthermore, avoid them through early discussion with the employee. An employer should follow the right process and take all necessary measures to insure that the discharge meeting is conducted in a sensitive and fair manner.

Bittel and Newstrom (1990:34), are of the opinion that most people can choose to work hard, or just get through the day. Only one in five people do their very best, and more often than not employees assume that an increase in output will only benefit the consumer, stockholders and managers, and not them. Most employees will work harder and better if the work they do make sense to them and is genuinely appreciated by their superiors. It has been researched by Articlesbase (2009:Online), that knowledge of his or her job description will furnish an employee with a list of responsibilities and duties. This will ensure that the employee knows what jobs he or she is suppose to do, and which jobs not to do. It is argued by Lazear (1998:392), that there are job characteristics that are desired by workers and others are less preferred. The majority of employees view flexibility as a good factor, where as almost all employees view danger as bad.

Bittel and Newstrom (1990:413), explain that mistakes made by employees are due to six reasons, and most of them begin with ‘management inadequacies’ rather than ‘employee shortcomings’. Bittel and Newstrom (1990:413), explain that the following points could lead to potential errors:

- Employee training shortcomings.
- Bad communication in the organisation.
- Employees that do not have the right tools and equipment.
- Poor planning.
- Incomplete specifications, systems and procedures.
- The lack of attention.

### 2.3.3 Factors that make employees happy and unhappy at work

Bytestart Limited (2009:Online), list the following eight factors (that make employees happy and unhappy at work) which are tabulated for ease of reference:

**Table 2.1:** Factors which make employees happy / unhappy (Source: Bytestart Limited, 2009: Online)

<b>Happy employee</b>	<b>Unhappy employee</b>
Friendly, supportive co-workers	Lack of communication from management
Enjoyable and challenging work	Feeling of being under paid
Good manager or supervisor	Lack of recognition for achievements
Good work and / or life balance	Poor boss and / or line manager
Variety of work, changing tasks	Little or limited personal development
The feeling of doing something that is worthwhile	Feeling of no support or ideas being ignored
The feeling of what we do makes a difference	Lack of opportunity for employees who are good performers
To be part of a successful team	No benefits

According to Cooper (2005:Online), firms should include the development of stress management policies to identify and remove work practices that cause most job dissatisfaction (e.g. working hours, organisational management style, workload, work control / autonomy etc.) as part of any exercise to improve employee health. Aamodt (2007:343), found that people who enjoy working with their manager, supervisor and coworkers will be more satisfied and productive. Satisfaction with supervisors and coworkers is related to organisational and team commitment, which in turn would result in higher productivity, greater efficiency and lower intent to leave the company. It is argued by Fincham and Rhodes (1999:143), that employees complain about the unsafely, dirty, noisy working conditions which offer little or no job satisfaction for their needs.

## 2.4 THE IMPACT ON THE ORGANISATION'S EFFICIENCY

Campbell (2009:Online), explains that a good employee is one of the organisation's greatest assets, while a poor employee is a liability. Murck (2009:Online), expresses the view that not only does a negative attitude cause an unhealthy environment, but it can eventually influence other employees and will lead to lower productivity. One good thing for managers

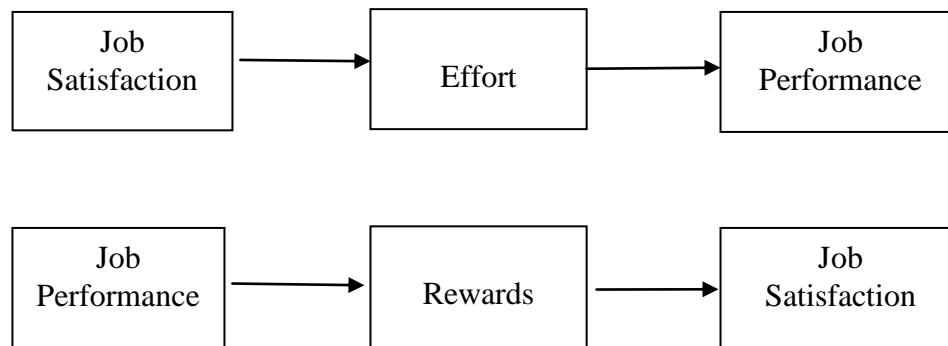
to know is that problem behaviour does not go away; they usually get worse if not addressed quickly. Timeliness is the most important tool in a manager's kit. Managers should not wait, because the sooner the problems are addressed, the easier it will be to resolve them. A manager should not be afraid to put the employee on the spot and give him the opportunity to answer for his behaviour. If an employee is not forthcoming with a response, the manager can still make an impact by stating that the employee's behavior is unacceptable, but he would like to give him a chance.

The consequences of harbouring an unhappy or negative employee without dealing with their problems can lead to excessive absenteeism, theft, fraud and even sometimes workplace violence (Korris, 2003:Online). With a tight labour market expected for the next several years, organisations can not afford to lose hard working productive employees due to job dissatisfaction. According to The Corporate Leadership Council (2003:Online), employee productivity depends on the amount of time that the employee is physically present at a job and also the degree to which he or she is 'mentally present' or efficiently functioning while present at a job. Companies must address both of these issues in order to maintain high employee productivity, and this may occur through a diversity of strategies that focus on employee satisfaction, health, and morale.

#### **2.4.1 Job satisfaction and efficiency**

It is argued by Berry (1998:294), that for the past fifty years, supervisors, managers and psychologists have assumed that job satisfaction will have important implications for the organisation's success. There has been enough evidence to maintain the belief that job satisfaction of employees will affect the organisation's outcomes. Berry (1998:294), argues that it seems almost common sense to say that happy and satisfied workers are more productive and efficient and that productivity problems can be solved when employee satisfaction is increased. Spector (2003:228), points out that it is clear that performance and satisfaction are related but there are two opposite explanation for this. Firstly, satisfaction might lead to performance - people are happy with their jobs, so they work harder and therefore perform better. Secondly, performance might lead to satisfaction - people who perform well are likely to benefit from that performance and those benefits result in satisfaction. An employee who performs well might receive pay benefits and recognition, which might increase job satisfaction.

This dispensation is graphically depicted in Figure 2.1.



**Figure 2.1:** Job Satisfaction versus job performance (Source: Spector, 2003:228).

Spector (2003:231), furthermore argues that restaurants with satisfied employees are more profitable than those with unhappy employees. Many organisations have emotional display rules requiring the expression of positive emotions, such as smiling at the customers and appearing to be enjoying their job. The required expression of certain emotions at the work place is called emotional labour, recognising that it can take effort for an employee to maintain the appearance of positive feelings. Emotional labour has been shown in the past to have both a positive and negative effect on employees. Various studies have shown that acting happy at the work place can lead to increased job satisfaction. Berry (1998:295), explains that managers are concerned about employee withdrawal and not only is employee withdrawal costly, but when people are absent from their jobs they are not producing, and they may be paid for the time that they are absent. Argano (2009:Online), points out that in today's business environment it is essential that executives and management focus on the human capital of their organisations and not just on their balance sheets and targets. Employee satisfaction directly impacts on financial performance through costs and revenue. Customer satisfaction is the indirect link between employee satisfaction and the organisation's profitability.

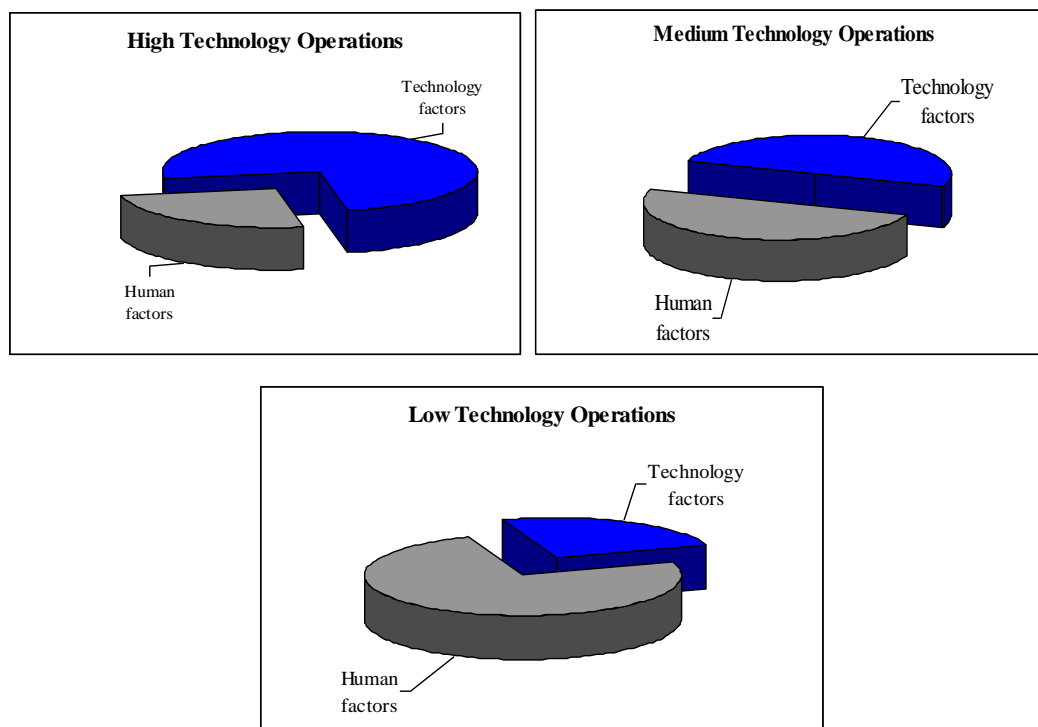
#### **2.4.2 Replacing employees**

Berry (1998:296), describes that when employees resign, replacements have to be hired and trained. Individuals who are dissatisfied with some parts of their job are absent more frequently, and those who are dissatisfied with the job, as a whole stay absent longer. Functional turnover is when the organisation has the opportunity to replace a poor performer who quits with one who will perform well. There is more turnover among poor performers. Dysfunctional turnover is costly to the organisation because a good performer

is leaving the firm. According to Hawthorne (2008:Online), ‘dysfunctional turnover’ is when an organisation’s best employees are leaving, instead of its worst performers. The opposite of that situation is when the worst performing employees are leaving, and the firm is retaining its superstars which is referred to as ‘functional turnover’. Lazear (1998:169), states that turnovers involve cost as new workers must be found, trained, and integrated into the firm’s production process.

### 2.4.3 Improving productivity

Bittel and Newstrom (1990:387), are of the opinion that job satisfaction is the most important factor for improving productivity. There is an increasing need to place major emphasis on the role of job satisfaction as people control their work pace. Comparative productivity in areas dictated by high, medium and low technology operations is evident and graphically depicted in Figure 2.2.



**Figure 2.2:** The impact of human factors on productivity as compared with the impact of technology factors (Source: Bittel and Newstrom, 1990:387).

Supervisors and managers must try to match jobs with each person’s own kind of job satisfaction. Productivity gets its strongest boost from the ‘human side’, when supervisors support employees as much as possible in their individual search for job satisfaction. According to Bittel and Newstrom (1990:388), the idea is to balance employee’s needs for

satisfaction with the organisation's need for productivity and cost control. Spector (2003:229), describes that employees quitting their jobs or turnover can be linked to low job satisfaction. Correlation of job satisfaction and turnover has been interpreted as indicating the effects of employee satisfaction on behaviour. Employee absence from work is the by-product of employee job dissatisfaction. People who are not happy or dislike their jobs will be more likely to miss work than happy employees. It is believed by Aamodt (2007:356), that employees who are unhappy or not committed to the company are more likely to miss work or leave their jobs than happy and satisfied employees. It is also known that employees with low job satisfaction and low organisational commitment are more likely to engage in a variety of counter-productive behaviours or leave their jobs. Hackett (1998:6), is of the opinion that the loss and replacement process of employees cause some disadvantage to the organisation, which can be categorised into two main headings, namely when an employee departs, and when replacing an employee.

**When an employee departs:**

- **Training cost:** Time and money that have been spent on the employee for training.
- **Lost opportunities:** This person who leaves might have achieved much more and added value to the organisation if he stayed.
- **Direct cash cost:** The employee's resignation may give rise to unforeseen payments, which could cause cash flow problems to a small firm.

**Replacing an employee:**

- **Lost output:** The company output will be affected and somewhere there will be a failure to produce, or to control, or to contribute to the long-term profitability.
- **Recruitment and selection costs:** Replacing an employee is expensive. Advertising costs are not cheap.
- **Induction costs:** New employees need training and training costs money.

#### **2.4.4 Employees as the company's biggest asset**

Marketing Innovators International (2005:Online), are of the opinion that the company employees are their most valuable asset and that their employees come first. They also mention that their organization is only as strong as their people. Research has shown that satisfied employees generate superior customer satisfaction and that in turn, satisfied customers are more profitable ones. According to Yee, Yeung and Cheng (2008:8), employees who are satisfied with their jobs tend to be more involved in their employing organisations, and more dedicated to delivering a high quality service. The direct

relationship between employee satisfaction and customer satisfaction is established based on the theory of 'emotional contagion'. Emotional contagion is defined by Yee *et al.* (2008:8), as "the tendency of a person to automatically mimic and synchronize expressions, postures, and vocalizations with those of another person and, consequently, to unite emotionally". United Press International (2009:Online), explains that an employee with a higher level of psychological well-being and job satisfaction will perform better and is less likely to quit. It is argued by Bigg Success Staff (2009:Online), that employee satisfaction leads to customer satisfaction, and satisfied customers create revenue growth, which automatically leads to profit growth. The chain will never break when an organisation reinvest a portion of those profits into things that will make the employees even more satisfied.

When an organisation wishes to increase its profits, it has to determine what will make the employees happy as happy employees will stick around longer and they know what they are doing. Spector (2003:239), is of the opinion that in order for an organisation to achieve its purposes, every individual has to perform his job at some reasonable level of proficiency. This statement also holds true for government organisations, in which poor performance means a failure to provide mandated public services, as it is in private firms, in which poor performance can mean bankruptcy. People can only perform their jobs well if they have both the necessary ability and the necessary motivation. Lazear (1998:303), describes that firms exist mainly because working together is more productive and effective than working individually. Individuals can only work together productively when supervisors or managers know how to set up teams and motivate team members.

## **2.5 MATCHING PEOPLE TO JOBS**

Aamodt (2007:105), believes that the first decision is whether to promote someone from within the company, or to hire someone externally. Employee morale and motivation will be enhanced when current employees are given the opportunity to obtain new internal positions. According to a study done in the United States the 2005 ranking of the twenty five *Best Small Companies* to work for and the *Best Medium Companies* to work for in America indicates that these companies fill more than twenty percent of their vacancies with internal employees, rather than hiring new people. It is argued by Kruger and Barr (2004:Online), that by hiring the wrong person for a job can have consequences ranging from the 'irritating' to the 'expensive' to the 'nightmarish'. Any employer knows how critical it is to hire good employees, and the cost of a mistake however, can be so much greater. Finding the right person for the job will cost the firm time, which can be tough when the organisation is desperate to get a position filled.



Robertson, Callinan and Bartram (2002:85), are of the opinion that when recruiting an outside person, it is important to find the right person for the job and this starts with advertising the position. Chapman (2009:Online), expresses the view that the best techniques for writing an effective job advertisement is the same as for any other forms of advertising. The job is the company's product; the readers of the job advert are the potential customers. The aim of the job advert is to attract interest, communicate quickly and clearly the necessary (appealing and relevant) points, and to provide a clear response process and mechanism. The design should focus on clarity or text layout, and on conveying a professional image. This technique relates mainly to designing and writing job adverts to appear in printed newspapers and magazines media, although the principles apply to other media and methods. It is important that the information is communicated effectively to the target audience.

Robertson *et al.* (2002:85), point out that this process is followed by an initial sifting of applicants, often only on the basis of information contained in the applicants resume. After a short list is created, selection tools are used to identify the prospects with the highest job potential. Effective job advertising involves providing information about a job vacancy in such a way that relevant applicants come to know about it and are attracted to apply to the position. Improved personnel selection will lead to improved organisational effectiveness. Britnell (2006:Online), states that it takes more than just the processes, systems, machines or products, it is human capital that drives financial performance. In today's knowledge- and service-based economy, the talent (the people with specialized skills and knowledge), is often the only thing that sets an organisation apart from the competition. Organisations that want to dominate their industries must attract and retain the best and brightest people. It is argued by Robertson *et al.* (2002:86), that by hiring better employees not only implies that their own individual tasks will be done better; it also implies that the organisation might have more flexibility in how they use workers. An example of this is where an organisation succeed in hiring intelligent, motivated reliable workers are more likely to be able to adapt to complex and unstable work environments, and take advantage of the flexibility provided by the increasingly unstructured nature of jobs and organisations.

### **2.5.1 Hiring mistakes**

Gilberd (2009:Online), explains that more often than not, organisations make mistakes in hiring when they employ someone in their own image, and not for the job that they want them to do. Those mistakes are often made by employers who have not written down the job descriptions. Spector (2003:139), describes that the purpose of employee selection is to hire people who are likely to be successful in their position. Several approaches can be used

to ensure that the correct person is appointed. One of the most often used approaches is to have the manager of the specific department interview the applicants and decide who to hire. Robertson *et al.* (2002:87), are of the opinion that an organisation who hires the best people may get workers who learn more quickly, who make less mistakes, but they can also get workers who are easily bored, who are more likely to leave the organisation for better opportunities and who perform differently in teams. Hiring new employees and training them is one the largest expense that an organisation has to contend with (Erickson, 2005:Online).

The total cost for employee turnover includes costs associated with: Recruiting of prospects, screening of potential applicants, wages paid for management and personnel officials to assist with the interviews and training, paying for a replacement employee to fill the position during the search period and during training of the new employee, wages for the trainer, and costs associated with lower productivity rates during the six months it takes for the new employee to get up to speed. These costs can easily result in an expense equal to approximately eighteen month's salary of the position being filled. This statistic clearly demonstrates the need and importance to hire the right person for the job the first time. Erickson (2005:Online), furthermore believes that the organisation will need to go through a series of steps to recruit the right employee for the right job. The steps according to Erickson (2005:Online) include the follows:

- **Start by evaluating the company's needs:** The first step in finding the best employee for the open position, is to establish what the needs for the specific position are and how to rank candidate qualifications and attributes.
- **Selecting prospects that suit the role best for an interview:** Interested employees will start to send their resumes very shortly after the advertisements are placed. Review each application as it comes in and if practical, sort into a 'Yes', 'No', and 'Maybe' group. Prospects in the 'Yes pile' should be applicants that have all of the minimum qualifications that are required for the position, the 'No pile' will have none of the qualifications that are required, and the 'Maybe pile' will have some of the qualifications that is required.

## 2.5.2 The interview process

The interview process should be used to get to know the applicant. This is not the time to go over their basic qualifications, as that can be accomplished by reading their resume as it arrives. The purpose of the interview is to determine what kind of person and employee the applicant is. This can be accomplished by asking questions that will give the interview team an idea of amongst others the person's personality, his work ethics, and if the organisation wants to work with this person. Well-Run Concepts (2009:Online), argues that by interviewing job applicants gives the organisation the opportunity to learn more about their skills, work style, personality, interests and suitability for the position. If there are any special duties that the job requires, this is the ideal time to determine if the applicant is capable of, or willing to do such special requirements. Take notes about each applicant's answer, and pay attention to their body language, their appearance and their personalities. To wrap up the interview, three last questions can be asked:

- What was his / her best and worst work experience?
- Why did he / she leave the previous job?
- When are they available to start should they be chosen for the job?

After the interviews are completed and the references and experience have been verified, the company should take the necessary time to discuss the advantages and disadvantages of each applicant with the rest of the interview team. Martin and Lehnen (1992:Online), point out that the science of psychology can help an organisation to improve its employee recruitment operations. More often than not businesses rely on subjective methods in selecting employees, but this practice has several drawbacks. One disadvantage being the lack of standardisation of such methods such as the interview process, reference checks and resume assessments. This transposes in the analogy that the selection process could vary from applicant to applicant. Furthermore, these subjective procedures are not effective when it comes to accurately predicting the actual job performance of applicants. With the use of psychologically-based pre-employment tests, employers have the assurance that there is uniformity in the questions asked of applicants and in the scoring of responses, that all questions are relevant to the job, and that the whole testing process is legal and fair.

Properly selected and evaluated performance tests can be very useful in selecting better workers (Bittel & Newstrom, 1990:176). The test can be simple and direct, such as those that show whether an applicant can read or write or perform simple arithmetic that recordkeeping on the job may require. Highly specific tests may enable an applicant to demonstrate the ability to perform the special skills that the position demands. Always

check employee references. Advise the applicant that his or her employment and education will be checked and verified. It is argued by Erickson (2005:Online), that the interview team should take special note of personal impressions about how well each applicant would fit into and be able to function within the organisation. Personality conflicts will harm the company's productivity as much as the applicant's qualifications or experience.

The following questions according to Erickson (2005:Online), can be asked about the applicants:

- Will this applicant be able to work within the organisational culture?
- Does the applicant have the necessary people skills for the position?
- Does the applicant have the required qualifications for this position? If no, does he have the most important qualifications?
- How does this applicant compare with the other applicants?

According to Spector (2003:139), purely subjective hiring procedures are likely to be biased and also inaccurate. The two most important elements to remember in the employee selection process is the criterion, which is the definition of a good employee, and secondly the predictor, which is anything that is relating to the criterion. The interview should not be turned into a 'third degree' by asking too many point black questions, especially questions that can be answered with a yes or no answer (Bittel & Newstrom, 1990:172). Open-ended questions that begin with what, where, why, when and who should be asked. This will allow the applicant to talk and to show what kind of person he or she is. Open-ended questions such as the following can be asked:

- Where did the person get his most valuable experience?
- Whom did this person report to?
- Why did this person leave his previous job?
- How is the person's health?

Campbell (2009:Online), believes that the following questions should be asked to the applicant:

- Ask the applicant to describe a difficult workplace situation that he or she faced, and how he or she handled it.
- Ask the applicant how many sick days he or she has taken in the past year.
- Is the applicant able to work shifts, weekends or travel for business, even if the job does not require it?

- Explain the company policy regarding dress code, smoking, alcohol and drug use while on the job, and ask their opinions on the issues. Pay attention to body language and answers?
- Where does this person see himself / herself in five years time?

Career Services (2006:Online), suggest that the following questions be asked to the applicants:

- Ask the applicant to tell more about his education, qualifications and experiences.
- Where does this person expect to be in five or ten years from now?
- Why should the company hire this person?
- What is the applicant's idea of a salary?
- Why does the applicant want to work for the company?

Campbell (2009:Online), is of the opinion that poor employees are unsuitable for the position they fill and that they might be short of the skills needed to do the job. Also, their work habits and personalities are incompatible with the business environment. They could be excellent employees at a different workplace, but not at that specific organisation. The best time to 'weed out' unsuitable employees is before the company hires them. Once they are on the job, dealing with the problem will be time-consuming, stressful, unpleasant and could even cost the company money. It is argued by HR experts that supervisors typically spend eighty percent of their time with twenty percent of their employees (Campbell, 2009:Online).

## **2.6 TRAINING AND EVALUATING EMPLOYEES**

Buckley and Caple (2004:5), define training as, "a planned and systematic effort to modify or develop knowledge, skills and attitude through a learning experience, to achieve effective and efficient performance in an activity or series of activities". The purpose of on the job training is to enable an individual to acquire abilities in order that he can perform adequately a given task or job. BusinessDictionary.com (2009:Online), defines on the job training as, "employee training at the place of work while the person is doing the actual job". Normally a professional trainer (or sometimes an experienced employee) acts as the course instructor, and employs the principles of learning (participation, repetition, relevance, transference, and feedback) often supported by a formal classroom training session.

According to MacMichael (2009:Online), job site training is a crucial part of teaching an organisation's employees the proper ways to do business within the company. It allows the

employees to understand exactly what will be expected of them while employed by the company, as well as teaching them the conduct rules of the organisation. Job site training is a must for every level of employee within the business. Many people assume training is only for new employees, but it is important for seasoned employees to be reminded of their tasks. Training is also useful as employees can learn new scenarios that might arise in their practice. Betts (2000:406), believes that training would be required for beginners with little or no experience of the job in order to make a positive contribution. Training provides a source for the individual to achieve competence in technical and technological aspects, in performing job tasks, and improving skills.

### **2.6.1 On the job training**

Southwest Wisconsin Workforce Development Board (2008:Online), states that on the job training means training in specific occupational skills provided by an employer at the job site to a hired individual, while that person is engaged in productive work on the job. On the job training provides the knowledge or skills necessary to the full and adequate performance of the job. Participants eligible for on the job training are those who would not have been hired by the organisation due to lack of skills or qualifications and who have been determined to be in need of the training to be productive in the occupation. It is argued by Buckley and Caple (2004:5), that by training an employee, they can gain greater intrinsic or extrinsic job satisfaction. 'Intrinsic' job satisfaction will come when an employee performs a task well and when he is able to exercise a newly learned skill. 'Extrinsic' job satisfaction will come from extra earnings through improved job performance and the enhancement of career and promotion prospects both within and outside the company. This will benefit the organisation as it will improve employee work performance and productivity, shorter learning time, decrease in wastage, less accidents, less absenteeism, lower labour turnover, and greater customer satisfaction.

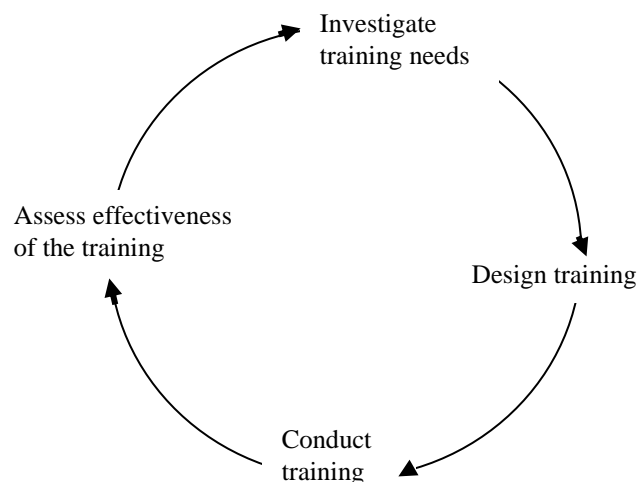
### **2.6.2 Intrinsic and extrinsic factors**

Bowditch and Buono (2005:84), explain that 'extrinsic rewards' are outcomes that come when we think of general rewards like pay, benefits and bonuses as recognition for performance. Contrasting to extrinsic rewards, 'intrinsic rewards' are more intangible in nature and include things like feelings of achievement, growth and challenges in the job, and esteem. Intrinsic rewards are intimately related to the nature of work itself, while extrinsic rewards are related to material aspects of the work being done. Within the context of Herzberg's motivator-hygiene theory, motivators are classified as intrinsic in nature

while hygiene factors are more extrinsically orientated. Fincham and Rhodes (1999:143), found that clerks complain about the lack of intrinsic satisfaction, even though this is due to the routine nature of the work and declining status and pay, rather than poor conditions.

Turner and Brown (2004:Online), argue that job satisfaction is derived from the work itself and that those factors intrinsic to the job provide the true satisfaction from the work. The intrinsic factors (job satisfiers) and extrinsic factors (job dissatisfiers) are not totally independent, as there are some factors, which seem to influence both, e.g. salaries, promotions, coworkers. Warr (2007:Online), explains that job satisfaction can be described in terms of a relative emphasis on intrinsic or extrinsic features. It focuses on either satisfaction with the job content (intrinsic features), like the amount of responsibility or with extrinsic features such as the rate of pay. Andrew, Faubion and Palmer (2002:Online), are of the opinion that intrinsic factors are the work itself, recognition, and achievement and can be seen as ‘satisfiers’ or ‘motivators’. The authors explain that extrinsic factors are the working conditions, co-workers, and compensation which can be seen as ‘dissatisfiers’. To avoid dissatisfaction and to ensure job satisfaction, the organisation has to warrant that positive extrinsic job factors and positive intrinsic factors are present.

Buckley and Caple (2004:25), suggest that a ‘systems approach’, which is graphically depicted in Figure 2.3 can be applied at organisational level to examine the broader issues of the goal, function and appropriateness of the training.



**Figure 2.3:** A systematic approach to training (Source: Buckley & Caple, 2004:25).

### **2.6.3 Training program development**

According to Spector (2003:165), one of the most important steps in developing a training program is setting the objectives. Unless the purpose of the training is clear, it is difficult to design a training program to achieve it. The training objectives are based on criteria and should include a statement of what the trainee should be able to do or know after the training session. The training criterion is a statement of how achievement of the training objectives can be assessed. Criteria are serving as the basis for the design of organisational training. Only after one knows what the training criterion is, can one design appropriate training to achieve it. A training program is not completed until its effectiveness has been properly evaluated. The evaluation involves research to determine whether the training program had its intended effects. Aamodt (2007:263), suggests that a needs analysis has to be conducted to develop an employee training system. The main purpose of the needs analysis is to determine the types of training that are needed in the organisation as well as the extent to which training is a practical means of achieving the company's goals. It is argued by hrVillage.com (2007:Online), that the basic steps to effectively design a training program are to:

- Define the training needs and goals.
- Define and identify the target audience to receive training.
- Develop the content to that will be used in training.
- Define the desired outcomes to be achieved from training.

McNamara (2008:Online), points out that there are many sources of online information about training and development of employees at different levels in an organisation. There are several reasons why supervisors and managers should conduct training among employees. These reasons are listed below:

- To increase job satisfaction and morale among employees.
- To increase employee motivation.
- To increase efficiencies in processes which will result in financial gain.
- To increase capacity to adopt new technologies and methods.
- To increase innovation in strategies and products.
- To reduce employee turnover.
- To enhance the company's image, e.g., conducting ethics training (not a good reason for ethics training).
- Risk management training, e.g., training about sexual harassment, diversity training.



According to Moore (1999:Online), an emphasis on training, written procedures, job instructions and continuous improvement is fundamental to achieving customer expectations. Bartram and Gibson (1998:3), explain that it is important to analyse the training needs, as this provides a focus and direction for the investment that the organisation has to make in its people. Hackett (1998:98), argues that a training gap analysis should be conducted to establish the new employee's current skills and knowledge in relation to the requirements of the job, to highlight what he or she needs to learn before the applicant can be expected to perform to the required standard. It is argued by Spector (2003:78), that for employees to improve and maintain their job performance, job skills and job satisfaction, they need constant feedback from their supervisors. One of the major roles of supervisors is to provide information to their subordinates about what is expected of them and how well they are meeting those expectations. Employees need to know when they are performing well, so that they can continue to do so and when they are not, so that they can change and do better. Even employees who are performing really well on the job can benefit from feedback about how to improve and perform better. According to Spector (2003:78), feedback is also useful in telling employees how to improve their skills to move up to a higher position.

#### **2.6.4 Identifying training needs**

Bittel and Newstrom (1990:218), state that employees will learn with or without training, and what they learn without proper training in the workplace may be good, or may only be partially correct. It can not be expected of employees to read instruction manuals to learn their job. There are two major ways to identify training needs, representing the gaps between the 'expected' and the 'actual' performance. For informal approaches, the manager or supervisor should be on the alert for the following conditions, namely: too much scrap or rework, sub-par production rates, out-of-line operating costs, high accident rate, excessive overtime and a general state of poor morale. The formal approaches to assessing training needs are much more structured. Here management attempt to identify the people who need training and the type of training they need, and whether or not training is the viable solution to performance problems.

According to Bittel and Newstrom (1990:219), common methods of assessing needs include the use of surveys, interviews, and skills tests and by observing employees while they are working. According to Davlin (2008:Online), recruiting and training the right employee can be an expensive and time-consuming process. By retaining these employees during times of economic crisis is an investment to any organisation's future. Bittel and Newstrom

(1990:223), are of the opinion that all training is costly and that the direct costs pertaining to the training are the training materials, visual aids and outside instructors. Indirect costs include the time of both supervisors and trainees, the effects of errors made, and the lost productivity during the training period.

Experience has shown that training programs need to be customised to meet specific training needs (Berry, 1998:157). The training should be designed to accommodate existing procedures at the company. Before any training is conducted, two questions need to be asked, namely: Is there a need for the training, and what is the nature of this need? Supervisors or managers should not be too quick to think that training is needed when something is not going well in the factory. Training is best when a performance problem is due to a lack of ability or skill. Betts (2000:16), explains that two types of training are used to train employees. The first is informal training where the employee learns his job by making mistakes and avoiding as a result of these experiences. Trial and error is considered to be an essential part of training, but must be supplemented by formal training to form a sound framework for future action. Formal training must have suitable training facilities, a syllabus, appropriate lectures and strong support from management, who should ensure adequate follow-up after the course. On the job training provides an employee with the opportunity to learn the job by doing it. According to Berry (1998:158), there are three occasions when training is required. The first one is when new employees are hired. The second one is when new jobs are developed or when old ones are redesigned, present employees will lack the necessary skills for that position. The last one is when the company changes its products, or buys new equipment.

Kurtus (1999:online), found that the goal of training an employee is to impart a skill or knowledge, and the desired outcome of the training process is that the learner is sufficiently skilled in performing a task, such that he can pass a competency test proving that skill. Berry (1998:167), describes that the most important goal of employee training is to improve performance and efficiency. Training is meant to develop behavioural tendencies that are useful when a similar situation is encountered on the job. It is argued by Thachappilly (2009:Online), that the primary objectives of employee training programs are to develop employee competence and positive attitudes. Competence can be defined as, “the ability to perform well in a specific job and this ability comes from skill, knowledge, and behavior”. Knowledge provides the expertise and information, while skill is the capacity to bring about the desired result. The employee's behavior can either help or hinder the achievement of the desired results.

Berry (1998:172), mentioned that one of the following training techniques can be used for improving an employee's knowledge and skill:

- **Lectures:** Oral presentation of a topic.
- **Moderate panel discussion:** Group of experts discuss a topic while trainees listen.
- **Demonstrations:** Presentation with explanations of what the trainer is doing.
- **Question and answer:** Trainer or trainees asks questions to one another.
- **Case study:** Presentation of a real life problem that employees might encounter.
- **Discussion groups:** Discussing problems in small groups.
- **Role play:** Trainees act out a real problem and discussions follow.
- **Behaviour modelling:** Demonstrating and participating in a behavioural process.
- **Structured experiences:** Allows trainees to learn interpersonal or communication skills.
- **Simulation:** Create the characteristics of a real life work situation.
- **Programmed instruction:** Self-instruction training technique.

Robertson *et al.* (2002:128), believe that to maintain a competitive edge in the global economy, investment in training and processes that support effective transfer of training into the workplace needs to be increased within the more established economies. Training must be seen as part of a change management programme, and the success or failure of a training intervention will depend on how well the change represented by a training intervention is managed. According to Lazear (1998:142), on the job training is the most significant type of human capital investment for personnel analysts, as this is not only because the firm provides the training, but also because the type and timing of the training must be coordinated with compensation. On the job training is an investment in human capital that is effective for the organisation's productivity.

### **2.6.5 Evaluate the training**

Training must be evaluated, but evaluation is a sensitive issue among trainers as the evaluation measures seems to be designed to show only positive effects (Berry, 1998:179). When the training evaluation shows mediocre or negative results the trainer could risk losing his job. Trainers are not very enthusiastic about telling management that their training was not successful. Aamodt (2007:217), noted that the most important use of training evaluation is to improve employee performance by feedback about how the employee is doing. Employee training should be an ongoing process, where managers or supervisors should meet with employees and discuss their weaknesses and strengths with

them. But more importantly, this time should be used to determine how to correct and improve the employee's weaknesses. Hackett (1998:134), states that a great deal of money can be wasted on training if there is no evaluation system in place to determine if the training has been done properly.

The United States Department of Labour (2009:Online), argues that evaluation of training within the work environment can assist an organisation in learning more about itself. It is important to understand the purpose of the evaluation before planning it and choosing a method to do it. Some advantages of using evaluations are difficult to directly witness, but when done correctly they can influence an organisation in a positive way. According to The United States Department of Labour (2009:Online), training evaluation assists in improving efficiency and effectiveness of:

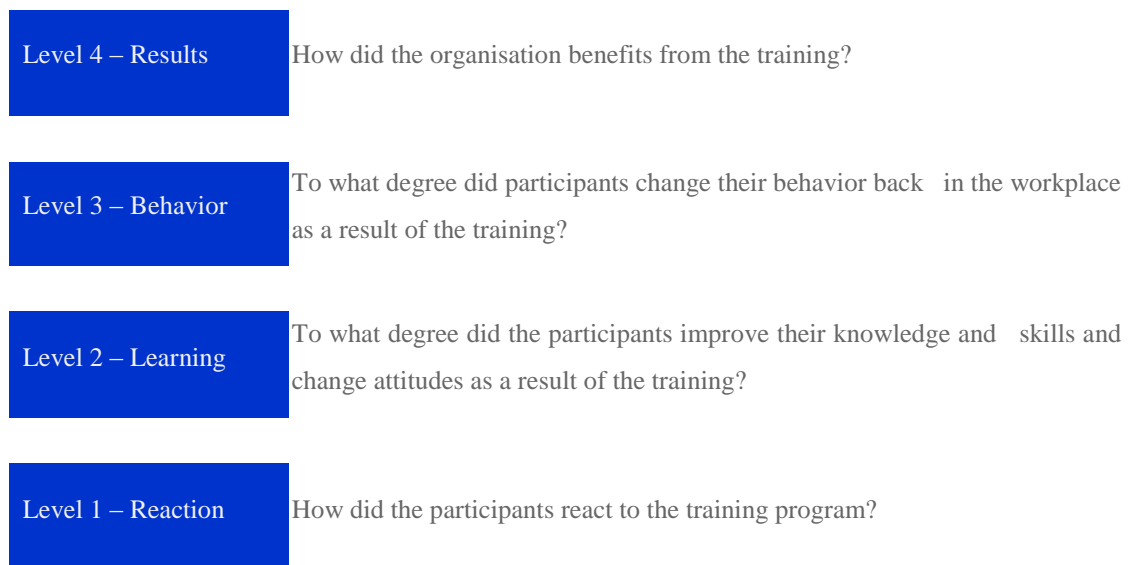
- The training content and methods.
- The use of organisation money, personnel, and other resources.
- Employee's performance
- Organisational productivity.

Through evaluation, the trainers can:

- Recognise the improvements to be made in their teaching skills.
- Are provided with suggestions from trainees for improving future training.
- Can determine if their training matches the workplace needs.

According to Maddrell (2006:Online), training evaluation is used for the purposes of making judgments about the worth or success of the actual training. The evaluation methods should emphasise the ultimate outcomes of improved group or organisation performance. An evaluation strategy builds the organisation's potential to increase the performance and business value of the training investment. Training evaluation generates information that will help the organisation value or judge the results of a training session, and trigger or support a decision regarding the training, the trainer or the organisation. It is believed by Business Performance (2008:Online), that many training programs do not succeed to achieve the expected organisational benefits. By having a well-structured measuring system in place, it can help the organisation to determine where the problems lie. Being able to demonstrate a real and significant benefit to the company from the training that is provided can help the organisation gain more resources from important decision-makers.

The most renowned and used model for measuring the training effectiveness was developed by Donald Kirkpatrick in the late 1950s, which is graphically depicted in Figure 2.4.



**Figure 2.4:** Kirkpatrick Model for Evaluating Effectiveness of Training Programs (**Source:** Business Performance: Online).

Considering that the business environment is not static, the company’s competitors, technology, legislation and regulations are also constantly changing. Training programs that were successful yesterday, may not be a cost-effective program tomorrow. By being able to measure results, will help the organisation to adapt to such changing circumstances and evaluation is necessary at each level to answer whether the fundamental requirement of the training program have been met. It is not that conducting an evaluation at one level is more important than another. All the levels of evaluation are equally important.

## 2.7 THE REQUIREMENT FOR EMPLOYEE SATISFACTION

Spector (2003:188), points out that motivation can be defined as, “an internal state that is inducing a person to engage in particular behaviours”. Motivation can also be seen as the desire to acquire or achieve some goals. Motivation is mainly derived from a person’s wants, needs or desires. It is argued by Bittel and Newstrom (1990:269), that motivation is a power that arises within an individual to satisfy one or more needs. Berry (1998:234), describes work motivation as the arousal, direction, and persistence of behaviour. Robertson *et al.* (2002:159), argue that motivation concerns the forces, which initiate, direct and maintain behaviour, and which also establish the intensity of that behaviour. Values can be considered as important drivers and motivators of human behaviour

(Robertson *et al.* 2002:173). Values can be thought of as concepts or ideas that are important to a person who leads to certain behaviours. Robbins and De Cenzo (2001:267), define motivation as, “the willingness of an individual to do something; it is conditioned by this action’s ability to satisfy some need for this individual”. A need in turn can be defined as, “physiological or psychological deficiency that makes certain outcomes seem attractive” (Robbins & De Cenzo, 2001:267).

Bowditch and Buono (2005:84), state that the final distinction in types of rewards and motivation is the difference between intrinsic and extrinsic rewards, and how these kinds of motivations are related to performance and satisfaction. Betts (2000:257), believes that motivation is vital for improving productivity and job satisfaction and that improved job satisfaction can improve mental and physical health. According to Spector (2003:210), job satisfaction is an attitudinal variable that reflects how people feel about their jobs overall as well as about various aspects of the job. Many people might think that pay is a strong determinant of job satisfaction, but it relates more strongly with the facet of pay satisfaction. Job satisfaction is almost always assessed by asking employees how they feel about their jobs, either with a questionnaire or by interviewing them. Betts (2000:253), argues that the responsibilities and tasks in a job have critical influence on an individual’s job satisfaction, motivation and the organisation’s productivity.

### **2.7.1 Job satisfaction**

Free Management Library (2009:Online), found that job satisfaction pertains to a person’s feelings or state-of-mind regarding the nature of their work. Job satisfaction can be influenced by a range of factors, e.g., the quality of an employee's relationship with their supervisor, the quality of the physical environment in which the person work, degree of fulfilment in their work, etc. The two main features of job satisfaction according to Betts (2000:257), are job design, and matching the individual with the job. The job includes all the intrinsic and extrinsic factors; matching includes all of the individual’s characteristics. This author defines job satisfaction as, “the individual’s perception of the job, who determines the level of satisfaction based upon psychological and physiological needs”. Berry (1998:234), explains that job satisfaction can be defined as, “a job attitude”, and can be studied along with other attitudinal concepts, such as morale, job involvement and organisational commitment.

Wikipedia (2009:Online), defines job satisfaction as, “the happier employees are within their job, the more satisfied they are said to be”. Job satisfaction is not the same as motivation, although it can be linked. Job design aims at enhancing job satisfaction and performance with methods such as job rotation, job enlargement and job enrichment. Other influences on job satisfaction include the management style and culture, employee involvement, empowerment and co-workers. It is also argued by Berry (1998:234), that job satisfaction is an individual’s reaction to the job experience, whereas morale is about a whole group of employees and includes their general level of satisfaction with the company. Attitude is a hypothetical construct and cannot be measured, but the reflection of the attitude in behaviour and in reports of thoughts and feelings can be measured. Berry (1998:281), points out that it has been found that in studies of job satisfaction, jobs are treated as if they are single uniform entities, while job satisfaction is viewed as a single attitude.

For many employees, some aspects of the job are satisfying while others are not, and to understand satisfaction, the components of the job need to be considered. An employee’s job can be defined as an interacting set of tasks, roles, and relationships with other people. “What is a job...a job is a collection of tasks and each task should be clear to the employee” (Lazear, 1998:442). Fincham and Rhodes (1999:143), are of the opinion that when an employee say he is happy with his job, he is usually expressing something more like a feeling about his job rather than his thoughts about it. Seeing job satisfaction as effective rather than a cognitive response, means the concept can be placed more squarely in a broader mental health context. Research on person-job fit has looked at the correspondence between what people say they want and what they say they have (Spector, 2003:226). The difference between ‘having’ and ‘wanting’ represents the amount of fit of person to job. Studies over the years have been consistent in showing that the smaller the discrepancy between having and wanting, the greater the job satisfaction. Hackett (1998:170), explains that job satisfaction can be increased by improving the following four factors:

- **Ergonomics:** Can play a major role in job satisfaction. By designing jobs to fit employees and not the other way around may contribute to job satisfaction or the avoidance of frustration.
- **Job rotation:** Can also be cynically defined as swapping one boring monotonous job for another boring job. The idea of job rotation is that employees derive greater satisfaction when they experience variety in their work. This creates greater flexibility and improved utilisation in human resources.

- **Job enlargement:** When the supervisor adds additional jobs or tasks to the worker's current job. This gives greater variety in job content and has some benefits in terms of increased intrinsic satisfaction.
- **Job Enrichment:** Involves adding to the work cycle work of a more responsible, rather than just a different, nature which means in simple terms to give the employees the responsibility and authority to make decisions.

Bittel and Newstrom (1990:250), argue that satisfaction for an employee comes from truly motivating factors such as interesting and challenging work, utilisation of one's capabilities, opportunity for the employee to do something meaningful, recognition of achievement from his or her manager, and the responsibility for one's work. Dissatisfaction can occur when the following factors are not present on the job: good pay, adequate holidays, pension, save working conditions, and congenial people to work with. According to Bittel and Newstrom (1990:252), an employee's morale drops, absence and lateness increases and it becomes increasingly difficult to obtain their cooperation when they do not get satisfaction from their job. Davlin (2008:Online), mentioned that management should communicate with their employees on a regular basis. An open, honest discussion is the best way to secure loyalty and productivity. When a manager or supervisor sees a specific employee problem, it should be addressed with the employee immediately and discreetly. Employees should be allowed the opportunity to share their concerns with management, the latter which should be honest about their observations. By 'clearing the air', can often help both the employer and employee to turn a potentially negative situation into an opportunity for personal and professional growth.

### **2.7.2 Improved productivity and efficiency**

It is believed by Cole and Cole (2005:2), that an organisation's productivity and efficiency is best achieved when employees are satisfied, and when attention is paid to their physical as well as socio-emotional needs. It is argued by human relations researchers that employee satisfaction sentiments are best achieved when the organisation maintains a positive social environment, such as by providing autonomy, participation, and mutual trust. It is also believed that employee satisfaction have an influence on the development of routine patterns of interaction within companies.

The Harvard Business Review reports that a five percent increase in retention can lead to a twenty five to sixty five percent productivity gain (Far, 2005:Online). The lesson is clear; organisations cannot afford to lose employees as the cost associated with loosing employees



is just too high. It sounds obvious that employee satisfaction leads to employee retention, but how does an organisation create employee satisfaction? Some of the answers are surprising as a salary is crucial but not sufficient for ensuring job satisfaction. This can also be seen that the financial compensation of an employee can cause dissatisfaction but generally is not a cause for satisfaction. Companies can usually forget about buying employee satisfaction, which will leave them with other less-expensive ways to increase satisfaction. This is great news for smaller companies that typically do not have huge monetary resources. According to Cranny *et al.* (192:56), job satisfaction is highly affected by the following:

- The work itself.
- The supervisor or manager.
- The co-workers.
- Salary.
- Promotions.

Research has shown that a work environment that helps to increase a person's self-esteem will actually result in more satisfied workers. The explanation according to Far (2005:Online), is simple: People who feel good at their job will work harder, be more efficient and will ultimately be more satisfied. It is possible to raise an employee's self-esteem, but it requires a conscious effort. Typically, an organisation needs to ensure that employees feel that they are actively involved in achieving results, that their efforts are recognised and appreciated and that they are an important member of the company's success. Among other things, this will require that management treats the employees with respect, praise and reward accomplishments (and attempts) liberally and communicate openly the employee's responsibilities and what they expect. Far (2005:Online), points out that it is critical to try and make the work environment friendly and fun. Marketing Innovators International (2005:Online), suggest the following to ensure that employees are satisfied:

- Ensure that employees have honourable leadership.
- Make sure that management listens and responds.
- The organisation must have a strong reward and recognition systems.
- Ensure that individual and organisational goals are well defined and understood.
- Ensure that organisations lay emphasis on training.
- The importance of communication can not be emphasized enough.
- The same goes for measurement as it is just as important.
- Empower employees who will act in the customers' best interest.

### 2.7.3 Conflict in the organisation

Although employees do promise to honour and obey their employer, conflict will at some point happen (Korris, 2003:Online). People are born to disagree as everyone has individual opinions and different motivations that lead to an eventual clash. If management deals with the clash unfairly, then the 'honeymoon period' will end sooner than expected. Both the employee and employer will question whether the hiring decision was the right decision and the feeling of betrayal is no different than that found in a personal relationship. 'Second-guessing' the hiring choice at this point can start to create a feeling of insecurity and looking over one's shoulder. Every company deals with conflict in a different way. Is a differing opinion by a staff member looked upon with contempt or is it considered a healthy difference of opinion? Are performance reviews carried out in a fair and consistent manner by all supervisors or are some tougher with their praise than others?

### 2.7.4 Effective Communication

According to Bowditch and Buono (2005:115), communication is one of the fundamental processes that management needs to follow. From a management perspective, communication can be analysed in terms of three broad functions:

- **Production and regulation:** Here the communication is focused on getting the work done and meeting the organisational output objectives and targets such as quality control
- **Innovation:** Messages about new ideas and changing procedures that will help the organisation to adapt and to respond to its environment
- **Socialisation and maintenance:** The communication is focused on the involvement, interpersonal relationships, and motivating individuals in the company. Each of the points mentioned above is important for managing an organisation effectively and efficiently and will lead to employee satisfaction.

It is argued by Bittel and Newstrom (1990:298), that effective communication helps to develop positive working relationships between the employee and supervisor or manager. Berry (1998:410), explains that communication and interaction is required within all jobs, and communication is the transmission and exchange of information. One critical problem in organisational communication is failure to receive or understand a message. Jobsite (2009:Online), found that good communication between management and staff, and working with friendly colleagues are vital to being happy at work. However, the

individual's attitude plays a major role, and by adopting a happy, positive attitude the employees may get much more out of their job.

Robbins and De Cenzo (2001:330), are of the opinion that words have different meanings to different people. The initiation of a message is no assurance that it is received or understood as intended by the messenger. Communications often become distorted when transmitted from one person to another, and involves the transfer of meaning. When no information or idea has been conveyed, communication has not taken place. Communication can only be successful when the message is imparted and also understood. According to Aamodt (2007:382), problems in communication occur more often than not as a result of the channel through which the message is transmitted. Information can be communicated in a variety of ways, such as orally, nonverbally, through a second party, or through a written medium which is normally a memo or letter. The same message can be interpreted in different ways based on the channel that is used to communicate it and this is why it is important to ensure that the message is understood as it is meant.

Gravett (2002:Online), believes that managers and supervisors should ask themselves the following questions:

**Question 1:** Does the employee understand what is expected of him or her? This can cause employees a huge amount of frustration because the objectives and goals they thought were critical for their position's success were not the same objectives and goals their superior had in mind.

**Question 2:** Does the employee have the resources available to successfully complete his job? This can also cause frustration and a negative attitude when the expectations are clear enough but the resources are not provided to do the work.

**Question 3:** Can the employee see that the manager or supervisor care about him as a person? One of the most significant factor that kept employees with an organisation was their relationship with their direct supervisor. If there were no respect and understanding, employees would left their jobs even if the pay and other working conditions were positive.

**Question 4:** Does the managers or supervisors listen to the employee's opinion? Do the employees believe that his supervisor is really listening to his opinion?

**Question 5:** Do employees have the chance to learn and grow in this job? Many employees do not want to job hop every year or two, but they are forced to move to a new job if the company can not provide role models, training, mentoring, and professional development.

## **2.8 HAPPY EMPLOYEES EQUATE TO SATISFIED CUSTOMERS**

Research has shown that it is the engagement and commitment of employees towards the brand, proposition, and ultimately to the customer, has a huge impact on efficiency and profitability (Dandapani, 2007:Online):

- Organisations with highly engaged employees have generated a 200% higher three-year return to shareholders, than low commitment companies between 1999 and 2002.
- Over the past five years the companies whose employees have rated their workplace as a great places to work have shown a 25% growth in share and dividend returns, compared to 6,3% for the rest.
- 70% of customer brand perception is determined by experiences with people; and 41% of customers are loyal because of the positive and good employee attitude.

In the manufacturing industry, a large percentage of customer satisfaction is probably determined by the quality of the product (Davey, 2008:Online). In the opinion of this author the quality of the product is directly linked to happy employees. Cassano (2008:Online), states that the main thing to remember is that if an organisation does not have good employee satisfaction they will not have good customer satisfaction. It is most important to recognise what the employee's needs are and then to satisfy their needs, because if the company can satisfy its employees' needs, they will automatically satisfy the customers' needs. According to Parmar (2008:Online), many people believe that 'happy employees lead to an effective organisation'. Research does show that employee satisfaction is consistently correlated to an increase in productivity and customer satisfaction. Jasrotia (2000:Online), is of the opinion that 'happy employees create happy customers'. He also believes that the right environment fosters high standards of professionalism and performance.

### **2.8.1 Ensuring employee happiness**

Klebanow (2008,Online), argues that it is not easy to keep employees happy so that they continue to provide great customer service. Firstly, it takes a commitment from senior leadership, and this commitment is then manifested throughout the property so that employees know intuitively that the organisation's management team cares about them.

Management's commitment to the happiness and comfort of its employees is best manifested through the following ongoing initiatives:

- **A great dining room:** Employees not only go there to eat, but also to relax during their breaks or unwind after their shifts. For many employees the meal they eat in the dining room may be the primary meal or only meal of the day.
- **Employee locker rooms:** Clean, secure and well-maintained locker rooms are another area where the organisation can have a positive impact on employee attitudes and make their employees happy. This will require both a capital commitment and an ongoing obligation to maintain the locker and shower areas so that this area remains clean and comfortable.
- **Convenient and safe parking:** By providing a safe and secure place to park is important not only to the organisation's customers but to its employees also. Employees need the assurance of a well-lit and secure parking area and that there is adequate surveillance and security.
- **Provide employees with the right tools to succeed:** Employees need the right tools to do good job.
- **Management matters:** Managers and supervisors are accountable for maintaining employee satisfaction.

Rosenbluth (2008,Online), explains that happiness in the workplace is a strategic advantage for an organisation. Service comes from the heart, and employees who feel cared for will care more. While the "happy employees = happy customers" equation is oversimplified, in reality, it is hard to have one without the other. It is important to also consider the other extreme of how unhappy employees can affect the organisation's customers, particularly when employees are frustrated in their efforts to serve customers. It is not difficult for customers to pick up on signals of employee dissatisfaction, whether conveyed inadvertently or deliberately. An unhappy customer is not only capable of taking his business away from the company; he may also harm existing and potential business by publicly airing and sharing his complaints. This negative talk was manageable, pre-Internet, when dissatisfied customers would share their experience with five or ten people. Gage (2009:Online), found that committed employees can literally turn a floundering organisation around. When people feel appreciated, they tend to be more loyal, creative, and responsible. They are willing to do what ever it takes to keep the customers happy. They are less likely to undermine the organisation's success or merely be in a state of contentment while at work. Satisfied and loyal employees make excellent public relations representatives, who truly have the desire to make the customers happy and keep them happy.

Service Untitled (2007:Online), explains that there will always be really outstanding people that will provide excellent service and maintain a good attitude even if the rest of the things are not that great. Those people are very rare and would provide an *even better* service if they were in a position that they really liked. An organisation should aim to make all of its employees happy. Happy employees are a lot more motivated and will provide quality service. Customer service is at least fifty percent attitude and employees have better attitudes when they are happy.

## **2.9 CONCLUSION**

Things have changed and today, 'word-of-mouth' has become 'word-of-mouse' with disgruntled customers going online to get their own form of retribution (Rosenbluth, 2008:Online). An unhappy customer knows exactly how to leverage consumer generated media to reach millions of people with a single click. The Internet has made it possible for people to become vocal, human megaphones who use every opportunity to express their dissatisfaction and displeasure to others through blogs and 'your company sucks.com' websites. With so much at stake and considering the competition in the market place, who can afford to ignore the happy employees-happy customers equation? It is believed by Martlew (2006:Online), that when employees have job satisfaction and feel valued, appreciated and respected for the work they do, their attitude is portrayed in the service they provide to the customers. It is only fair to assume that happy employees result in happy customers and a successful business.

## **CHAPTER 3 – EMPLOYEE SATISFACTION SURVEY DESIGN AND METHODOLOGY**

### **3.1 THE SURVEY ENVIRONMENT**

Anchor Lining Systems manufactures a High Density Polyethylene product which is used in the construction industry. The factory consists of management staff and factory staff. The factory staff work two shifts per day, and there are eight (8) people per shift. Each shift has a supervisor which is normally a senior member of the shift with more experience than the rest of the staff.

### **3.2 AIM OF THIS CHAPTER**

The aim of this chapter and the survey contained therein is to determine the key factors for employee satisfaction amongst Anchor Lining System's employees. The ultimate objective being to solve the research problem as defined in Chapter 1, Paragraph 1.2, and which reads as follows: 'Employee dissatisfaction has an adverse effect on production capacity, which in turn has an impact on the organisation's efficiency, profitability and customer satisfaction'.

### **3.3 THE TARGET POPULATION / CHOICE OF SAMPLING METHOD**

It is required with any survey, that the target population be clearly defined, which is defined by Collis & Hussey (2003:56) as, "A population is any precisely defined set of people or collection of items which is under consideration".

According to Collis and Hussey (2003:155-160), a sample is made up of some of the members of a 'population' (the target population), the latter referring to a body of people or to any other collection of items under consideration for the purpose of research. The 'sampling frame' according to Vogt (1993) and cited by Collis and Hussey (2003:155), is representing a list or record of the population from which all the sampling units are drawn.

One questionnaire will be distributed to obtain the required data for statistical analysis (descriptive and inferential statistics). This questionnaire will be directed at a sample frame of 15 of ALS factory staff and 5 management staff, which will be randomly selected. The objective of this questionnaire is to elicit their opinions of the current management system and level of employee satisfaction.

According to Babbie (2005:196-197), there are two reasons for using random selection methods. First, this procedure serves as a check on conscious or unconscious bias on the part of the researcher. Random selection erases the danger of the researcher who selects cases on an intuitive basis to support his or her research expectations or hypotheses. Second, random selection offers access to the body of probability theory, which provides the basis for estimating the characteristics of the population as well as estimates of the accuracy of the samples.

The sampling frames were specifically chosen in order to validate the practicality of the concepts as presented here. However, the risk of bias, which cannot be statistically eliminated, is recognised by the author due to the small number of respondents to the employee satisfaction survey.

### **3.4 DATA COLLECTION**

Emory and Cooper (1995:278), distinguish between three primary types of data collection (survey) methods namely:

- Personal interviewing
- Self-administered questionnaires / surveys
- Telephone interviewing

The primary data collection method used in this survey is the self-administered questionnaires / surveys.

The survey conducted in this dissertation falls within the ambit of the ‘descriptive survey’ which is determined by the purpose of the study (Ghauri, Grønhaug and Kristianslund 1995:58-64). The data collection methods used fall within the ambit of both the definitions attributed to the concepts ‘survey’ and ‘field study’. Remenyi *et al.* (2002:290), define the concept of ‘survey’ as: “...the collection of a large quantity of evidence usually numeric, or evidence that will be converted to numbers, normally by means of a questionnaire”, while according to Gay and Diebl (1992:238), ‘survey’, is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Kerlinger (1986:372), defines ‘field study’ as non-experimental scientific inquiries aimed at discovering the relations and interactions among ... variables in real ... structures. As with the case of most academic research, the collection of data forms an important part of the overall dissertation content. According to Leedy and Ormrod (2005:185), a questionnaire allows the participants to respond to questions with



assurance that their responses will be anonymous. This means the respondents can be more truthful than they would be in a personal interview.

### 3.5 MEASUREMENT SCALES

The survey is based on the Likert scale, where respondents are asked to respond to questions or statements (Parasuraman 1991:410). The Likert scale is chosen as the scale can be used in both respondent-centred (how responses differ between people) and stimulus-centred (how responses differ between various stimuli) studies, and it is most appropriate to glean data in support of the research problem in question (Emory and Cooper 1995:180-181). According to Emory and Cooper (1995:180-181), the following are the advantages of the Likert scale:

- Easy and quick to construct.
- Each item meets an empirical test for discriminating ability.
- The Likert scale is probably more reliable than the Thurston scale, and it provides a greater volume of data than the Thurston differential scale.
- The Likert scale is also treated as an interval scale.

According to Remenyi *et al.* (2002:153-154), interval scales facilitate meaningful statistics when calculating means, standard deviation and Pearson correlation coefficients.

### 3.6 THE DEMAND FOR A QUALITATIVE RESEARCH STRATEGY

The author acknowledges that numerous strategies can be applied to similar research projects. In this research, the well-known concepts of objectivity, reliability etcetera, inherited from the empirical analytical paradigm, is suggested. Emory & Cooper (1995:156) defines these concepts as follows:

- **Practicality:** Practicality is concerned with a wide range of factors of economy, convenience, and interpretability.
- **Validity:** Validity refers to the extent to which a test measures what we actually wish to measure. Yin (2003:34), identifies 3 subsets to the concept validity namely, construct validity, internal validity and external validity.
- **Reliability:** Reliability has to do with the accuracy and precision of a measurement procedure.

### 3.7 SURVEY DESIGN

According to Collis & Hussey (2003:60-66), research should be organised in order to make the best of opportunities and resources available. Furthermore, to provide a coherent and logical route to a reliable outcome, research must be conducted systematically, using appropriate methods to collect and analyse the data. The survey should be designed according to the following stages:

- **Stage one:** Identify the topic and set some objectives.
- **Stage two:** Pilot a questionnaire to find out what people know and what they see as the important issues.
- **Stage three:** List the areas of information needed and refine the objectives.
- **Stage four:** Review the responses to the pilot.
- **Stage five:** Finalise the objectives.
- **Stage six:** Write the questionnaire.
- **Stage seven:** Re-pilot the questionnaire.
- **Stage eight:** Finalise the questionnaire.
- **Stage nine:** Code the questionnaire.

The survey design to be used in this instance is that of the descriptive survey as opposed to the analytical survey. The descriptive survey is according to Collis & Hussey (2003:60-66), frequently used in business research in the form of attitude surveys. The descriptive survey as defined by Ghauri, Grønhaug and Kristianslund (1995:60), has furthermore the characteristics to indicate how many members of a particular population have a certain characteristic. Particular care was taken to avoid bias in the formulation of the questions. According to Patel, Patel, Tang and Elliot (2005:5), questionnaire construction is a very demanding task, which requires not only methodological competence but also extensive experience with research in general and questioning techniques in particular.

The statements within the survey have been designed with the following principles in mind:

- Avoidance of double-barrelled statements.
- Avoidance of double-negative statements.
- Avoidance of prestige bias.
- Avoidance of leading statements.
- Avoidance of the assumption of prior knowledge.

### **3.8 VALIDITY AND RELIABILITY ISSUES**

It is the opinions of Yin (1994), Janesick (1998) and Donmoyer (1998) cited by Janesick, (1998:12), that a fatal flaw in doing case studies is to conceive of statistical generalization as a method of generalizing the results of the case. This flaw exists because cases are not 'sampling units' and should not be chosen for this reason. The researcher thus acknowledges that results obtained from the research should not be generalized. According to Babbie (2005:285), survey research is generally weak on validity and strong on reliability. According to Denzin (1998:328), qualitative research is biased, because interpretation produces understandings which are shaped by class, gender, race, and ethnicity. Malterud (1998:329-330), expresses the opinion that qualitative research presents a perspective that is always partial, and findings that represent only a temporary and limited view. The researcher also acknowledges that descriptions and explanations involve selective viewing and interpretation, and that they cannot be neutral, objective or total (Mason, 1996: 6).

### **3.9 THE RESEARCH QUESTIONNAIRE**

A questionnaire is a quantitative data collection method, which has several advantages, namely:

- It is relatively economical.
- It can ensure anonymity.
- It contains questions for specific purposes.
- Existing questionnaires can be used, or modified.

The purpose of the questionnaire is to determine presence of diversity, the vision and commitment to diversity, the educational benefit of diversity, responsible interactions and the supportive climate for diversity. The questionnaire in this research study focuses on employee satisfaction in the workplace.

A list of the questions in the research questionnaire, are contained within the ambient of Annexure E for ease of reference.

### **3.10 CONCLUSION**

In this chapter, the ‘employee satisfaction’ survey design and methodology were addressed under the following functional headings:

- Survey environment.
- Aim of the chapter.
- Target population / Choice of sampling method.
- Data collection.
- Measurement scales.
- Demand for a qualitative research strategy.
- Survey design.
- Validity and reliability issues
- Survey questions.

In Chapter 4, results from the survey will be analysed, recommendations to mitigate the research problem will be made, and final conclusions will be drawn from the research study.

## **CHAPTER 4 – DATA ANALYSIS AND INTERPRETATION OF RESULTS**

### **4.1 INTRODUCTION**

Data analysis is, “the process of bringing order, structure and meaning to the mass of collected data” (de Vos 2002, 339). The objective of this questionnaire is to determine if the working environment and strategies deployed within Anchor Lining Systems (ALS) is conducive to the marketing of the company’s products abroad. The data obtained from the completed questionnaires will be presented and analysed by means of various analyses (uni-variate, bi-variate and multivariate) as it comes applicable.

The data has been analysed by using SAS software. As descriptive statistics, frequency tables are displayed in Paragraph 4.3, which shows the distributions of the statement responses. Descriptive statistics is used to summarize the data. As a measure of central tendency and dispersion, Table 4.3 shows the means and standard deviation of all the statements.

### **4.2 ANALYSIS METHOD**

#### **4.2.1 Validation survey results**

A descriptive analysis of the survey results returned by the research questionnaire respondents are reflected below. Furthermore, the responses to the questions obtained through the questionnaires are indicated in table format for ease of reference. Each variable is tested to fall within the boundaries. The database in which the data is captured was developed so that data validation is insured. That is, build in boundaries and rules to obviate data capture mistakes. Other measures to insure data validity was to capture the information twice, and then compare it to see whether any omissions were present calling for corrective action. Data validation is the process of ensuring that a program operates on clean, correct and useful data. The construct validation however can only be taken to the point where the questionnaire measure what it is suppose to measure. Construct validation should be addressed in the planning phase of the survey, and when the questionnaire is developed. This questionnaire was aimed to measure the opinions of employees with regard to determining the working environment and strategies deployed within Anchor Lining Systems (ALS).

#### **4.2.2 Data format**

The data received from the questionnaires was coded according to a predetermined coding scheme and captured on Microsoft Access. It was then imported into SAS-format through the SAS ACCESS module. This information was then analysed and interpreted.

#### **4.2.3 Preliminary analysis**

The reliability of the measuring instrument (statements in the questionnaire posted to the sample respondents drawn from within Anchor Lining Systems (ALS)), were tested by using the Cronbach Alpha tests (See Paragraph 4.3.1). Descriptive statistics was performed on all variables; displaying means, standard deviations, frequencies, percentages, cumulative frequencies and cumulative percentages. These descriptive statistics are discussed in Paragraphs 4.3.2 and 4.3.3. (See also computer printout in Annexure A & C).

#### **4.2.4 Inferential statistics**

The following inferential statistics are performed on the data:

- Cronbach Alpha test. Testing construct validity.
- Chi-square test.

#### **4.2.5 Technical report with graphical displays**

A written report with explanations of all variables and their outcomes are contained within the ambit of this chapter. Furthermore, all inferential statistics are discussed in Paragraph 4.2.4.

#### **4.2.6 Assistance to the researcher**

The conclusions made by the researcher, is validated by the statistical report. Assistance was provided to interpret the outcome of the data. The final report written by the researcher was validated and checked by the statistician, to exclude any misleading interpretations.

#### 4.2.7 Sample

The target population forming the sampling frame is the international market segment serviced by Anchor Lining Systems, comprising of Business Development Managers, Sales and Marketing employees. A convenient sample was drawn and the number of employees that completed the sample was 17.

### 4.3 ANALYSIS

#### 4.3.1 Reliability testing

Cronbach's Alpha is an index of reliability associated with the variation accounted for by the true score of the 'underlying construct'. Construct is the hypothetical variables that are being measured (Schindler & Cooper, 2003:216-217). More specific, it would be that Cronbach's alpha measures how well a set of items (or variables) measures a single uni-dimensional latent construct.

The reliability test (Cronbach's Alpha Coefficient) was executed on all the items (statements) which represent the measuring instrument of this survey, with respect to the responses rendered in this questionnaire. The results are represented in Table 4.1. A computer printout with these results is contained within the ambit of Annexure B.

**TABLE 4.4:** Cronbach's Alpha Coefficients.

Statements	Variable nr.	Correlation with total	Cronbach's Alpha Coefficient
<b>Health &amp; Safety</b>			
1. ALS provides the staff with the appropriate safety clothing wear.	Q01	0.4858	0.8849
2. I am aware of the safety rules & regulations of ALS.	Q02	0.8068	0.8802
3. ALS does everything possible to prevent injuries.	Q03	0.4034	0.8859
4. The factory is an unsafe environment to work in.	Q04	-0.1734	0.9184
<b>Management</b>			
5. My manager clearly defines my job duties and	Q05	0.3981	0.8874

Statements	Variable nr.	Correlation with total	Cronbach's Alpha Coefficient
responsibilities.			
6. The organisation respects its employees.	Q06	0.5825	0.8815
7. My manager listens to what I'm saying.	Q07	0.7825	0.8788
8. My manager/supervisor clearly communicates what is expected of me.	Q08	0.6961	0.8786
9. Senior management communicates well with the rest of the organisation.	Q09	0.8302	0.8772
10. My manager/supervisor acts in a professional manner.	Q10	0.52889	0.8828
11. I feel that I always get support from my manager or supervisor.	Q11	0.5695	0.8828
12. Management has created an open and comfortable working environment.	Q12	0.5798	0.8826
13. I have received the training I need to do my job efficiently and effectively.	Q13	0.5079	0.8834
14. I respect my manager as a competent professional.	Q14	0.4979	0.8847
15. My manager/supervisor gives me praise and recognition when I do a good job.	Q15	0.6151	0.8820
16. I am treated with respect by management.	Q16	0.4006	0.8859
<b>General</b>			
17. I am very satisfied with my job at ALS.	Q17	0.7114	0.8815
18. People are held accountable for the quality of work they produce.	Q18	0.7999	0.8801
19. There is a strong feeling of teamwork and cooperation in this organisation.	Q19	-0.0334	0.9017
20. The quality of our products and services are very important to this organisation.	Q20	0.6130	0.8831
21. In this organisation we maintain very high standards of quality.	Q21	0.6079	0.8830
22. Customer needs are the top priority in this organisation.	Q22	0.8068	0.8802
23. My salary is competitive with similar jobs I might find elsewhere.0.8876	Q23	0.4028	0.8876
24. My ideas and opinions count at work.	Q24	0.5626	0.8831



Statements	Variable nr.	Correlation with total	Cronbach's Alpha Coefficient
25. Communication is encouraged in this organisation.	Q25	0.7964	0.8774
26. The amount of work I am asked to do is reasonable.	Q26	0.7872	0.8803
<b>Cronbach's Coefficient Alpha for standardized variable</b>			<b>0.9330</b>
<b>Cronbach's Coefficient Alpha for raw variables</b>			<b>0.8886</b>

According to the Cronbach's Alpha Coefficients (Table 4.1) for all the items in the questionnaire:

- 0.8886 for raw variables; and
- 0.9330 for standardized variables;

which were more than the acceptable level of 0.70. As a result, the questionnaire proved to be reliable and consistent.

#### 4.3.2 Descriptive statistics

Table 4.2 shows the descriptive statistics for all the variables in the questionnaire measuring performance, with the frequencies in each category and the percentage out of total number of questionnaires completed. Due to the voluminous nature of Table 4.2, the data is contained within the ambit of Annexure A1. It is of importance that the descriptive statistics are based on the total sample. The computer printouts with the descriptive statistics are also shown in Annexure A.

**TABLE 4.5:** Descriptive statistics for categorical variables

Variables	Categories	Frequency	Percentage out of total
<b>Health &amp; Safety</b>			
1. ALS provides the staff with the appropriate safety clothing wear.	Completely agree	9	52.9%
	Agree	8	47.1%
	Undecided	0	0.0%
	Disagree	0	0.0%
	Completely disagree	0	0.0%

<b>Variables</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percentage out of total</b>
2. I am aware of the safety rules & regulations of ALS.	Completely agree	11	64.7%
	Agree	6	35.3%
	Undecided	0	0.0%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
3. ALS does everything possible to prevent injuries.	Completely agree	9	52.9%
	Agree	7	41.2%
	Undecided	0	0.0%
	Disagree	1	5.9%
	Completely disagree	0	0.0%
4. The factory is an unsafe environment to work in.	Completely agree	3	17.6%
	Agree	1	5.9%
	Undecided	1	5.9%
	Disagree	2	11.8%
	Completely disagree	10	58.8%
<b>Management</b>			
5. My manager clearly defines my job duties and responsibilities.	Completely agree	6	35.3%
	Agree	9	52.9%
	Undecided	0	0.0%
	Disagree	1	5.9%
	Completely disagree	1	5.9%
6. The organisation respects its employees.	Completely agree	9	52.9%
	Agree	6	35.3%
	Undecided	0	0.0%
	Disagree	1	5.9%
	Completely disagree	1	5.9%
7. My manager listens to what I'm saying.	Completely agree	11	64.7%
	Agree	5	29.4%
	Undecided	1	5.9%

Variables	Categories	Frequency	Percentage out of total
	Disagree	0	0.0%
	Completely disagree	0	0.0%
8. My manager/supervisor clearly communicates what is expected of me.	Completely agree	7	41.2%
	Agree	8	47.1%
	Undecided	1	5.9%
	Disagree	1	5.9%
	Completely disagree	0	0.0%
9. Senior management communicates well with the rest of the organisation.	Completely agree	6	35.3%
	Agree	9	52.9%
	Undecided	2	11.8%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
10. My manager/supervisor acts in a professional manner.	Completely agree	7	41.2%
	Agree	9	52.9%
	Undecided	0	0.0%
	Disagree	0	0.0%
	Completely disagree	1	5.8%
11. I feel that I always get support from my manager or supervisor.	Completely agree	8	47.1%
	Agree	8	47.1%
	Undecided	1	5.8%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
12. Management has created an open and comfortable working environment.	Completely agree	8	47.1%
	Agree	8	47.1%
	Undecided	1	5.8%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
13. I have received the training I need to	Completely agree	9	52.8%

<b>Variables</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percentage out of total</b>
do my job efficiently and effectively.	Agree	7	41.2%
	Undecided	0	0.0%
	Disagree	1	5.9%
	Completely disagree	0	0.0%
14. I respect my manager as a competent professional.	Completely agree	9	52.9%
	Agree	8	47.1%
	Undecided	0	0.0%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
15. My manager/supervisor gives me praise and recognition when I do a good job.	Completely agree	11	64.7%
	Agree	5	29.4%
	Undecided	1	5.9%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
16. I am treated with respect by management.	Completely agree	10	58.8%
	Agree	6	35.3%
	Undecided	1	5.9%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
<b>General</b>			
17. I am very satisfied with my job at ALS.	Completely agree	10	58.8%
	Agree	7	41.2%
	Undecided	0	0.0%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
18. People are held accountable for the quality of work they produce.	Completely agree	10	58.8%
	Agree	7	41.2%
	Undecided	0	0.0%
	Disagree	0	0.0%

Variables	Categories	Frequency	Percentage out of total
	Completely disagree	0	0.0%
19. There is a strong feeling of teamwork and cooperation in this organisation.	Completely agree	6	35.3%
	Agree	7	41.2%
	Undecided	2	11.8%
	Disagree	1	5.9%
	Completely disagree	1	5.9%
20. The quality of our products and services are very important to this organisation.	Completely agree	11	64.7%
	Agree	6	35.3%
	Undecided	0	0.0%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
21. In this organisation we maintain very high standards of quality.	Completely agree	9	52.9%
	Agree	8	47.1%
	Undecided	0	0.0%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
22. Customer needs are the top priority in this organisation.	Completely agree	11	64.7%
	Agree	6	35.3%
	Undecided	0	0.0%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
23. My salary is competitive with similar jobs I might find elsewhere.0.8876	Completely agree	9	52.9%
	Agree	5	29.4%
	Undecided	0	0.0%
	Disagree	3	17.6%
	Completely disagree	0	0.0%
24. My ideas and opinions count at work.	Completely agree	6	35.3%
	Agree	10	58.8%

Variables	Categories	Frequency	Percentage out of total
	Undecided	1	5.9%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
25. Communication is encouraged in this organisation.	Completely agree	8	47.1%
	Agree	7	41.2%
	Undecided	2	11.8%
	Disagree	0	0.0%
	Completely disagree	0	0.0%
26. The amount of work I am asked to do is reasonable.	Completely agree	10	58.8%
	Agree	7	41.2%
	Undecided	0	0.0%
	Disagree	0	0.0%
	Completely disagree	0	0.0%

The descriptive statistics: number of respondents, mean, median, standard deviation and are shown in table 4.3 and the computer printout is attached in Annexure C.

**TABLE 4.6:** Descriptive statistics for the statements

Variable	N	Mean	Median	Standard Deviation	Range
<b>Health &amp; Safety</b>					
1. ALS provides the staff with the appropriate safety clothing wear.	17	4.53	5.0	0.5145	1.0
2. I am aware of the safety rules & regulations of ALS.	17	4.65	5.0	0.4926	1.0
3. ALS does everything possible to prevent injuries.	17	4.41	5.0	0.7952	3.0
4. The factory is unsafe to work in.	17	2.12	1.0	1.6156	4.0
<b>Management</b>					
5. My manager clearly defines my job duties and responsibilities.	17	4.06	4.0	1.0880	4.0

6.	The organisation respects its employees.	17	4.24	5.0	1.1472	4.0
7.	My manager listens to what I'm saying.	17	4.59	5.0	0.6183	2.0
8.	My manager/supervisor clearly communicates what is expected of me.	17	4.24	4.0	0.8314	3.0
9.	Senior management communicates well with the rest of the organisation.	17	4.24	4.0	0.6642	2.0
10.	My manager/supervisor acts in a professional manner.	17	4.24	4.0	0.9701	4.0
11.	I feel that I always get support from my manager or supervisor.	17	4.41	4.0	0.6183	2.0
12.	Management has created an open and comfortable working environment.	17	4.41	4.0	0.6183	2.0
13.	I have received the training I need to do my job efficiently and effectively.	17	4.41	5.0	0.7952	3.0
14.	I respect my manager as a competent professional.	17	4.53	5.0	0.5145	1.0
15.	My manager/supervisor gives me praise and recognition when I do a good job.	17	4.59	5.0	0.6183	2.0
16.	I am treated with respect by management.	17	4.53	5.0	0.6243	2.0
<b>General</b>						
17.	I am very satisfied with my job at ALS.	17	4.59	5.0	0.5073	1.0
18.	People are held accountable for the quality of work they produce.	17	4.59	5.0	0.5073	1.0
19.	There is a strong feeling of teamwork and cooperation in this organisation.	17	3.94	4.0	1.1440	4.0
20.	The quality of our products and services are very important to this organisation.	17	4.65	5.0	0.4926	1.0
21.	In this organisation we maintain very high standards of quality.	17	4.53	5.0	0.5145	1.0
22.	Customer needs are the top priority in this organisation.	17	4.65	5.0	0.4926	1.0
23.	My salary is competitive with similar jobs I might find elsewhere.0.8876	17	4.18	5.0	1.1311	3.0
24.	My ideas and opinions count at work.	17	4.29	4.0	0.5879	2.0
25.	Communication is encouraged in this organisation.	17	4.35	4.0	0.7019	2.0
26.	The amount of work I am asked to do is reasonable.	17	4.59	5.0	0.5073	1.0

### 4.3.3 Uni-variate graphs

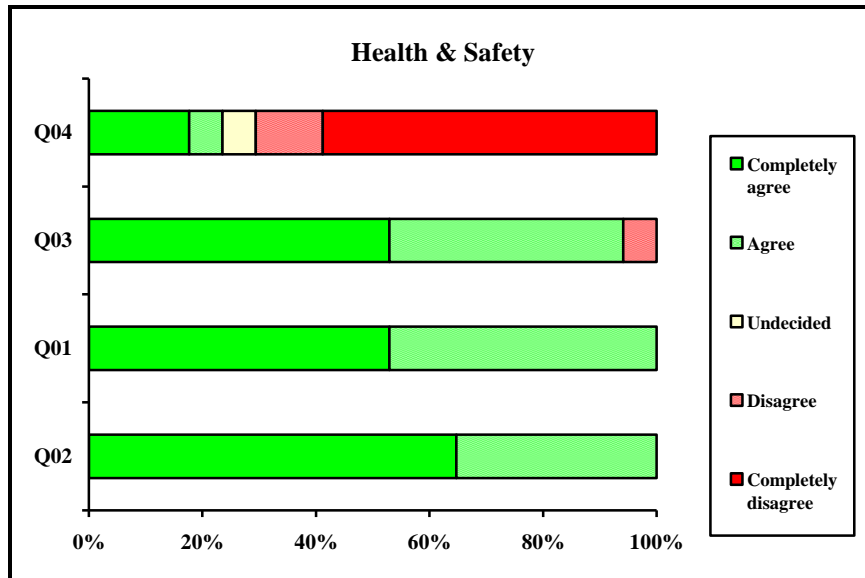


FIGURE 4.4: Management health and safety statements

The respondents indicated that most of the health and safety issues are met. Q04 indicated that the respondents disagree and completely disagree with the statement that the factory is an unsafe environment to work in. The obvious analogy that can be drawn is that the factory is perceived by the respondents as a safe place to work in.

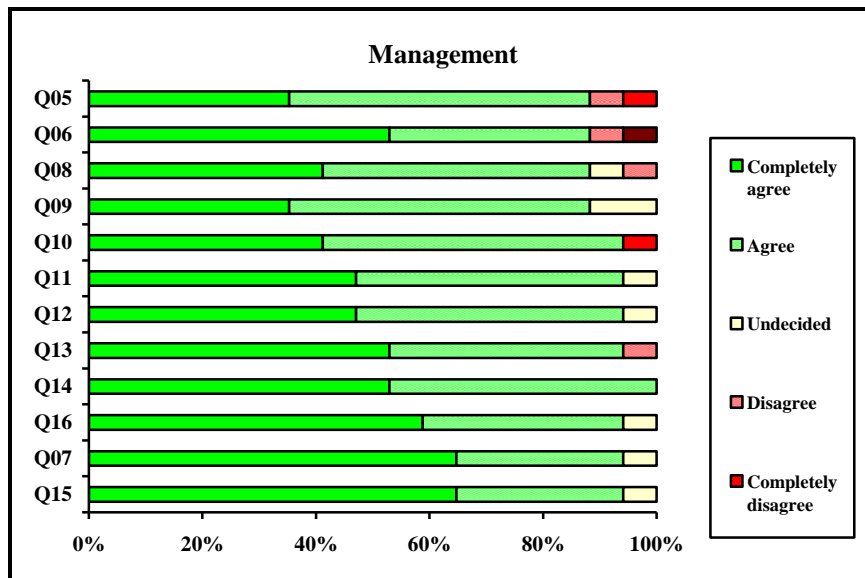


FIGURE 4.5: Management statements

The respondents indicated that almost all of the management issues were met. The only difference being the extent to which they agreed with the statements.



The management issues that were almost completely met are listed below:

- My manager / supervisor gives me praise and recognition when I do a good job.
- My manager listens to what I'm saying.
- I am treated with respect by management.
- I respect my manager as a competent professional.
- I have received the training I need to do my job efficiently and effectively.

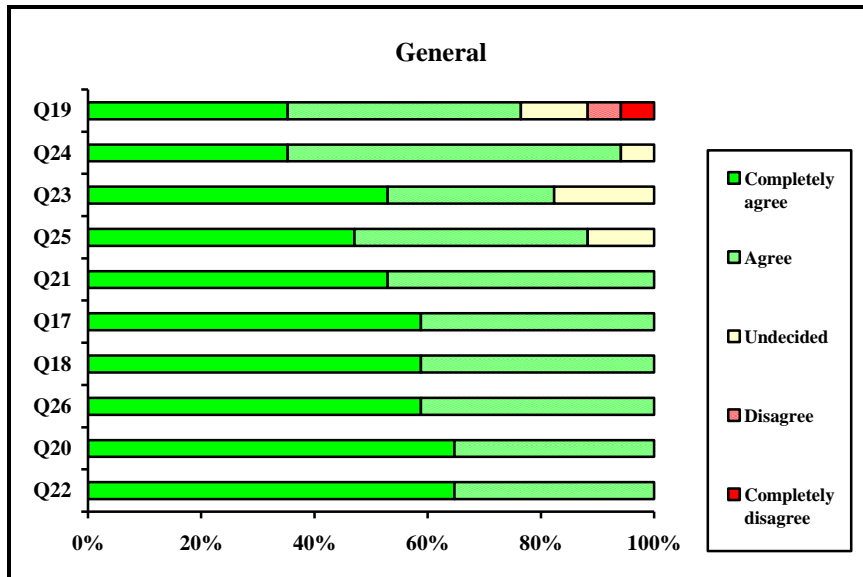


FIGURE 4.6: General statements

The respondents indicated that almost all of the general issues were met, and those that were mostly met are listed:

- Customer needs are the top priority in this organisation.
- The quality of our products and services are very important to this organization.
- The amount of work I am asked to do is reasonable.
- People are held accountable for the quality of work they produce.
- I am very satisfied with my job at ALS.

#### 4.3.4 Comparative statistics

Due to the fact that this study focuses on the descriptive statistics, no comparisons were made. Chi-square tests to determine the differences in the proportions of the answers are shown in Annexure A. The differences shown for these test only indicate the difference in the degree of which the respondents agree with the statements.

SAS computes a P-value (Probability value) that measure statistical significance, which is derived from the test values like the chi-square. Results will be regarded as significant if the p-values are smaller than 0.05, because this value presents an acceptable level on a 95% confidence interval ( $p \leq 0.05$ ). The p-value is the probability of observing a sample value as extreme as, or more extreme than, the value actually observed, given that the null hypothesis is true. This area represents the probability of a Type 1 error that must be assumed if the null hypothesis is rejected (Schindler & Cooper, 2003:509).

The p-value is compared to the significance level ( $\alpha$ ) and on this basis the null hypothesis is either rejected or not rejected. If the p value is less than the significance level, the null hypothesis is rejected (if p value  $< \alpha$ , reject null). If the p value is greater than or equal to the significance level, the null hypothesis is not rejected (if p value  $\geq \alpha$ , don't reject null). Thus with  $\alpha=0.05$ , if the p value is less than 0.05, the null hypothesis will be rejected. The p value is determined by using the standard normal distribution. The small p value represents the risk of rejecting the null hypothesis.

A difference has statistical significance if there is good reason to believe the difference does not represent random sampling fluctuations only. Results will be regarded as significant if the p-values are smaller than 0.05, because this value is used as cut-off point in most behavioural science research.

#### **4.4 CONCLUSION**

The survey returned the following specific outcomes, which are of importance to the research:

- The overall Health and Safety issues are met within ALS.
- A high degree of satisfaction is shown by management with the procedures at ALS.
- Almost all of the general issues concerning employee and customer satisfaction are met in the company.

**The attention of the reader is now drawn to the fact that the above specific outcomes and reciprocal results attained as a result of the survey, does not map in any way to the current dispensation relating to employee satisfaction within ALS. This dispensation can be attributed to a plethora of reasons, which range from fear of being penalised or their positions being compromised if the true facts are made known, to fear of losing their positions during a period of economic depression, the latter which would hold severe consequences for them and their families.**

**The true facts about employee satisfaction are reflected below:**

- **Employees feel that the communication from management and the supervisors is insufficient.**
- **Employees are of the opinion that they have not received proper training for their roles.**
- **Employees are of the opinion that they are not always clear of what is expected of them.**
- **Employees are of the opinion that they do not always have the support of their supervisors or management.**
- **Employees are of the opinion that they are always doing the same job without provisioning of job rotation.**

**The above issues invariably affect the organisation's production capacity, efficiency, and profitability. Furthermore it impacts ultimately on customer satisfaction. In addition, the production capacity is being compromised leaving the organisation in turn unknowingly in a compromised position. These aspect, contra to the findings in the survey have a direct impact on the future of the organisation, hence the recommendations differing from what would have been expected if based on the findings of the survey.**

## **Chapter 5 – CONCLUSION AND RECOMMENDATION**

### **5.1 INTRODUCTION**

In this chapter the research will be concluded, and recommendations will be made to mitigate the research problem. This chapter reviews the key aspects of this research, revisiting the stated objectives in order to demonstrate that these have been met. For ease of reference and to position this chapter in terms of the overall research thus far, the following chapters have been concluded:

**Chapter 1:** In this chapter, the background to the research problem is discussed. The statement of the research problem, research questions, sub-questions and objectives were established.

**Chapter 2:** In this chapter a literature review was conducted under the following headings:

- Identification of the negative and / or unhappy employee.
- Factors that can cause employee unhappiness.
- The impact on the organisation's efficiency.
- Matching people to jobs.
- Training and evaluating employees.
- The requirement for employee satisfaction.
- Happy employees equates to satisfied customers.

**Chapter 3:** In chapter 3 the research design and methodology was elaborated upon in detail.

**Chapter 4:** In this chapter, data gleaned from the survey conducted in Chapter 3 was analysed and interpreted.

**Chapter 5:** In this concluding chapter, final analogies will be drawn and recommendations made to mitigate the research problem.

## **5.2 THE RESEARCH PROBLEM / RESEARCH QUESTION REVISITED**

The research problem which was researched within the ambit of this dissertation reads as follows: “Employee dissatisfaction has an adverse effect on production capacity, which in turn has an impact on the organisation’s efficiency, profitability and customer satisfaction”. The research question which was researched within the ambit of this dissertation reads as follows: What approach could be deployed to minimise employee dissatisfaction in a manufacturing organisation to improve its overall efficiency, profitability and customer satisfaction? The research problem will be mitigated and research question answered should the recommendations be discussed in Paragraph 5.5 hereunder be adopted.

## **5.3 INVESTIGATIVE QUESTIONS REVISITED**

Investigative questions researched within the ambit of this dissertation and associated comments thereto are elaborated upon below:

### **5.3.1 What role can management play in assuring employee satisfaction?**

Employee satisfaction can be established by recruiting the right people for the job. Moore (1999:Online), explains that when a company hire people who are capable and competent for a specific job, want to do the job and would be manageable if hired, this should result in happy employees whose work will contribute to customer satisfaction and higher profits. The next step would be for management to identify unhappy employees. It is argued by Kjerulf (2007:Online), that the following signs can be used to identify and unhappy employee:

- The employee is procrastinating.
- The employee spends Sunday nights worrying about Monday morning, and the rest of the week.
- An employee is competitive about his salary and title.
- The employee does not really wish to help his co-workers.
- The work days are feeling long for the employee, and he often complains about how slow the day is passing.
- The employee has no friends at work.
- The employee cares about nothing at work.
- Small things are bugging the employee and this sometimes leads to an unnecessary argument.

- The employee is suspicious of his co-workers' motives.
- Physical symptoms are visible, like headaches, insomnia or low energy.

According to MacMichael (2009:Online), job site training is a crucial part of teaching an organisation's employees the proper ways to do business within the company. It allows the employees to understand exactly what will be expected of them while being employed by the company, as well as teaching them the conduct rules of the organisation. Job site training is a must for every level of employee within the business. Many people assume training is only for new employees, but it is important for seasoned employees to be reminded of their tasks. Training is also useful as employees can learn new scenarios that might arise in their practice. Betts (2000:406), believe that training provides a source for the individual to achieve competence in technical and technological aspects, in performing job tasks, and improving skills.

Management can ensure that employees are motivated. Betts (2000:257), believes that motivation is vital for improving productivity and job satisfaction and that improved job satisfaction can improve mental and physical health. Bittel and Newstrom (1990:250), argue that satisfaction for an employee comes from truly motivating factors such as interesting and challenging work, utilisation of one's capabilities, opportunity for the employee to do something meaningful, recognition of achievement from his or her manager, and the responsibility for one's work.

According to Bowditch and Buono (2005:115), communication is one of the fundamental processes that management needs to follow. This aspect was elaborated upon in detail in Chapter 2, Paragraph 2.7.4.

### **5.3.2 What role can management play to form a better trust relationship between factory staff and management?**

It is argued by Bittel and Newstrom (1990:298), that effective communication helps to develop positive working relationships between the employee and supervisor or manager. Berry (1998:410), explains that communication and interaction is required within all jobs and communication is the transmission and exchange of information. One critical problem in organisational communication is failure to receive or understand a message. Jobsite (2009:Online), found that good communication between management and staff, and working with friendly colleagues are vital to being happy at work. But the individual's

attitude plays a major role, and by adopting a happy, positive attitude, the employees may get much more out of their job.

### **5.3.3 What can management do to make employees feel important in their job?**

According to Cranny *et al.* (192:56), managers need to ensure that their employees feel that they are actively involved in achieving results, that their efforts are recognised and appreciated and that they are an important member of the company's success. Among other things, this will require that management treats the employees with respect, praise and reward accomplishments (and attempts) liberally and communicate openly the employee's responsibilities and what they expect. Employee satisfaction is vital and employers should ensure that this is established. In this respect, refer to the list of requirements from Marketing Innovators International (2005:Online), discussed in Chapter 2, Paragraph 2.7.2.

### **5.3.4 What can management do to retain dissatisfied employees?**

It is believed by Davlin (2008:Online), that recruiting and training the right employee can be an expensive and time-consuming process. By retaining these employees during times of economic crisis is an investment to any organisation's future.

The management team can have a one on one discussion with the unhappy employee to get to the core of the problem. With this information in hand they can endeavour to find a practical solution. According to Betts (2000:388), more often than not employees divulge the true reason for resigning, although this is important because it may indicate problems in the organisation such as a flaw in personnel policy, poor supervision and management, low morale, the ineffectiveness of selection interviewing, poor performance appraisals, or an unsolved grievance. In the event when the manager did not notice that the employee is unhappy, the organisation should offer a termination interview, which is conducted by the personnel department and the supervisor or manager. Information can be gathered on the true reason for resignation and management can negotiate a mutual settlement to avoid the resignation.

Small Business Notes (2009:Online), describes that an exit interview is separate from the termination meeting and information exchanged at exit interviews may benefit both the organisation and employee. The organisation may learn that a supervisor is not leading the employees as well as management thought, or may find that the employees need more

training in a particular area. Betts (2000:253), argues that the responsibilities and tasks in a job have critical influence on an individual's job satisfaction, motivation and the organisation's productivity.

## **5.4 KEY RESEARCH OBJECTIVES REVISITED**

The key research objectives for this research study are listed below and subsequently elaborated upon.

### **5.4.1 To establish a strategy that will identify dissatisfied employees**

It is suggested by Sweeney *et al.* (2000:Online), that the management team look out for the following unhappy employee characteristics:

- An employee will not go the extra mile.
- Unhappy employees always find something to complain about.
- They are always watching the clock.
- They are disengaging themselves, unhappy employees lack passion for their jobs.
- They are often sick and tired, a high rate of absenteeism often prevails among unhappy employees.

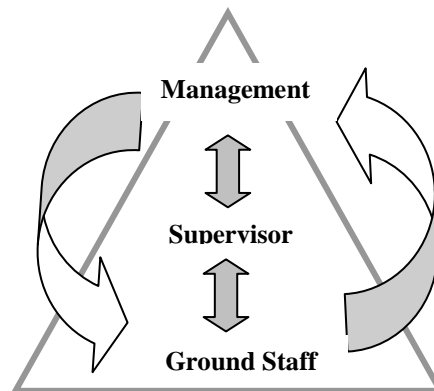
Negative employees show many signs of unhappiness in the workplace. According to Lynn (2009:Online), an unhappy employee can be an angry, bitter, gossiping, or negative person with intentions to steal other people's time and joy. One on one sessions should be hold with the unhappy employee to establish the reason for the unhappiness and to work out a practical solution.

### **5.4.2 To establish a strategy that will build a better relationship between factory staff and management**

Communication is the key word in this equation and should not be underestimated at any stage. At no time should the employee feel that he or she does not understand what is expected. Communication builds trust and helps to eliminate misunderstandings. It is argued by Bittel and Newstrom (1990:298), that effective communication helps to develop positive working relationships between the employee and supervisor or manager.



Management should ensure that the proper communication channels exist between factory staff, supervisors and management as depicted in the Improved Communication model in Figure 5.1.



**Figure 5.1:** Improved communication model (Source: Own Source)

#### **5.4.3 To determine the level of awareness pertaining to recognition and appreciation**

Management needs to adopt a state of awareness that is very sensitive towards recognizing and appreciating employees. The level of awareness needs to be high within all operations. Bittel and Newstrom (1990:34), are of the opinion that most employees will work harder and better if the work they do make sense to them and is genuinely appreciated by their superiors. According to Cranny *et al.* (192:56), research has shown that a work environment that helps to increase a person's self-esteem will actually result in more satisfied workers.

#### **5.4.4 To establish a strategy to retain dissatisfied employees**

Counselling and motivation sessions should be implemented. Firstly the root cause of the problem should be established and measurements established to prevent the same problems from occurring. The unhappy employee must be given the chance to propose a solution to the problem, and a meeting should be held to discuss the practicality of the solution. The employee should receive feedback within a day or two on how the problem can be solved.

### **5.5 RECOMMENDATIONS**

**Considering the observations made under Paragraph 4.4, Chapter 4, the following recommendations are made to mitigate the research problem as it pertains to the following categories:**

### **5.5.1 Employee dissatisfaction**

- Negative and unhappy employees have to be identified at a very early stage to prevent employees from resigning. There are many signs that will help the management team to identify an unhappy employee, and these signs should be used to convert a potentially negative situation into a positive solution.
- It is important that management train employees. On the job training is important for all employees, not only for new employees. This will ensure that employees are constantly challenged by their jobs and do not become bored or frustrated.
- Employees have to be trained for their positions and have to understand what is expected from them.
- Communication plays a vital role in the organisation as each employee has to be fully aware of what is expected of him or her and when it is expected. Poor communication from management can lead to errors in the work place which can lead to negative employees. According to Bowditch and Buono (2005:115), communication is one of the fundamental processes that management needs to follow.
- Ensure that employees have all the right equipment, tools and safety gear to perform their jobs properly and in a safe manner.
- Employees should be rotated in their jobs, so that they can experience variety in their work and not get bored with their job. Bittel and Newstrom (1990:250), furthermore argue that satisfaction for an employee comes from truly motivating factors such as interesting and challenging work, utilisation of one's capabilities, opportunity for the employee to do something meaningful, recognition of achievement from his or her manager, and the responsibility for one's work.
- Prevent employee dissatisfaction by ensuring that the employee feels that he or she is earning a good salary, have adequate holidays, have a good pension scheme, is working in safe working conditions, and is working with pleasant people. According to Bittel and Newstrom (1990:252), an employee's morale drops, absence and lateness increases and it becomes increasingly difficult to obtain their cooperation when they do not get satisfaction from their job.

### **5.5.2 Production capacity**

- It is essential to employ the right people for the job. Moore (1999:Online), explains that when a company hire people who are capable and competent for a specific job, want to do the job and would be manageable if hired, should result in happy employees whose work will contribute to customer satisfaction and higher profits.
- An organisation's production capacity can be increased by ensuring that its employees are satisfied. An unhappy employee will find any excuse to miss work or stay away and not only does this cost the company money, but when employees are absent they are not producing and this means that production capacity is lost.
- An organisation should realise that its employees are the most important asset of the company and should be taken care of. Marketing Innovators International (2005:Online), are of the opinion that the company's employees are their most valuable asset and that their employees come first. They also mention that their organization is only as strong as their people.
- By ensuring employee happiness, an employee will be more involved in his or her job and more committed to delivering a quality service. United Press International (2009:Online), explains that an employee with a higher level of psychological well-being and job satisfaction will perform better and is less likely to resign.
- Production capacity can be increased by providing proper training to employees and ensuring that each employee is clear of what is expected from him or her. MacMichael (2009:Online), furthermore argues that job site training is a crucial part of teaching an organisation's employees the proper ways to do business within the company. Job site training is a must for every level of employee within the business. Betts (2000:406), believes that training provides a source for the individual to achieve competence in technical and technological aspects, in performing job tasks, and improving skills.

### 5.5.3 Organisational efficiency

Organisational efficiency can be increase by ensuring employee satisfaction and according to Hackett (1998:170), job satisfaction can be increased by improving the following four factors:

- **Ergonomics:** By designing jobs to fit employees and not the other way around may contribute to job satisfaction and avoid frustration.
- **Job rotation:** The idea of job rotation is that employees derive greater satisfaction when they experience variety in their work. This will create greater flexibility and improved utilisation in human resources.
- **Job enlargement:** When the supervisor adds additional jobs or tasks to the worker's current job. This gives greater variety in job content and has some benefits in terms of increased intrinsic satisfaction.
- **Job Enrichment:** Giving the employees the responsibility and authority to make decisions.

Optimised organisational efficiency can be achieved when:

- Employees work together, which is more productive and effective than working as an individual.
- Supervisors have to support and motivate their teams to achieve high levels of efficiency and productivity.
- Every employee's competence, awareness and training is assessed at least once in twelve months.
- Eliminating the factors that cause employee unhappiness, ensuring that every employee is happy and finding ways to maintain that level of satisfaction. Furthermore, it is believed by Cole and Cole (2005:2), that an organisation's productivity and efficiency is best achieved when employees are satisfied and when attention is paid to their physical as well as socio-emotional needs.
- The right people are employed for the job and a training program is established that will develop each employee's competence. According to Thachappilly (2009:Online), competence can be defined as "the ability to perform well in a specific job and this ability comes from skill, knowledge, and behaviour". Knowledge provides the expertise and information, while skill is the capacity to bring about the desired result. The employee's behaviour can either help or hinder the achievement of the desired results (Thachappilly 2009:Online).

#### **5.5.4 Profitability**

- Profitability starts with hiring the right people who are capable and competent for a specific job, want to do the job and would be manageable if they are hired. This should result in happy employees whose work will contribute to customer satisfaction and higher profits (Moore, 1999:Online). Research has proven that satisfied employees generate superior customer satisfaction and that, in turn, satisfied customers are more profitable ones (Marketing Innovators International, 2005:Online).
- The importance of employee training can not be overemphasized. Hiring new employees and training them is one the largest expense that an organisation has to contend with (Erickson, 2005:Online). These costs can easily add up to approximately eighteen month's salary of the position being filled. This clearly demonstrates the importance to hire the right person for the job the first time.
- Ensure that the employees are happy within their working environment and that their needs are taken care of. When an organisation wants to increase its profits, it has to find out what will make the employees happy as happy employees will stick around longer and they know what they are doing (Bigg Success Staff, 2009:Online). The happier the employees are the happier the customers will be. It is almost common sense to say that happy and satisfied employees are more productive and efficient and that productivity problems can be solved when employee satisfaction is increased (Berry, 1998:294).
- Research has shown that it is the engagement and commitment of employees towards the brand, proposition and, ultimately, to the customer, that has a huge impact on efficiency and profitability (Umalme, 2005:Online).

#### **5.5.5 Customer satisfaction**

- Customer satisfaction should be the primary focus of every organisation and a culture of customer satisfaction should be created with each and every employee.
- In the manufacturing industry, a large percentage of customer satisfaction is determined by the quality of the product (Davey, 2008:Online). This means that the quality of the product is directly linked to happy employees.
- Recognise what each employee's needs are and then satisfy these needs, because if the company can satisfy its employees' needs, they will automatically satisfy the customers' needs. Jasrotia (2000:Online), furthermore argues that 'happy employees create happy customers'. He also believes that the right environment fosters high standards of professionalism and performance.

- Senior management should set the example to the rest of the management team by showing the employees that the organisation's management team cares about them.
- The company should provide the employees with a comfortable dining room and room for breaks.
- The company should ensure that the employees have clean, secure and well-maintained locker rooms as this can have a positive impact on employee attitudes and make the employees happy. This will require both a capital commitment and an ongoing obligation to maintain the locker and shower areas so that this area remains clean and comfortable.
- The company should provide safe and secure parking to the employees and to its customers. Employees need the assurance of a well-lit and secure parking area and that there is adequate surveillance and security.
- Employees need the right tools to do good job.
- The company's management team and supervisors are accountable for maintaining employee satisfaction.

It is not difficult for customers to note when a company's employees are not happy. An unhappy customer is not only capable of taking his business away from the company; he may also harm existing and potential business by publicly airing and sharing his complaints. This negative talk was manageable, pre-internet, when dissatisfied customers would share their experience with five or ten people. Gage (2009:Online), found that committed employees can literally turn a floundering organisation around.

- Employees will be more loyal, creative and responsible when they feel that the company appreciates them. Satisfied and loyal employees make excellent public relations representatives who truly have the desire to make the customers happy and keep them happy. Service Untitled (2007:Online), furthermore argues that happy employees are a lot more motivated and will provide quality service. They are less likely to undermine the organisation's success or merely be in a state of contentment while at work.

## **5.6 Final conclusion**

As a final analogy, the conclusion can be drawn that if a company hire the right people, train them properly, have a proper communication system in place, meet the employee's needs, and eliminate factors that will cause unhappiness, then the organisation can be efficient, productive, satisfy its employees which will in turn satisfy its customers and result in increased profits.

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## Annexure A :

### Descriptive statistics for each variable

Q01	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	8	47.06	8	47.06
Completely agree	9	52.94	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 0.0588  
DF 1  
Pr > ChiSq 0.8084  
Sample Size = 17

Q02	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	6	35.29	6	35.29
Completely agree	11	64.71	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 1.4706  
DF 1  
Pr > ChiSq 0.2253  
Sample Size = 17

Q03	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Disagree	1	5.88	1	5.88
Agree	7	41.18	8	47.06
Completely agree	9	52.94	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 6.1176  
DF 2  
Pr > ChiSq 0.0469  
Sample Size = 17

Q04	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Completely disagree	10	58.82	10	58.82
Disagree	2	11.76	12	70.59
Undecided	1	5.88	13	76.47
Agree	1	5.88	14	82.35
Completely agree	3	17.65	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 16.8235  
DF 4  
Pr > ChiSq 0.0021  
WARNING: The table cells have expected counts less than 5. Chi-Square may not be a valid test.  
Sample Size = 17

Q05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Completely disagree	1	5.88	1	5.88
Disagree	1	5.88	2	11.76
Agree	9	52.94	11	64.71
Completely agree	6	35.29	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 11.0000  
DF 3  
Pr > ChiSq 0.0117  
WARNING: The table cells have expected counts less than 5. Chi-Square may not be a valid test.  
Sample Size = 17

Q06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Completely disagree	1	5.88	1	5.88
Disagree	1	5.88	2	11.76
Agree	6	35.29	8	47.06
Completely agree	9	52.94	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 11.0000  
DF 3  
Pr > ChiSq 0.0117

WARNING: The table cells have expected counts less than 5. Chi-Square may not be a valid test.  
Sample Size = 17

Q07	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Undecided	1	5.88	1	5.88
Agree	5	29.41	6	35.29
Completely agree	11	64.71	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 8.9412  
DF 2  
Pr > ChiSq 0.0114  
Sample Size = 17

Q08	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Disagree	1	5.88	1	5.88
Undecided	1	5.88	2	11.76
Agree	8	47.06	10	58.82
Completely agree	7	41.18	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 10.0588  
DF 3  
Pr > ChiSq 0.0181

WARNING: The table cells have expected counts less than 5. Chi-Square may not be a valid test.  
Sample Size = 17

Q09	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Undecided	2	11.76	2	11.76
Agree	9	52.94	11	64.71
Completely agree	6	35.29	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 4.3529  
DF 2  
Pr > ChiSq 0.1134  
Sample Size = 17

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Completely disagree	1	5.88	1	5.88
Agree	9	52.94	10	58.82
Completely agree	7	41.18	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 6.1176  
DF 2  
Pr > ChiSq 0.0469  
Sample Size = 17

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Undecided	1	5.88	1	5.88
Agree	8	47.06	9	52.94
Completely agree	8	47.06	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 5.7647  
DF 2  
Pr > ChiSq 0.0560  
Sample Size = 17

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Undecided	1	5.88	1	5.88
Agree	8	47.06	9	52.94
Completely agree	8	47.06	17	100.00

Chi-Square Test  
for Equal Proportions  
Chi-Square 5.7647  
DF 2  
Pr > ChiSq 0.0560  
Sample Size = 17

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
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Disagree	1	5.88	1	5.88
Agree	7	41.18	8	47.06
Completely agree	9	52.94	17	100.00

Chi-Square Test  
for Equal Proportions  
 ~~~~~  
 Chi-Square 6.1176  
 DF 2  
 Pr > ChiSq 0.0469  
 Sample Size = 17

| Q14              | Frequency | Percent | Cumulative<br>Frequency | Cumulative<br>Percent |
|------------------|-----------|---------|-------------------------|-----------------------|
| Agree            | 8         | 47.06   | 8                       | 47.06                 |
| Completely agree | 9         | 52.94   | 17                      | 100.00                |

Chi-Square Test  
for Equal Proportions  
 ~~~~~  
 Chi-Square 0.0588  
 DF 1  
 Pr > ChiSq 0.8084  
 Sample Size = 17

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Undecided	1	5.88	1	5.88
Agree	5	29.41	6	35.29
Completely agree	11	64.71	17	100.00

Chi-Square Test  
for Equal Proportions  
 ~~~~~  
 Chi-Square 8.9412  
 DF 2  
 Pr > ChiSq 0.0114  
 Sample Size = 17

| Q16              | Frequency | Percent | Cumulative<br>Frequency | Cumulative<br>Percent |
|------------------|-----------|---------|-------------------------|-----------------------|
| Undecided        | 1         | 5.88    | 1                       | 5.88                  |
| Agree            | 6         | 35.29   | 7                       | 41.18                 |
| Completely agree | 10        | 58.82   | 17                      | 100.00                |

Chi-Square Test  
for Equal Proportions  
 ~~~~~  
 Chi-Square 7.1765  
 DF 2  
 Pr > ChiSq 0.0276  
 Sample Size = 17

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Agree	7	41.18	7	41.18
Completely agree	10	58.82	17	100.00

Chi-Square Test  
for Equal Proportions  
 ~~~~~  
 Chi-Square 0.5294  
 DF 1  
 Pr > ChiSq 0.4669  
 Sample Size = 17

| Q18              | Frequency | Percent | Cumulative<br>Frequency | Cumulative<br>Percent |
|------------------|-----------|---------|-------------------------|-----------------------|
| Agree            | 7         | 41.18   | 7                       | 41.18                 |
| Completely agree | 10        | 58.82   | 17                      | 100.00                |

Chi-Square Test  
for Equal Proportions  
 ~~~~~  
 Chi-Square 0.5294  
 DF 1  
 Pr > ChiSq 0.4669  
 Sample Size = 17

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Completely disagree	1	5.88	1	5.88
Disagree	1	5.88	2	11.76
Undecided	2	11.76	4	23.53
Agree	7	41.18	11	64.71
Completely agree	6	35.29	17	100.00

Chi-Square Test  
for Equal Proportions  
 ~~~~~  
 Chi-Square 9.7647  
 DF 4  
 Pr > ChiSq 0.0446

WARNING: The table cells have expected counts less than 5. Chi-Square may not be a valid test.

Sample Size = 17

| Q20              | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|------------------|-----------|---------|----------------------|--------------------|
| Agree            | 6         | 35.29   | 6                    | 35.29              |
| Completely agree | 11        | 64.71   | 17                   | 100.00             |

Chi-Square Test  
for Equal Proportions  
Chi-Square 1.4706  
DF 1  
Pr > ChiSq 0.2253  
Sample Size = 17

| Q21              | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|------------------|-----------|---------|----------------------|--------------------|
| Agree            | 8         | 47.06   | 8                    | 47.06              |
| Completely agree | 9         | 52.94   | 17                   | 100.00             |

Chi-Square Test  
for Equal Proportions  
Chi-Square 0.0588  
DF 1  
Pr > ChiSq 0.8084  
Sample Size = 17

| Q22              | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|------------------|-----------|---------|----------------------|--------------------|
| Agree            | 6         | 35.29   | 6                    | 35.29              |
| Completely agree | 11        | 64.71   | 17                   | 100.00             |

Chi-Square Test  
for Equal Proportions  
Chi-Square 1.4706  
DF 1  
Pr > ChiSq 0.2253  
Sample Size = 17

| Q23              | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|------------------|-----------|---------|----------------------|--------------------|
| Disagree         | 3         | 17.65   | 3                    | 17.65              |
| Agree            | 5         | 29.41   | 8                    | 47.06              |
| Completely agree | 9         | 52.94   | 17                   | 100.00             |

Chi-Square Test  
for Equal Proportions  
Chi-Square 3.2941  
DF 2  
Pr > ChiSq 0.1926  
Sample Size = 17

| Q24              | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|------------------|-----------|---------|----------------------|--------------------|
| Undecided        | 1         | 5.88    | 1                    | 5.88               |
| Agree            | 10        | 58.82   | 11                   | 64.71              |
| Completely agree | 6         | 35.29   | 17                   | 100.00             |

Chi-Square Test  
for Equal Proportions  
Chi-Square 7.1765  
DF 2  
Pr > ChiSq 0.0276  
Sample Size = 17

| Q25              | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|------------------|-----------|---------|----------------------|--------------------|
| Undecided        | 2         | 11.76   | 2                    | 11.76              |
| Agree            | 7         | 41.18   | 9                    | 52.94              |
| Completely agree | 8         | 47.06   | 17                   | 100.00             |

Chi-Square Test  
for Equal Proportions  
Chi-Square 3.6471  
DF 2  
Pr > ChiSq 0.1615  
Sample Size = 17

| Q26              | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
|------------------|-----------|---------|----------------------|--------------------|
| Agree            | 7         | 41.18   | 7                    | 41.18              |
| Completely agree | 10        | 58.82   | 17                   | 100.00             |

Chi-Square Test  
for Equal Proportions  
Chi-Square 0.5294  
DF 1  
Pr > ChiSq 0.4669



Sample Size = 17

## Annexure B :

| Variable | N  | Mean    | Simple Statistics |          |         | Minimum | Maximum | Label |
|----------|----|---------|-------------------|----------|---------|---------|---------|-------|
|          |    |         | Std Dev           | Sum      |         |         |         |       |
| Q01      | 17 | 4.52941 | 0.51450           | 77.00000 | 4.00000 | 5.00000 | Q01     |       |
| Q02      | 17 | 4.64706 | 0.49259           | 79.00000 | 4.00000 | 5.00000 | Q02     |       |
| Q03      | 17 | 4.41176 | 0.79521           | 75.00000 | 2.00000 | 5.00000 | Q03     |       |
| Q04      | 17 | 2.11765 | 1.61564           | 36.00000 | 1.00000 | 5.00000 | Q04     |       |
| Q05      | 17 | 4.05882 | 1.08804           | 69.00000 | 1.00000 | 5.00000 | Q05     |       |
| Q06      | 17 | 4.23529 | 1.14725           | 72.00000 | 1.00000 | 5.00000 | Q06     |       |
| Q07      | 17 | 4.58824 | 0.61835           | 78.00000 | 3.00000 | 5.00000 | Q07     |       |
| Q08      | 17 | 4.23529 | 0.83137           | 72.00000 | 2.00000 | 5.00000 | Q08     |       |
| Q09      | 17 | 4.23529 | 0.66421           | 72.00000 | 3.00000 | 5.00000 | Q09     |       |
| Q10      | 17 | 4.23529 | 0.97014           | 72.00000 | 1.00000 | 5.00000 | Q10     |       |
| Q11      | 17 | 4.41176 | 0.61835           | 75.00000 | 3.00000 | 5.00000 | Q11     |       |
| Q12      | 17 | 4.41176 | 0.61835           | 75.00000 | 3.00000 | 5.00000 | Q12     |       |
| Q13      | 17 | 4.41176 | 0.79521           | 75.00000 | 2.00000 | 5.00000 | Q13     |       |
| Q14      | 17 | 4.52941 | 0.51450           | 77.00000 | 4.00000 | 5.00000 | Q14     |       |
| Q15      | 17 | 4.58824 | 0.61835           | 78.00000 | 3.00000 | 5.00000 | Q15     |       |
| Q16      | 17 | 4.52941 | 0.62426           | 77.00000 | 3.00000 | 5.00000 | Q16     |       |
| Q17      | 17 | 4.58824 | 0.50730           | 78.00000 | 4.00000 | 5.00000 | Q17     |       |
| Q18      | 17 | 4.58824 | 0.50730           | 78.00000 | 4.00000 | 5.00000 | Q18     |       |
| Q19      | 17 | 3.94118 | 1.14404           | 67.00000 | 1.00000 | 5.00000 | Q19     |       |
| Q20      | 17 | 4.64706 | 0.49259           | 79.00000 | 4.00000 | 5.00000 | Q20     |       |
| Q21      | 17 | 4.52941 | 0.51450           | 77.00000 | 4.00000 | 5.00000 | Q21     |       |
| Q22      | 17 | 4.64706 | 0.49259           | 79.00000 | 4.00000 | 5.00000 | Q22     |       |
| Q23      | 17 | 4.17647 | 1.13111           | 71.00000 | 2.00000 | 5.00000 | Q23     |       |
| Q24      | 17 | 4.29412 | 0.58787           | 73.00000 | 3.00000 | 5.00000 | Q24     |       |
| Q25      | 17 | 4.35294 | 0.70189           | 74.00000 | 3.00000 | 5.00000 | Q25     |       |
| Q26      | 17 | 4.58824 | 0.50730           | 78.00000 | 4.00000 | 5.00000 | Q26     |       |

Cronbach Coefficient Alpha  
 Variables Alpha  
 ffffffffffffffffffffffffffffff  
 Raw 0.888601  
 Standardized 0.933021

| Deleted Variable       | Cronbach Coefficient Alpha with Deleted Variable |                        | Label    |     |
|------------------------|--------------------------------------------------|------------------------|----------|-----|
|                        | Raw Variables                                    | Standardized Variables |          |     |
| Correlation with Total | Alpha                                            | Correlation with Total | Alpha    |     |
| Q01                    | 0.485768                                         | 0.884874               | 0.931526 | Q01 |
| Q02                    | 0.806795                                         | 0.880217               | 0.927436 | Q02 |
| Q03                    | 0.403365                                         | 0.885902               | 0.931817 | Q03 |
| Q04                    | -.173360                                         | 0.918386               | 0.940448 | Q04 |
| Q05                    | 0.398126                                         | 0.887399               | 0.933004 | Q05 |
| Q06                    | 0.582546                                         | 0.881539               | 0.930014 | Q06 |
| Q07                    | 0.782535                                         | 0.878770               | 0.927843 | Q07 |
| Q08                    | 0.696085                                         | 0.878583               | 0.928357 | Q08 |
| Q09                    | 0.830152                                         | 0.877189               | 0.926828 | Q09 |
| Q10                    | 0.528869                                         | 0.882845               | 0.930959 | Q10 |
| Q11                    | 0.569479                                         | 0.882806               | 0.929739 | Q11 |
| Q12                    | 0.579791                                         | 0.882613               | 0.930359 | Q12 |
| Q13                    | 0.507873                                         | 0.883414               | 0.930829 | Q13 |
| Q14                    | 0.497912                                         | 0.884687               | 0.931180 | Q14 |
| Q15                    | 0.615069                                         | 0.881951               | 0.929730 | Q15 |
| Q16                    | 0.400591                                         | 0.885927               | 0.932189 | Q16 |
| Q17                    | 0.711454                                         | 0.881462               | 0.928127 | Q17 |
| Q18                    | 0.799864                                         | 0.880088               | 0.927537 | Q18 |
| Q19                    | -.033397                                         | 0.901719               | 0.938552 | Q19 |
| Q20                    | 0.612972                                         | 0.883125               | 0.929303 | Q20 |
| Q21                    | 0.607873                                         | 0.882987               | 0.929908 | Q21 |
| Q22                    | 0.806795                                         | 0.880217               | 0.926754 | Q22 |
| Q23                    | 0.402803                                         | 0.887589               | 0.932828 | Q23 |
| Q24                    | 0.562634                                         | 0.883136               | 0.930769 | Q24 |
| Q25                    | 0.796356                                         | 0.877413               | 0.927589 | Q25 |
| Q26                    | 0.787187                                         | 0.880286               | 0.927606 | Q26 |

## Annexure C :

Variable: Q01 (Q01)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.52941176 | Sum Observations | 77         |
| Std Deviation   | 0.51449576 | Variance         | 0.26470588 |
| Skewness        | -0.1295767 | Kurtosis         | -2.2666667 |
| Uncorrected SS  | 353        | Corrected SS     | 4.23529412 |
| Coeff Variation | 11.3589972 | Std Error Mean   | 0.12478355 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.529412 | Std Deviation       | 0.51450 |
| Median   | 5.000000 | Variance            | 0.26471 |
| Mode     | 5.000000 | Range               | 1.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q02 (Q02)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.64705882 | Sum Observations | 79         |
| Std Deviation   | 0.49259218 | Variance         | 0.24264706 |
| Skewness        | -0.6766923 | Kurtosis         | -1.7662338 |
| Uncorrected SS  | 371        | Corrected SS     | 3.88235294 |
| Coeff Variation | 10.600085  | Std Error Mean   | 0.11947115 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.647059 | Std Deviation       | 0.49259 |
| Median   | 5.000000 | Variance            | 0.24265 |
| Mode     | 5.000000 | Range               | 1.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q03 (Q03)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.41176471 | Sum Observations | 75         |
| Std Deviation   | 0.79520623 | Variance         | 0.63235294 |
| Skewness        | -1.7868701 | Kurtosis         | 4.33964305 |
| Uncorrected SS  | 341        | Corrected SS     | 10.1176471 |
| Coeff Variation | 18.0246744 | Std Error Mean   | 0.19286584 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.411765 | Std Deviation       | 0.79521 |
| Median   | 5.000000 | Variance            | 0.63235 |
| Mode     | 5.000000 | Range               | 3.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q04 (Q04)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 2.11764706 | Sum Observations | 36         |
| Std Deviation   | 1.61564047 | Variance         | 2.61029412 |
| Skewness        | 1.09562795 | Kurtosis         | -0.5050118 |
| Uncorrected SS  | 118        | Corrected SS     | 41.7647059 |
| Coeff Variation | 76.2941331 | Std Error Mean   | 0.39185037 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 2.117647 | Std Deviation       | 1.61564 |
| Median   | 1.000000 | Variance            | 2.61029 |
| Mode     | 1.000000 | Range               | 4.00000 |
|          |          | Interquartile Range | 2.00000 |

Variable: Q05 (Q05)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.05882353 | Sum Observations | 69         |
| Std Deviation   | 1.08803655 | Variance         | 1.18382353 |
| Skewness        | -1.778804  | Kurtosis         | 3.50525277 |
| Uncorrected SS  | 299        | Corrected SS     | 18.9411765 |
| Coeff Variation | 26.8066976 | Std Error Mean   | 0.26388762 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.058824 | Std Deviation       | 1.08804 |
| Median   | 4.000000 | Variance            | 1.18382 |
| Mode     | 4.000000 | Range               | 4.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q06 (Q06)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.23529412 | Sum Observations | 72         |
| Std Deviation   | 1.14724734 | Variance         | 1.31617647 |
| Skewness        | -1.9273727 | Kurtosis         | 3.57792293 |
| Uncorrected SS  | 326        | Corrected SS     | 21.0588235 |
| Coeff Variation | 27.0877845 | Std Error Mean   | 0.27824835 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.235294 | Std Deviation       | 1.14725 |
| Median   | 5.000000 | Variance            | 1.31618 |
| Mode     | 5.000000 | Range               | 4.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q07 (Q07)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.58823529 | Sum Observations | 78         |
| Std Deviation   | 0.61834694 | Variance         | 0.38235294 |
| Skewness        | -1.2751119 | Kurtosis         | 0.87658495 |
| Uncorrected SS  | 364        | Corrected SS     | 6.11764706 |
| Coeff Variation | 13.4767923 | Std Error Mean   | 0.14997116 |

Basic Statistical Measures

|        |          |                     |         |
|--------|----------|---------------------|---------|
| Mean   | 4.588235 | Std Deviation       | 0.61835 |
| Median | 5.000000 | Variance            | 0.38235 |
| Mode   | 5.000000 | Range               | 2.00000 |
|        |          | Interquartile Range | 1.00000 |

Variable: Q08 (Q08)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.23529412 | Sum Observations | 72         |
| Std Deviation   | 0.83137024 | Variance         | 0.69117647 |
| Skewness        | -1.2361034 | Kurtosis         | 2.00706202 |
| Uncorrected SS  | 316        | Corrected SS     | 11.0588235 |
| Coeff Variation | 19.629575  | Std Error Mean   | 0.2016369  |

Basic Statistical Measures

|          |          |                     |         |
|----------|----------|---------------------|---------|
| Location |          | Variability         |         |
| Mean     | 4.235294 | Std Deviation       | 0.83137 |
| Median   | 4.000000 | Variance            | 0.69118 |
| Mode     | 4.000000 | Range               | 3.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q09 (Q09)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.23529412 | Sum Observations | 72         |
| Std Deviation   | 0.66421116 | Variance         | 0.44117647 |
| Skewness        | -0.2910721 | Kurtosis         | -0.5051429 |
| Uncorrected SS  | 312        | Corrected SS     | 7.05882353 |
| Coeff Variation | 15.6827636 | Std Error Mean   | 0.16109487 |

Basic Statistical Measures

|          |          |                     |         |
|----------|----------|---------------------|---------|
| Location |          | Variability         |         |
| Mean     | 4.235294 | Std Deviation       | 0.66421 |
| Median   | 4.000000 | Variance            | 0.44118 |
| Mode     | 4.000000 | Range               | 2.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q10 (Q10)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.23529412 | Sum Observations | 72         |
| Std Deviation   | 0.9701425  | Variance         | 0.94117647 |
| Skewness        | -2.393334  | Kurtosis         | 7.85585938 |
| Uncorrected SS  | 320        | Corrected SS     | 15.0588235 |
| Coeff Variation | 22.9061424 | Std Error Mean   | 0.23529412 |

Basic Statistical Measures

|          |          |                     |         |
|----------|----------|---------------------|---------|
| Location |          | Variability         |         |
| Mean     | 4.235294 | Std Deviation       | 0.97014 |
| Median   | 4.000000 | Variance            | 0.94118 |
| Mode     | 4.000000 | Range               | 4.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q11 (Q11)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.41176471 | Sum Observations | 75         |
| Std Deviation   | 0.61834694 | Variance         | 0.38235294 |
| Skewness        | -0.5224849 | Kurtosis         | -0.4426036 |
| Uncorrected SS  | 337        | Corrected SS     | 6.11764706 |
| Coeff Variation | 14.015864  | Std Error Mean   | 0.14997116 |

Basic Statistical Measures

|          |          |                     |         |
|----------|----------|---------------------|---------|
| Location |          | Variability         |         |
| Mean     | 4.411765 | Std Deviation       | 0.61835 |
| Median   | 4.000000 | Variance            | 0.38235 |
| Mode     | 4.000000 | Range               | 2.00000 |
|          |          | Interquartile Range | 1.00000 |

NOTE: The mode displayed is the smallest of 2 modes with a count of 8.

Variable: Q12 (Q12)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.41176471 | Sum Observations | 75         |
| Std Deviation   | 0.61834694 | Variance         | 0.38235294 |
| Skewness        | -0.5224849 | Kurtosis         | -0.4426036 |
| Uncorrected SS  | 337        | Corrected SS     | 6.11764706 |
| Coeff Variation | 14.015864  | Std Error Mean   | 0.14997116 |

Basic Statistical Measures

|          |          |                     |         |
|----------|----------|---------------------|---------|
| Location |          | Variability         |         |
| Mean     | 4.411765 | Std Deviation       | 0.61835 |
| Median   | 4.000000 | Variance            | 0.38235 |
| Mode     | 4.000000 | Range               | 2.00000 |
|          |          | Interquartile Range | 1.00000 |

NOTE: The mode displayed is the smallest of 2 modes with a count of 8.

Variable: Q13 (Q13)

|      |            |                  |    |
|------|------------|------------------|----|
| N    | 17         | Sum Weights      | 17 |
| Mean | 4.41176471 | Sum Observations | 75 |

|                 |            |                |            |
|-----------------|------------|----------------|------------|
| Std Deviation   | 0.79520623 | Variance       | 0.63235294 |
| Skewness        | -1.7868701 | Kurtosis       | 4.33964305 |
| Uncorrected SS  | 341        | Corrected SS   | 10.1176471 |
| Coeff Variation | 18.0246744 | Std Error Mean | 0.19286584 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.411765 | Std Deviation       | 0.79521 |
| Median   | 5.000000 | Variance            | 0.63235 |
| Mode     | 5.000000 | Range               | 3.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q14 (Q14)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.52941176 | Sum Observations | 77         |
| Std Deviation   | 0.51449576 | Variance         | 0.26470588 |
| Skewness        | -0.1295767 | Kurtosis         | -2.2666667 |
| Uncorrected SS  | 353        | Corrected SS     | 4.23529412 |
| Coeff Variation | 11.3589972 | Std Error Mean   | 0.12478355 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.529412 | Std Deviation       | 0.51450 |
| Median   | 5.000000 | Variance            | 0.26471 |
| Mode     | 5.000000 | Range               | 1.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q15 (Q15)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.58823529 | Sum Observations | 78         |
| Std Deviation   | 0.61834694 | Variance         | 0.38235294 |
| Skewness        | -1.2751119 | Kurtosis         | 0.87658495 |
| Uncorrected SS  | 364        | Corrected SS     | 6.11764706 |
| Coeff Variation | 13.4767923 | Std Error Mean   | 0.14997116 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.588235 | Std Deviation       | 0.61835 |
| Median   | 5.000000 | Variance            | 0.38235 |
| Mode     | 5.000000 | Range               | 2.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q16 (Q16)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.52941176 | Sum Observations | 77         |
| Std Deviation   | 0.62426427 | Variance         | 0.38970588 |
| Skewness        | -0.9974005 | Kurtosis         | 0.20057977 |
| Uncorrected SS  | 355        | Corrected SS     | 6.23529412 |
| Coeff Variation | 13.782458  | Std Error Mean   | 0.15140633 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.529412 | Std Deviation       | 0.62426 |
| Median   | 5.000000 | Variance            | 0.38971 |
| Mode     | 5.000000 | Range               | 2.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q17 (Q17)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.58823529 | Sum Observations | 78         |
| Std Deviation   | 0.50729966 | Variance         | 0.25735294 |
| Skewness        | -0.3942443 | Kurtosis         | -2.1093878 |
| Uncorrected SS  | 362        | Corrected SS     | 4.11764706 |
| Coeff Variation | 11.056531  | Std Error Mean   | 0.12303824 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.588235 | Std Deviation       | 0.50730 |
| Median   | 5.000000 | Variance            | 0.25735 |
| Mode     | 5.000000 | Range               | 1.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q18 (Q18)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.58823529 | Sum Observations | 78         |
| Std Deviation   | 0.50729966 | Variance         | 0.25735294 |
| Skewness        | -0.3942443 | Kurtosis         | -2.1093878 |
| Uncorrected SS  | 362        | Corrected SS     | 4.11764706 |
| Coeff Variation | 11.056531  | Std Error Mean   | 0.12303824 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.588235 | Std Deviation       | 0.50730 |
| Median   | 5.000000 | Variance            | 0.25735 |
| Mode     | 5.000000 | Range               | 1.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q19 (Q19)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 3.94117647 | Sum Observations | 67         |
| Std Deviation   | 1.14403826 | Variance         | 1.30882353 |
| Skewness        | -1.2915023 | Kurtosis         | 1.56046675 |
| Uncorrected SS  | 285        | Corrected SS     | 20.9411765 |
| Coeff Variation | 29.0278363 | Std Error Mean   | 0.27747003 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 3.941176 | Std Deviation       | 1.14404 |
| Median   | 4.000000 | Variance            | 1.30882 |
| Mode     | 4.000000 | Range               | 4.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q20 (Q20)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.64705882 | Sum Observations | 79         |
| Std Deviation   | 0.49259218 | Variance         | 0.24264706 |
| Skewness        | -0.6766923 | Kurtosis         | -1.7662338 |
| Uncorrected SS  | 371        | Corrected SS     | 3.88235294 |
| Coeff Variation | 10.600085  | Std Error Mean   | 0.11947115 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.647059 | Std Deviation       | 0.49259 |
| Median   | 5.000000 | Variance            | 0.24265 |
| Mode     | 5.000000 | Range               | 1.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q21 (Q21)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.52941176 | Sum Observations | 77         |
| Std Deviation   | 0.51449576 | Variance         | 0.26470588 |
| Skewness        | -0.1295767 | Kurtosis         | -2.2666667 |
| Uncorrected SS  | 353        | Corrected SS     | 4.23529412 |
| Coeff Variation | 11.3589972 | Std Error Mean   | 0.12478355 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.529412 | Std Deviation       | 0.51450 |
| Median   | 5.000000 | Variance            | 0.26471 |
| Mode     | 5.000000 | Range               | 1.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q22 (Q22)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.64705882 | Sum Observations | 79         |
| Std Deviation   | 0.49259218 | Variance         | 0.24264706 |
| Skewness        | -0.6766923 | Kurtosis         | -1.7662338 |
| Uncorrected SS  | 371        | Corrected SS     | 3.88235294 |
| Coeff Variation | 10.600085  | Std Error Mean   | 0.11947115 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.647059 | Std Deviation       | 0.49259 |
| Median   | 5.000000 | Variance            | 0.24265 |
| Mode     | 5.000000 | Range               | 1.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q23 (Q23)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.17647059 | Sum Observations | 71         |
| Std Deviation   | 1.13111085 | Variance         | 1.27941176 |
| Skewness        | -1.2692232 | Kurtosis         | 0.31880414 |
| Uncorrected SS  | 317        | Corrected SS     | 20.4705882 |
| Coeff Variation | 27.0829359 | Std Error Mean   | 0.27433468 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.176471 | Std Deviation       | 1.13111 |
| Median   | 5.000000 | Variance            | 1.27941 |
| Mode     | 5.000000 | Range               | 3.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q24 (Q24)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.29411765 | Sum Observations | 73         |
| Std Deviation   | 0.58786753 | Variance         | 0.34558824 |
| Skewness        | -0.1085785 | Kurtosis         | -0.325422  |
| Uncorrected SS  | 319        | Corrected SS     | 5.52941176 |
| Coeff Variation | 13.6900658 | Std Error Mean   | 0.14257882 |

Basic Statistical Measures

| Location |          | Variability         |         |
|----------|----------|---------------------|---------|
| Mean     | 4.294118 | Std Deviation       | 0.58787 |
| Median   | 4.000000 | Variance            | 0.34559 |
| Mode     | 4.000000 | Range               | 2.00000 |
|          |          | Interquartile Range | 1.00000 |

Variable: Q25 (Q25)

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| N               | 17         | Sum Weights      | 17         |
| Mean            | 4.35294118 | Sum Observations | 74         |
| Std Deviation   | 0.70188821 | Variance         | 0.49264706 |
| Skewness        | -0.6336851 | Kurtosis         | -0.5756293 |
| Uncorrected SS  | 330        | Corrected SS     | 7.88235294 |
| Coeff Variation | 16.1244589 | Std Error Mean   | 0.1702329  |

Basic Statistical Measures

| Location |          | Variability   |         |
|----------|----------|---------------|---------|
| Mean     | 4.352941 | Std Deviation | 0.70189 |
| Median   | 4.000000 | Variance      | 0.49265 |
| Mode     | 5.000000 | Range         | 2.00000 |

Interquartile Range 1.00000

|                 |                     |                  |            |
|-----------------|---------------------|------------------|------------|
|                 | Variable: Q26 (Q26) |                  |            |
| N               | 17                  | Sum Weights      | 17         |
| Mean            | 4.58823529          | Sum Observations | 78         |
| Std Deviation   | 0.50729966          | Variance         | 0.25735294 |
| Skewness        | -0.3942443          | Kurtosis         | -2.1093878 |
| Uncorrected SS  | 362                 | Corrected SS     | 4.11764706 |
| Coeff Variation | 11.056531           | Std Error Mean   | 0.12303824 |

Basic Statistical Measures

|        | Location |                     | Variability |
|--------|----------|---------------------|-------------|
| Mean   | 4.588235 | Std Deviation       | 0.50730     |
| Median | 5.000000 | Variance            | 0.25735     |
| Mode   | 5.000000 | Range               | 1.00000     |
|        |          | Interquartile Range | 1.00000     |

## ANNEXURE D - DESCRIPTIVE STATISTICS FOR CATEGORICAL VARIABLES

| Variables                                                            | Categories          | Frequency | Percentage<br>out of total |
|----------------------------------------------------------------------|---------------------|-----------|----------------------------|
| <b>Health &amp; Safety</b>                                           |                     |           |                            |
| 1. ALS provides the staff with the appropriate safety clothing wear. | Completely agree    | 9         | 52.9%                      |
|                                                                      | Agree               | 8         | 47.1%                      |
|                                                                      | Undecided           | 0         | 0.0%                       |
|                                                                      | Disagree            | 0         | 0.0%                       |
|                                                                      | Completely disagree | 0         | 0.0%                       |
| 2. I am aware of the safety rules & regulations of ALS.              | Completely agree    | 11        | 64.7%                      |
|                                                                      | Agree               | 6         | 35.3%                      |
|                                                                      | Undecided           | 0         | 0.0%                       |
|                                                                      | Disagree            | 0         | 0.0%                       |
|                                                                      | Completely disagree | 0         | 0.0%                       |
| 3. ALS does everything possible to prevent injuries.                 | Completely agree    | 9         | 52.9%                      |
|                                                                      | Agree               | 7         | 41.2%                      |
|                                                                      | Undecided           | 0         | 0.0%                       |
|                                                                      | Disagree            | 1         | 5.9%                       |
|                                                                      | Completely disagree | 0         | 0.0%                       |
| 4. The factory is an unsafe environment to work in.                  | Completely agree    | 3         | 17.6%                      |
|                                                                      | Agree               | 1         | 5.9%                       |
|                                                                      | Undecided           | 1         | 5.9%                       |
|                                                                      | Disagree            | 2         | 11.8%                      |
|                                                                      | Completely disagree | 10        | 58.8%                      |
| <b>Management</b>                                                    |                     |           |                            |
| 5. My manager clearly defines my job duties and responsibilities.    | Completely agree    | 6         | 35.3%                      |
|                                                                      | Agree               | 9         | 52.9%                      |
|                                                                      | Undecided           | 0         | 0.0%                       |
|                                                                      | Disagree            | 1         | 5.9%                       |



| <b>Variables</b>                                                          | <b>Categories</b>   | <b>Frequency</b> | <b>Percentage out of total</b> |
|---------------------------------------------------------------------------|---------------------|------------------|--------------------------------|
|                                                                           | Completely disagree | 1                | 5.9%                           |
| 6. The organisation respects its employees.                               | Completely agree    | 9                | 52.9%                          |
|                                                                           | Agree               | 6                | 35.3%                          |
|                                                                           | Undecided           | 0                | 0.0%                           |
|                                                                           | Disagree            | 1                | 5.9%                           |
|                                                                           | Completely disagree | 1                | 5.9%                           |
| 7. My manager listens to what I'm saying.                                 | Completely agree    | 11               | 64.7%                          |
|                                                                           | Agree               | 5                | 29.4%                          |
|                                                                           | Undecided           | 1                | 5.9%                           |
|                                                                           | Disagree            | 0                | 0.0%                           |
|                                                                           | Completely disagree | 0                | 0.0%                           |
| 8. My manager/supervisor clearly communicates what is expected of me.     | Completely agree    | 7                | 41.2%                          |
|                                                                           | Agree               | 8                | 47.1%                          |
|                                                                           | Undecided           | 1                | 5.9%                           |
|                                                                           | Disagree            | 1                | 5.9%                           |
|                                                                           | Completely disagree | 0                | 0.0%                           |
| 9. Senior management communicates well with the rest of the organisation. | Completely agree    | 6                | 35.3%                          |
|                                                                           | Agree               | 9                | 52.9%                          |
|                                                                           | Undecided           | 2                | 11.8%                          |
|                                                                           | Disagree            | 0                | 0.0%                           |
|                                                                           | Completely disagree | 0                | 0.0%                           |
| 10. My manager/supervisor acts in a professional manner.                  | Completely agree    | 7                | 41.2%                          |
|                                                                           | Agree               | 9                | 52.9%                          |
|                                                                           | Undecided           | 0                | 0.0%                           |
|                                                                           | Disagree            | 0                | 0.0%                           |
|                                                                           | Completely disagree | 1                | 5.8%                           |
| 11. I feel that I always get support from my manager or supervisor.       | Completely agree    | 8                | 47.1%                          |
|                                                                           | Agree               | 8                | 47.1%                          |

| Variables                                                                         | Categories          | Frequency | Percentage out of total |
|-----------------------------------------------------------------------------------|---------------------|-----------|-------------------------|
|                                                                                   | Undecided           | 1         | 5.8%                    |
|                                                                                   | Disagree            | 0         | 0.0%                    |
|                                                                                   | Completely disagree | 0         | 0.0%                    |
| 12. Management has created an open and comfortable working environment.           | Completely agree    | 8         | 47.1%                   |
|                                                                                   | Agree               | 8         | 47.1%                   |
|                                                                                   | Undecided           | 1         | 5.8%                    |
|                                                                                   | Disagree            | 0         | 0.0%                    |
|                                                                                   | Completely disagree | 0         | 0.0%                    |
| 13. I have received the training I need to do my job efficiently and effectively. | Completely agree    | 9         | 52.8%                   |
|                                                                                   | Agree               | 7         | 41.2%                   |
|                                                                                   | Undecided           | 0         | 0.0%                    |
|                                                                                   | Disagree            | 1         | 5.9%                    |
|                                                                                   | Completely disagree | 0         | 0.0%                    |
| 14. I respect my manager as a competent professional.                             | Completely agree    | 9         | 52.9%                   |
|                                                                                   | Agree               | 8         | 47.1%                   |
|                                                                                   | Undecided           | 0         | 0.0%                    |
|                                                                                   | Disagree            | 0         | 0.0%                    |
|                                                                                   | Completely disagree | 0         | 0.0%                    |
| 15. My manager/supervisor gives me praise and recognition when I do a good job.   | Completely agree    | 11        | 64.7%                   |
|                                                                                   | Agree               | 5         | 29.4%                   |
|                                                                                   | Undecided           | 1         | 5.9%                    |
|                                                                                   | Disagree            | 0         | 0.0%                    |
|                                                                                   | Completely disagree | 0         | 0.0%                    |
| 16. I am treated with respect by management.                                      | Completely agree    | 10        | 58.8%                   |
|                                                                                   | Agree               | 6         | 35.3%                   |
|                                                                                   | Undecided           | 1         | 5.9%                    |
|                                                                                   | Disagree            | 0         | 0.0%                    |
|                                                                                   | Completely disagree | 0         | 0.0%                    |

| Variables                                                                             | Categories          | Frequency | Percentage out of total |
|---------------------------------------------------------------------------------------|---------------------|-----------|-------------------------|
| <b>General</b>                                                                        |                     |           |                         |
| 17. I am very satisfied with my job at ALS.                                           | Completely agree    | 10        | 58.8%                   |
|                                                                                       | Agree               | 7         | 41.2%                   |
|                                                                                       | Undecided           | 0         | 0.0%                    |
|                                                                                       | Disagree            | 0         | 0.0%                    |
|                                                                                       | Completely disagree | 0         | 0.0%                    |
| 18. People are held accountable for the quality of work they produce.                 | Completely agree    | 10        | 58.8%                   |
|                                                                                       | Agree               | 7         | 41.2%                   |
|                                                                                       | Undecided           | 0         | 0.0%                    |
|                                                                                       | Disagree            | 0         | 0.0%                    |
|                                                                                       | Completely disagree | 0         | 0.0%                    |
| 19. There is a strong feeling of teamwork and cooperation in this organisation.       | Completely agree    | 6         | 35.3%                   |
|                                                                                       | Agree               | 7         | 41.2%                   |
|                                                                                       | Undecided           | 2         | 11.8%                   |
|                                                                                       | Disagree            | 1         | 5.9%                    |
|                                                                                       | Completely disagree | 1         | 5.9%                    |
| 20. The quality of our products and services are very important to this organisation. | Completely agree    | 11        | 64.7%                   |
|                                                                                       | Agree               | 6         | 35.3%                   |
|                                                                                       | Undecided           | 0         | 0.0%                    |
|                                                                                       | Disagree            | 0         | 0.0%                    |
|                                                                                       | Completely disagree | 0         | 0.0%                    |
| 21. In this organisation we maintain very high standards of quality.                  | Completely agree    | 9         | 52.9%                   |
|                                                                                       | Agree               | 8         | 47.1%                   |
|                                                                                       | Undecided           | 0         | 0.0%                    |
|                                                                                       | Disagree            | 0         | 0.0%                    |
|                                                                                       | Completely disagree | 0         | 0.0%                    |
| 22. Customer needs are the top priority in this organisation.                         | Completely agree    | 11        | 64.7%                   |
|                                                                                       | Agree               | 6         | 35.3%                   |
|                                                                                       | Undecided           | 0         | 0.0%                    |

| Variables                                                                    | Categories          | Frequency | Percentage out of total |
|------------------------------------------------------------------------------|---------------------|-----------|-------------------------|
|                                                                              | Disagree            | 0         | 0.0%                    |
|                                                                              | Completely disagree | 0         | 0.0%                    |
| 23. My salary is competitive with similar jobs I might find elsewhere.0.8876 | Completely agree    | 9         | 52.9%                   |
|                                                                              | Agree               | 5         | 29.4%                   |
|                                                                              | Undecided           | 0         | 0.0%                    |
|                                                                              | Disagree            | 3         | 17.6%                   |
|                                                                              | Completely disagree | 0         | 0.0%                    |
| 24. My ideas and opinions count at work.                                     | Completely agree    | 6         | 35.3%                   |
|                                                                              | Agree               | 10        | 58.8%                   |
|                                                                              | Undecided           | 1         | 5.9%                    |
|                                                                              | Disagree            | 0         | 0.0%                    |
|                                                                              | Completely disagree | 0         | 0.0%                    |
| 25. Communication is encouraged in this organisation.                        | Completely agree    | 8         | 47.1%                   |
|                                                                              | Agree               | 7         | 41.2%                   |
|                                                                              | Undecided           | 2         | 11.8%                   |
|                                                                              | Disagree            | 0         | 0.0%                    |
|                                                                              | Completely disagree | 0         | 0.0%                    |
| 26. The amount of work I am asked to do is reasonable.                       | Completely agree    | 10        | 58.8%                   |
|                                                                              | Agree               | 7         | 41.2%                   |
|                                                                              | Undecided           | 0         | 0.0%                    |
|                                                                              | Disagree            | 0         | 0.0%                    |
|                                                                              | Completely disagree | 0         | 0.0%                    |

## ANNEXURE E – EMPLOYEE SATISFACTION SURVEY

The **objective** of this survey is to determine if the company’s employee’s are truly happy about various issues relating to the employee satisfaction.

The free and frank expression of your own opinion will be most helpful.

There are no right or wrong answers to any items in this questionnaire, it is **your opinion** regarding each of the statements that matters.

This survey contains a number of statements about your experiences with Anchor Lining Systems. You are requested to respond to each of the statements by filling in the number in the answer block that most accurately fits the **extent to which you agree with the statement description**. (See the example below).

If you **agree** with this statement you would fill in the number 5 in the **answer column** of the appropriate statement. If, on the other hand, you **disagree** with the statement you would fill in the number 1 in the **answer column** and so on.

After you have read each statement, please decide the degree to which the statement accurately describes your own situation and your own feelings, using the following scale.

### *Example*

| <i>Question</i> |                                | <i>Completely disagree</i> | <i>Disagree</i> | <i>Undecided</i> | <i>Agree</i> | <i>Completely agree</i> |  | <i>Answer</i> |
|-----------------|--------------------------------|----------------------------|-----------------|------------------|--------------|-------------------------|--|---------------|
| 1               | The management at ALS is fair. | 1                          | 2               | 3                | 4            | 5                       |  | <b>4</b>      |

When you have completed all the items, ensure that the questionnaire is handed back to the researcher.

| <i>Completely disagree</i> | <i>Disagree</i> | <i>Undecided</i> | <i>Agree</i> | <i>Completely agree</i> | <i>Answer</i> |
|----------------------------|-----------------|------------------|--------------|-------------------------|---------------|
| 1                          | 2               | 3                | 4            | 5                       |               |

| <b>Health &amp; Safety</b> |                                                                               |   |   |   |   |   |  |
|----------------------------|-------------------------------------------------------------------------------|---|---|---|---|---|--|
| 1.                         | ALS provides the staff with the appropriate safety clothing to wear.          | 1 | 2 | 3 | 4 | 5 |  |
| 2.                         | I am aware of the safety rules & regulations of ALS.                          | 1 | 2 | 3 | 4 | 5 |  |
| 3.                         | ALS does everything possible to prevent injuries.                             | 1 | 2 | 3 | 4 | 5 |  |
| 4.                         | The factory is an unsafe environment to work in.                              | 1 | 2 | 3 | 4 | 5 |  |
| <b>Management</b>          |                                                                               |   |   |   |   |   |  |
| 5.                         | My manager clearly defines my job duties and responsibilities.                | 1 | 2 | 3 | 4 | 5 |  |
| 6.                         | This organization respects its employees.                                     | 1 | 2 | 3 | 4 | 5 |  |
| 7.                         | My manager listens to what I'm saying.                                        | 1 | 2 | 3 | 4 | 5 |  |
| 8.                         | My manager/supervisor clearly communicates what is expected of me.            | 1 | 2 | 3 | 4 | 5 |  |
| 9.                         | Senior management communicates well with the rest of the organization.        | 1 | 2 | 3 | 4 | 5 |  |
| 10.                        | My manager/supervisor acts in a professional manner.                          | 1 | 2 | 3 | 4 | 5 |  |
| 11.                        | I feel that I always get support from my manager or supervisor.               | 1 | 2 | 3 | 4 | 5 |  |
| 12.                        | Management has created an open and comfortable working environment.           | 1 | 2 | 3 | 4 | 5 |  |
| 13.                        | I have received the training I need to do my job efficiently and effectively. | 1 | 2 | 3 | 4 | 5 |  |
| 14.                        | I respect my manager as a competent professional.                             | 1 | 2 | 3 | 4 | 5 |  |
| 15.                        | My manager/supervisor gives me praise and recognition when I do a good job.   | 1 | 2 | 3 | 4 | 5 |  |

|                |                                                                                   |   |   |   |   |   |  |
|----------------|-----------------------------------------------------------------------------------|---|---|---|---|---|--|
| 16.            | I am treated with respect by management.                                          | 1 | 2 | 3 | 4 | 5 |  |
| <b>General</b> |                                                                                   |   |   |   |   |   |  |
| 17.            | I am very satisfied with my job at ALS.                                           | 1 | 2 | 3 | 4 | 5 |  |
| 18.            | People are held accountable for the quality of work they produce.                 | 1 | 2 | 3 | 4 | 5 |  |
| 19.            | There is a strong feeling of teamwork and cooperation in this organization.       | 1 | 2 | 3 | 4 | 5 |  |
| 20.            | The quality of our products and services are very important to this organization. | 1 | 2 | 3 | 4 | 5 |  |
| 21.            | In this organization we maintain very high standards of quality.                  | 1 | 2 | 3 | 4 | 5 |  |
| 22.            | Customer needs are the top priority in this organization.                         | 1 | 2 | 3 | 4 | 5 |  |
| 23.            | My salary is competitive with similar jobs I might find elsewhere.                | 1 | 2 | 3 | 4 | 5 |  |
| 24.            | My ideas and opinions count at work.                                              | 1 | 2 | 3 | 4 | 5 |  |
| 25.            | Communication is encouraged in this organization.                                 | 1 | 2 | 3 | 4 | 5 |  |
| 26.            | The amount of work I am asked to do is reasonable.                                | 1 | 2 | 3 | 4 | 5 |  |

The researcher distributed the questionnaires via direct distribution, and followed up with the respondents after one day to collect the questionnaires. The researcher provided the respondents with an overview of the dissertation objectives and emphasized the confidentiality of the information provided.