

COMPARATIVE ANALYSIS OF MANAGEMENT AND EMPLOYEE
JOB SATISFACTION AND POLICY PERCEPTIONS

Charles G. Andrews, B. A., M. S.

Dissertation Prepared for the Degree of
DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

May 2003

APPROVED:

Jeff M. Allen, Major Professor and Program
Coordinator of the program in Applied
Technology Training, and Development

Michael Beyerlein, Minor Professor

Roger Ditzenberger, Committee Member

Jerry Wircenski, Committee Member

Jon Young, Chair of the Department of
Technology and Cognition

M. Jean Keller, Dean of the College of
Education

C. Neal Tate, Dean of the Robert B. Toulouse
School of Graduate Studies

Andrews, Charles G., Comparative analysis of management and employee job satisfaction and policy perceptions. Doctor of Philosophy (Applied Technology, Training and Development), May 2003. 103 pp., 11 tables, 7 illustrations, references, 64 titles.

The purpose of the study was to investigate the perceptions of job satisfaction as defined by management and nonmanagement employees and to compare both parties' perceptions of organizational benefits to a list prepared by the organization's benefit personnel.

Turnover is costly to the organization, both in money and in the impact it has on those individuals remaining with the organization. Every effort should be undertaken to reduce the amount of turnover within the organization. A contributing factor leading to turnover may be a gap between what the employees believe is important to them and what management believes is important to the employees. The boundaries of the gap need to be identified before any effort can be made to reduce or bridge the gap. Once the boundaries are identified, policies can be analyzed and the possibility of reducing the gap investigated. Management as a whole must be aware of the needs and wants of their employees before any attempt to develop a retention strategy is undertaken. This knowledge can be acquired only through two-way communication with the employee. The

communication process includes the simple process of asking employees for this information and then listening to how they respond.

This study suggests that little difference exists in perception of job satisfaction importance for gender, age group, length of time with the organization, topic training hours, and between management and nonmanagement employees. However, perception gaps exist between the job satisfaction items addressed by organizational policies and procedures and those perceived by employees. Additional studies that include a number of varied organizations are needed before extensive generalizations can be made.

TABLE OF CONTENTS

	Page
LIST OF TABLES.....	iv
LIST OF ILLUSTRATIONS.....	v
Chapter	
1. INTRODUCTION.....	1
Background	
Significance of the Study	
Theoretical Framework	
Purpose of the Study	
Statement of the Problem	
Research Hypotheses	
Delimitations	
Limitations	
Definition of Terms	
Summary	
2. LITERATURE REVIEW	18
Pivotal Studies of the 1970s and 1980s	
Job Satisfaction Studies in the 1990s	
Employee Decisions	
Survey of Federal Employees	
Relationships and Role Playing	
Concerns About Enhancing Skills	
Labor Department Reports	
Work Environment as a Predictor	
Workforce	
Asking Questions	
Survey Methods	
Summary	
3. METHODS AND PROCEDURES.....	32
Population	
Sample	
Pilot Study	
Instruments	

Research Design	
Data Collection Procedures	
Data Analysis	
Summary	
4. RESULTS AND DISCUSSION	45
5. RECOMMENDATIONS FOR FUTURE RESEARCH	78
REFERENCE LIST.....	91

LIST OF TABLES

Table	Page
1. Instrument Reliability Across Organizations	46
2. Potential and Actual Participants by Organization.....	46
3. Statistical Relation of Group (Management and NonManagement) and Job Importance Means Within Topic	48
4. Statistical Relation of Group (Males and Females) and Job Importance Means Within Topic	50
5. Number of Participants by Age Group (Years).....	53
6. Statistical Relation of Age Group and Job Importance Means Within Topic	54
7. Number of Participants by Length of Employment Within Organization (Years)	58
8. Statistical Relation of Time with Organization and Job Importance Means Within Topic	59
9. Number of Participants by Hours of Training Within Topic (During Prior Year).....	63
10. Statistical Relation of Training Hours and Job Importance Means Within Topic.....	65
11. Job Satisfaction Items Percent of Agreement With Human Resources .	69

LIST OF ILLUSTRATIONS

Figure	Page
1. Topic Means to Potential by Management/Non Management.....	49
2. Topic Mean Comparisons for Gender Groups Compared to Potential ...	52
3. Topic Mean Comparison for Age Groups Compared to Potential.....	57
4. Topic Mean Comparison for Length of Time With the Organization Groups Compared to Potential	62
5. Number of Participants by Training Group by Training Topic.....	64
6. Topic Mean Comparisons for Hours of Training Groups Within the Organization Compared to Potential.....	66
7. Number of items in agreement with organizational policies and procedures by percentage groups.....	85

CHAPTER 1

INTRODUCTION

The purpose of this study was to compare the perceptions of job satisfaction as defined by both nonmanagement and management employees and to compare both parties' perceptions of organizational benefits as compared to a list prepared by the organizations' human resource personnel. This needs analysis will provide the organization's management team with information that may lead to an increase in employee satisfaction, thus retention and a reduction in turnover costs.

Turnover is costly to the organization both financially and in the impact it has on those individuals remaining with the organization (Hannay & Northam, 2000; Michaud, 2000; Mosley & Hurley, 1999; Rust, Stewart, Miller, & Pielack, 1996; Sigler, 1999). Every effort possible needs to be undertaken to reduce the amount of turnover within the organization. A contributing factor leading to turnover is a gap between what employees believe is important to them and what management believes is important (Kay & Jordan-Evans, 1999). The boundaries of the gap need to be identified before any effort can be made to reduce or bridge the gap (Peters, 2001). Once the boundaries are identified, policies can be analyzed and the possibility of reducing the gap investigated.

Such information can be acquired only through communication among all levels of the organization. Acquisition of this type of information requires

that three basic activities occur. First, employees must be recognized as being a worthwhile source of information (Rust et al., 1996). Second, employees must be asked for their opinion (Blanchard & Waghorn, 1997; Kay & Jordan-Evans, 1999). Third, the examination of information must occur repeatedly and frequently, because life situations for both the employees and the organization are in a constant state of change (Abrashaff, 2001; Rust et al., 1996). This simply means that there are no "silver bullets" that will permanently solve the problem of employee satisfaction. Also, the solution for one organization cannot be assumed to apply completely to another organization.

Background

Organizations, whether business or government oriented, lose good employees every year. The simple fact is that the loss of any single employee costs the organization (Michaud, 2000; Mosley & Hurley, 1999; Rust et al., 1996). The cost to organizations occurs in two ways: the monetary cost of replacing the individual and the cost to the organization through lost productivity. The first is clear, but the second is more difficult to measure because of the many factors involved. For example, the person must be replaced and trained before the start of the next working day if the impact on the other workers is to be kept to a minimum (Hannay & Northam, 2000; Sigler, 1999). This is difficult to accomplish, but if this immediate resolution is not achieved, the remaining employees must perform the duties

of the departing employee. This places additional responsibility on those employees, especially if they do not receive the necessary authority that should accompany the new responsibilities. Employees experience levels of stress, the result of which could be additional loss of personnel. Besides impacting the overall productivity of the group/team/department, the morale of the remaining employees is likely to be negatively impacted as time passes (Hannay & Northam, 2000).

Need for Cost Reduction

There is a need to reduce the monetary cost as well as the negative impact on remaining employees by first identifying why employees either leave or stay with the organization (Daley, 1997). Also, action should be taken to increase the number of factors that may cause an employee to remain with the organization. Members of the organization need to gain greater understanding of potential causes for an employee's staying with or leaving the organization (Blanchard & Waghorn, 1997). Changes in the U.S. workforce call for repeated analysis so that actions can be tailored to the organization's workforce at the moment of the evaluation (Nocera & Kolb, 1998).

Cost Synopsis

Loss of a fairly new employee costs the organization both extrinsically and intrinsically (Sigler, 1999). Extrinsically, there is the cost of training, salary, and benefits that could be applied to someone desiring to remain

with the organization for a lengthy period of time. Training costs are doubled because the employee's replacement must be trained. Production is lost, and the time needed to find and sufficiently train a replacement increases the impact on production. Intrinsically, there is an emotional strain on existing employees, who adjusted to the first employee's arrival and then their departure and who must now adjust to a new employee.

If short-time employees are seen as leaving merely for more money, others may follow, out of friendship or out of fear that management may consider them untrustworthy if they too have been employed for only a short time. Quick turnover makes the task of building trust and peer respect difficult.

The loss of a long-time employee also has its cost. If the employee has customer contact, the possibility exists that the customer may discontinue purchasing the organization's products or services (Penwell, 2002). The organization's extrinsic motivator, money, or in this case, the loss of money, can have a damaging effect, not only on cashflow, but possibly in creating management actions such as downsizing. Over time this loss may be restored, but the intrinsic factors (i.e., pressure to accept additional tasks, increased responsibility without increased authority, delays in obtaining a qualified replacement) will have the greatest impact. In the case of the long-time employees, the intricacies of specific tasks may be known only by the individual leaving. The "why" knowledge of the task may be lost from the

organizational knowledge base of information. A source of employee mentoring support may be lost, thus impacting the emotional state of some of the employees associated with the employee who has just left the organization. The circumstances under which an employee leaves may also affect the emotional states of remaining employees. For example, they may develop a fear of being forced to make a personal decision, a decision as to whether or not they remain with the organization.

Causes of Employee Loss

It may be possible to generate a list of theoretical causes for the loss of an employee; however, every employee is unique. What determines his or her decision is any combination of the many factors involved (e.g., money, benefits, work-life balance). A key reason for an employee's leaving is a bad supervisor (Campbell, 2002). Organizations should attempt to address as many factors as possible (Zigon Performance Group, 2000), but the factors addressed must be those important to their specific employees, not the imaginary "standard employee" addressed by management models. How can the key factors be identified? The questions of "why" must be asked long before an exit interview occurs.

Pritchard and Shaw (1978) identified over 1,500 rewards for the U.S. Air Force. They grouped and reduced the list to five major categories containing 257 rewards. The major categories consisted of General Organizational Rewards, Tasks, Interaction with Others, and Extrinsic and

External Rewards. Pritchard and Shaw's detailed list can provide an organization with a foundation for establishing an understanding of the needs of its employees.

Several areas may be examined. A few are listed below:

1. What would cause employees to leave the organization?
 - a. From the viewpoint of the employees
 - b. From the viewpoint of their management representatives
2. What would cause employees to stay with the organization?
 - a. From the viewpoint of the employees
 - b. From the viewpoint of their management representatives
3. How does the viewpoint of frontline management representatives compare with the viewpoint of their frontline employees?
4. Which viewpoints are supported by organizational policy, procedures, and culture?
5. Do the factors vary by generation (age group) or gender?

Analysis of questions of this type provides a foundation for evolving organizational policies and determining the type of training the organization needs to provide its employees. For example, the information may suggest the need for awareness training or diversity training for both management representatives and non management employees, or it may suggest the need to provide employees with a greater understanding of what the organization offers employees and possibly more information on the

products/services that they, as part of the organization, provide the customer.

Significance of the Study

Organizations, whether business or government oriented, lose good employees every year (Michaud, 2000). Many are considered to have great potential, and many possess a large database of knowledge about the organization's culture and how the organization operates on a daily basis, as well as knowledge about the product or service that the organization provides. Which employee is more important to the organization can be debated. However, the loss of any employee costs the organization, and there is a need to reduce this cost by identifying why employees leave or stay and by increasing the number of factors that may cause an employee to remain with the organization. If the cost to the organization becomes too great, this may become the final factor in its demise.

Theoretical Framework

Prichard and Shaw (1978) contracted with the United States Air Force in 1975 to conduct a study relating to job satisfaction. The project had four goals: (a) to develop a comprehensive list of rewards available to an organization; (b) to develop a comprehensive list of intrinsic rewards; (c) to compare the many publications being used to investigate job satisfaction; and (d) to compare the findings with the existing Air Force Occupational Attitude Inventory. Pritchard and Shaw made use of three sources for

identifying rewards. First, they analyzed the many interviews documented in Studs Terkel's book *Working*. From the interviews, they identified 975 specific reward areas. Second, they referenced an earlier project of Pritchard, Von Bergen, and DeLeo (1974) examining incentive motivation techniques for the United States Air Force. This project included interviews with several hundred Air Force personnel. Approximately 375 reward areas were identified from these materials. The third source consisted of 50 instruments in use at the time of the study. Approximately 150 reward areas were identified from these materials. The analysis of the three sources resulted in the identification of 1,500 specific rewards. Through "several waves of editing" (process not described by the researchers) the list of 1,500 was condensed into five major groups and 12 subgroupings. This process reduced the list from 1,500 to 257 rewards.

Steiner and Dobbins (1987) examined the "role of work values in leader-member exchange" situations. Data collection occurred in two phases. In phase 1, "52 female and 59 male undergraduate management students taking a senior level course in organizational behavior" (p. 7) completed the Survey of Work Values as revised by Steiner (1985) for students. The study found that the individual's work values exhibited a significant impact on that individual's relationship with his or her manager and that they also affected job assignments.

Rust et al. (1996) collaborated to address a study dealing with the satisfaction and retention of frontline employees. The subjects included of "low-paid, frontline service employees in nursing homes" (p. 66). The researchers suggested that "intention to remain employed is strongly influenced by the level of employee satisfaction" (p. 70) and that "overall employee satisfaction is driven by satisfaction with managerial processes related to employee well-being" (p. 71).

Research by Rousseau (1995), Rousseau and Parks (1992), and Rynes (1993) suggested and that potential employees make their decisions based on their perceptions of the value that the organization will place on them. Similarly, the first few days on the job can affect the individual's tendency to leave or stay (Graham & McKenzie, 1995). Management must see the frontline employee as someone to be listened to, not someone who should only listen to management (Kaye, 2000; Michaud, 2000; Rust et al., 1996).

Daley (1997) conducted "a regression analysis of the cross-sectional *1989 Merit Principles Survey of Federal Employees*" (p. 301). Daley reported that the data support the hypothesis that "an employee's overall sense of job satisfaction is related to their evaluation of their supervisor" (p. 307). One of Daley's conclusions is that the organization and its supervisors "need to pay particular attention to those factors that employees expect them to provide" (p. 308).

This literature, as well as more current studies, suggests that (a) there are identifiable job satisfaction factors of interest to workers and (b) a misperception may exist between employees and their management representation as to what these factors are. To test this theory, this study began with Prichard and Shaw's (1978) 257 factors, with a revision of the list down to 250 items by combining some terms into terminology found in more recent publications. Category terminology was updated to terms in use in more recent literature, and the list was expanded to 20. Experts reviewing the categories recommended combining two and dividing one into two categories, resulting in no net gain or loss to the list of 20. However, the wording of several category descriptives was recommended and accepted.

In an effort to establish a degree of content validity, seven experts were asked to assign each factor to 1 or more of the 20 categories. Only those categories containing assignments agreed upon by five of the seven experts would be utilized in the study, and only those sub-elements agreed upon by at least five of the seven would be investigated. This process reduced Prichard and Shaw's (1978) list of 257 to 96 items to be considered for this study.

Purpose of the Study

The purpose of this study was to compare job satisfaction perceptions as defined by both nonmanagement employees and by management employees and to compare the perception of both parties' perceptions of

organizational benefits as compared to a list prepared by the organization's Human Resource personnel. The needs analysis will provide the organization's management team with information that may lead to a potential increase in employee satisfaction, thus retention and a potential reduction in turnover costs.

Job satisfaction indicators identified by nonmanagement employees were compared to those perceived by the management employees. Items that demonstrated a gap between perceptions may indicate the need for additional training for either or both parties. Employee perceptions of job satisfaction items addressed by the organization's policies and procedures were compared to a list of items identified by the organization's human resource department. Items falling into the gap between services provided and those believed by the employees to be provided will give management a perspective for analyzing the organization's ability to increase the number of job satisfaction factors. Items falling into the gap may indicate the need for additional training. This analysis will also provide management with both an indicator of job satisfaction items for future consideration and an indicator of clarification topics for new employee orientation.

Statement of the Problem

Turnover is costly to the organization in terms of money, lost productivity, and the impact it has on coworkers who remain with the organization (Michaud, 2000). Every possible effort should be undertaken to

reduce the amount of turnover. A contributing factor leading to turnover is a gap between what the nonmanagement employees believe is important to them and what management representatives believe is important (Daley, 1997). The boundaries of the gap must be identified before any effort can be made to reduce or bridge the gap. Once the boundaries are identified, policies can be analyzed and the possibility of reducing the gap through policy change and training can be investigated.

Research Hypotheses

H₀1: There are no statistically significant differences between the perception of nonmanagement employee job satisfaction and management job satisfaction as measured by job satisfaction topic means.

H₀2: There are no statistically significant differences in the perception of male and female perception of job satisfaction mean values.

H₀3: There are no statistically significant differences in the perception of job satisfaction of age groups as measured by job satisfaction topic means.

H₀4: There are no statistically significant differences between the perception of job satisfaction topic means and length of time groups with the organization.

H₀5: There are no statistically significant differences between the perception of job satisfaction topic means and hours of training of groups by topic.

H₀6: There are no differences between organizationally chosen job satisfaction items and those perceived by nonmanagement employees.

H₀7: There are no differences between organizationally chosen job satisfaction items and those perceived by management representatives.

Delimitations

Restrictions imposed on the study by the researcher included of the following:

1. Data collection was limited to nonmanagement employees, management employees, and human resource representatives of the organization.
2. Electronic data collection was used whenever possible to reduce data collection and data entry errors.
3. Data collection was accomplished within a 2-week time span when possible.

Limitations

Restrictions outside the control of the researcher included of the following:

1. Length of time required for employees to complete the questionnaire must be kept to a minimum to reduce impact on work duties.
2. The client determines the population within the organization to take part in the study.

Definition of Terms

Compensation: monetary-related benefits that include competitive pay; a fair pay system; and benefits such as retirement, medical insurance, life

insurance, dental insurance, and paid vacation time. This includes medical, insurance, and retirement forms of compensation. (U.S. Department of Labor, 2003).

Employee Development Opportunities: includes having a career path within the organization and presence of a career-planning program that enhances the abilities of the individual employee. These opportunities represent the degree to which organizational culture provides employees with growth paths that include advancement opportunities, career counseling, and training of new skills (Cowen, 2002; Ramsey, 2002).

Interaction: type and quality of interaction that employees experience with their peers and their management representatives. Interaction includes the amount of involvement that management representatives have with management representatives in other areas of the organization and the extent to which upper management desires and demonstrates interaction with employees at all levels of the organization. Employee interaction may result in greater trust among employees and between management and nonmanagement employees (Nelson, 2002; Weber & Weber, 2001).

Intrinsic Rewards: rewards of a nonmonetary nature, such as recognition and the degree to which employees feel that they have control over the presence of an intrinsic reward, as well as the opportunity to exert their influence. Intrinsic factors include such nonmonetary rewards as public recognition, letters of recognition, certificates of accomplishments, use of

personally determined methods of doing the job, and flexible work breaks. A sense of choice and a sense of meaningfulness are key examples of intrinsic motivators (Thomas, 2000). "Praise is a gift any supervisor can give" (Ramsey, 2002).

Job Satisfaction: an individual's reaction to the job experience. Herzberg, Mausner, and Snyderman (1959) listed the following factors as those that increase job satisfaction: achievement, recognition for accomplishment, challenging work, increased responsibility, and growth and development.

Nonmanagement Employees: those holding positions in which they do not supervise other employees about whom they make hiring and termination decisions. (Definition utilized by researcher.)

Organizational Communication: the "informing of information process" used by management to all employees as well as the "listening process" whereby management listens to employees and accepts advice from all members of the organization (Cowen, 2002; Nelson, 2002).

Potential: refers to the total score possible for a topic. For example, if the topic includes ten (10) items, on the five point Likert scale the potential value is 50. This value is noted in figures 1, 2, 3, 4, & 5.

Questionnaire: method of collecting data using printed or computer-viewed questions. The questionnaire is the instrument specifically used to collect responses (Alreck & Settle, 1995).

Retention: action taken by the organization to increase fulfillment of employee desires with the intention of retaining valued employees. This includes activities that, when taken, reduce the cost of employee turnover (Withers, 2001).

Reject: refers to the analysis of data and whether the data supports or does not support the hypotheses. For this study, the researcher determined that if any of the seven topic's p-value is 0.05 the hypotheses was rejected.

Turnover: process whereby it becomes necessary to replace employees for voluntary, involuntary, or other reasons (U.S. Department of Labor, 2003).

Work Conditions: include the physical work area, safety conditions, oppressive individuals, and demands generated by management on the output of employees (such as required overtime and working to the point at which mental and physical problems develop). Work conditions include convenient restrooms, rest areas, liquids and food at workstation, and ability to take breaks when employee feels the need. They also include working in a place where people know each others' names and where the individual is treated as an adult (Ramsey, 2002).

Work-life Balance: concern for employee's family, clear identification of work time limits, and meeting family-related needs such as caregiving (Kerslake, 2002; Kistner, 2002).

Summary

The future of an organization is tied to the future of the employees who make up the organization, and the future of employees is tied to the future of the organization. This symbiotic relationship must be recognized and understood by all members of the organization.

Chapter 1 provided a general overview of the study. The chapter discussed the background for the study, the purpose of the study, statement of the problem, research hypotheses, significance of the study, limitations, and delimitations, and definition of terms. Chapter 2 contains the review of literature. Included are several studies relating to job satisfaction, along with numerous article references that provide current perceptions of the importance of job satisfaction. Chapter 3 describes the methods used to collect and analyze data. Chapter 4 describes the data analysis results. Chapter 5 includes recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

The literature review chapter first examines some pivotal studies of the 1970s and 1980s. Attention in the late 1980s and early 1990s began to turn toward the idea of job satisfaction, and federal employees were surveyed to help identify job satisfaction elements. During the late 1990s employee-manager relationships and role-playing became topics of interest. In the late 1990s and the year 2000 researcher interest moved toward enhancing employee skills and considering the work environment.

Pivotal Studies of the 1970s and 1980s

Prichard and Shaw (1978) contracted with the United States Air force in 1975 to conduct a study relating to job satisfaction. The project had four goals: (a) to develop a comprehensive list of rewards available to an organization, (b) to develop a comprehensive list of intrinsic rewards, (c) to compare the many publications being used to investigate job satisfaction, and (d) to compare the findings with the existing Air Force Occupational Attitude Inventory. Pritchard and Shaw made use of three sources for identifying rewards. First, they analyzed the many interviews documented in Studs Terkel's book *Working*. From the interviews, they identified 975 specific reward areas. Second, they referenced an earlier project of Pritchard et al. (1974) that examined incentive motivation techniques for the United States Air Force. This project included interviews with several hundred Air

Force personnel. Approximately 375 reward areas were identified from these materials. The third source included of 50 instruments in use at the time of the study. Approximately 150 reward areas were identified from these materials. The analysis of the three sources resulted in the identification of 1,500 specific rewards. The list of 1,500 was condensed into five major groups and 12 subgroupings through "several waves of editing" (process not described by the researchers). This process reduced the list from 1,500 to 257 rewards.

Kaufman and Feters (1980) investigated work motivation and job values among accountants. The sample included 208 accountants in an international accounting firm, with each participant completing a survey containing two sections. The researchers used the expectancy-value model to compare the two sections and to look for additional variables for consideration. Earlier methods used by Lawler and Suttle (1973) were followed as closely as possible to increase reliability. Kaufman and Feters's findings suggested that neither rank nor gender were significant factors. The study reported a comparison of the top four "valued job rewards" between men and women and the top three "valued job rewards" between married and single accountants. Kaufman and Feters noted that "job flexibility" is generally attributed to the needs of women; however, the study indicated that it is an important factor to be considered for both genders, more so for married individuals.

Steiner and Dobbins (1987) examined the “role of work values in leader-member exchange” situations. Data collection occurred in two phases. In phase 1 “52 female and 59 male undergraduate management students taking a senior level course in organizational behavior” (p. 7) completed the Survey of Work Values as revised by Steiner (1985) for students. Eight subjects were eliminated because their scores fell on the mean rating. Remaining participants were classified as “21 high intrinsic-high extrinsic (HI-HE), 29 high intrinsic-low extrinsic (HI-LE), 32 low intrinsic-high extrinsic (LI-HE), and 21 low intrinsic-low extrinsic (LI-LE)” (p. 8). Phase 2 took place 2 weeks after phase 1. The same subjects role-played the position of the director of branch operations for a large metropolitan bank undergoing rapid expansion. Their function was to hire branch managers. Participants received the job description for the manager’s position and the personnel files for four subordinates. The qualifications for the four were fairly equal except that they were classified as one of the following: HI-HE, HI-LE, LI-HE, or LI-LI.

Steiner and Dobbins’s (1987) study found that the individual’s work values exhibited a significant impact on the individual’s relationship with his or her manager and also affected job assignments. For example, “subordinates with higher intrinsic or extrinsic values were viewed more favorably, given more negotiating latitude, and assigned to more challenging positions” (p. 16). Steiner and Dobbins suggested that this may cause

problems if the employee does not possess the required abilities to perform the assigned task and the manager does not make sufficient effort to identify this lack ahead of time. The reverse may also hold true for individuals with perceived low work values. They may be assigned tasks below their qualifications. Value compatibility between employees and their managers is another issue addressed by Steiner and Dobbins. They found that value compatibility "did not significantly affect task assignments or negotiating latitude" (p. 15). However, they cautioned that this should not be overstressed; each pair of individuals is a unique situation.

Job Satisfaction Studies in the 1990s

Rust et al. (1996) collaborated to address a study dealing with the satisfaction and retention of frontline employees. The subjects included of "low-paid, frontline service employees in nursing homes" (p. 66). Phase 1 consisted of interviewing the subjects' managers to determine their beliefs concerning the causes for the high turnover. Phase 2 consisted of interviewing the subjects to determine "their satisfaction levels with various aspects of their jobs" (p. 67). This process was extended to former employees through focus group interviews. Four managerial processes were identified from the interviews: supervision, benefits, work design, and work conditions. Subprocesses were omitted from the study and addressed only indirectly. For example, subprocesses for work design included initial training, on-the-job-training, understaffing, incentive programs, and pay

periods. The researchers suggested that "intention to remain employed is strongly influenced by the level of employee satisfaction" (p. 70) and that "overall employee satisfaction is driven by satisfaction with managerial processes related to employee well-being" (p. 71). The individual employee's hourly pay was considered to determine any relationship between amount of pay and job satisfaction. Pairwise regression analysis provided a process understandable to the client. The primary job satisfaction indicator was "work environment," with "supervision, benefits, and work design" having less but approximately similar impact, each about half that of "work environment." Hourly pay was shown to have almost no impact. However, it should be noted that none of these factors was significant, at 0.01. The primary indicator for work environment satisfaction was "supplies," but here too it was not significant, at 0.01. The strongest predictor for "work design delight" was shown to be the number of pay periods, not the amount of pay. Even this element was not significant, at 0.01. A major conclusion of the researchers was the realization that the concept of the employee's being a customer of management was difficult for management to accept. Management preferred to focus the study on their desires and not that of the employees. They even found the idea of listening to the employees to be threatening. In this case, management considered that there were two primary employee retention issues: pay and the employees' relationship with

their supervisor. A key factor in the approach was to begin the study from a point of ignorance and to let the research determine the findings.

Employee Decisions

Research by Rousseau (1995), Rousseau and Parks (1992), and Rynes (1993) suggested that potential employees make their decisions based on their perceptions of the value that the organization will place on them. The first few months with a company are critically important. The introduction that new employees receive makes a lasting impact on their perception of the organizational management team. Similarly, the first few days on the job can affect the individual's tendency to leave or stay (Graham & McKenzie, 1995). Employees' desires are perceived as being satisfied when the organization meets or exceeds their expectations (Hackman & Oldham, 1976; Hannay & Northam, 2000; Locke, 1976; Rust et al., 1996). Management must see the frontline employee as someone to be listened to not someone that should only listen to management (Kaye, 2000; Michaud, 2000; Rust et al., 1996). Blanchard and Waghorn (1997) tell leaders that those who do not listen effectively do not have what it takes to be a leader. Employees who can relate to the organization's product/service can more easily relate to the organizational culture and make the necessary adjustment to become an active member of that culture (Coleman & Kleiner, 1999). These studies tend to support the paradigm that viewing the employee as a customer is much more important than is generally perceived

by management. This viewpoint is also important to an effective inhouse training program. By asking the employees the type of training they need prior to developing the training program, their needs may be better met, thus improving employee satisfaction. These studies indicate that a key process is talking with and listening to employees.

Survey of Federal Employees

Daley (1997) conducted "a regression analysis of the cross-sectional *1989 Merit Principles Survey of Federal Employees*" (p. 301). Daley analyzed job and work characteristic attitudes. The analysis eliminated several factors "related to age, years of service, education, pay grade, supervisory status and gender" (p. 301). The *1989 Merit Principles Survey* included 15,939 federal employees. According to Daley, the data support the hypothesis that "an employee's overall sense of job satisfaction is related to their evaluation of their supervisor" (p. 307). One of Daley's conclusions is that the organization and supervisors "need to pay particular attention to those factors that employees expect them to provide" (p. 308). Daley sees job satisfaction as the responsibility of supervisors. The frontline supervisor is the frontline employee's link to the organization and determines to a great degree how the organization is perceived. The supervisor is also the individual who must establish expectancy links to the services offered by the organization.

Relationships and Role Playing

Nocera and Kolb (1998) examined the effect of relationships between supervisors and their subordinates on, among other considerations, job satisfaction. Data were collected from 80 sales representatives using the INDSALES questionnaire developed by Comer, Machleit, and Lagace (1989). Nocera and Kolb suggested that "a supervisor-subordinate dyadic (sociological [ly] significant) relationship, may help to reduce turnovers" (p. 854) and that this relationship becomes more important when the two individuals are located in different locations. Understanding "what subordinates want and need from their supervisors" (p. 63) becomes critical when employees work in distant locations. Increasing employee satisfaction may reduce employee turnover within an organization (Rust et al., 1996).

Concerns About Enhancing Skills

The Info-Tech Research Group (2001) discussed the annual study conducted by AON Consulting called America@Work. The researchers listed an advantage of developing committed workers as "retention of employees with knowledge, skills, and abilities that are critical to the organizations" (Pt. 1, p. 1). The article also contained references to two 1999 surveys. Information Week's 1999 National IT (Information Technology) Salary Survey reported that "86 percent of IT staffers surveyed said on-the-job challenge was more important than either base pay or job atmosphere" (Pt.

1, p. 2). The survey conducted by Challenger, Gray and Christmas, a Chicago outplacement service,

found that of 120 human resource managers surveyed, two thirds reported that new employees are attracted by the chance to learn and enhance skills, twice as many as those who reported salary and benefits as main attractors, (as cited in Info-Tech Research Group, 2001, Pt. 1, p.2.)

On-the-job challenge and the chance to learn new skills and to enhance existing skills appear to be important “wants” by many employees. A 1999 Information Week survey reported that the challenge of the job and the responsibility associated with it tend to matter more than the salary (Hannay & Northam, 2000; Mateyaschuk, 1999). Also of importance are opportunities for training or continuing the individual’s education, flexible working hours, and the ability to dress casually.

Throughout the above studies one factor is evident: Both the supervisor and management as a whole must be aware of the desires of their employees before they undertake any attempt to develop a retention strategy. Also, it should be clear from these studies that, for this knowledge to be acquired there must be communication with employees that includes the simple process of asking them for the information and then listening carefully to how they respond. Several studies between 1966 and 1993 indicated that researchers have been more interested in job satisfaction

among managers than among frontline employees (Kumar & Acharnamba 1993; Paine, Carroll, & LECTE, 1966; Rainey, 1979; Schneider & Vaught 1993; Solomon, 1987).

Labor Department Reports

The U.S. Department of Labor has reported that the cost to replace an employee is one third of a new hire's salary (Michaud, 2000). Some researchers reported that replacement and training costs range from 1.5 to 3 times the individual's annual salary (Mosley & Hurley, 1999; Rust et al., 1996). Loss of talented employees can be costly for the organization; also, retention of low performers can be costly to the organization over time (Sigler, 1999). Hannay and Northam (2000) referred to this as "dysfunctional turnover" (p. 65). Any retention program must include a strategy whereby the organization is constantly verifying the reliability of its decision-making data. Yearly evaluations may not provide the high-quality data needed to make accurate management decisions. Hourly wage tends to be a weak predictor of employee satisfaction (Rust et al., 1996). Organizations that maintain a current strategic approach to rewarding employees and have flexible reward policies that are aligned with business objectives tend to perform better financially compared to other members of their industry (Zigon Performance Group, 2000).

Work Environment as a Predictor

Work environment appears to be one of the best predictors of employee satisfaction (Rust et al., 1996). According to Benders and van de Looj (1994), there is no direct relationship between job satisfaction and salary. Their research suggested that younger employees have a greater tendency to quit their jobs than older employees and demonstrate a greater tendency to be willing to work overtime. Younger employees also tend to be less satisfied with their salary.

Workforce

Zemke, Raines, and Flipczak (2000) identify four generational groups that make up the current work force: Veterans (born between 1922 & 1943), Baby Boomers (1943-1960), Generation Xers (1960-1980), and Generation Nexters (1980-2000). They view authority in different ways. Veterans prefer a clear distance between management and nonmanagement. Boomers want greater interaction with associates and greater equality. Xers are generally unimpressed with authority. Nexters have a need for supervision and structure, are strong on teamwork and are used to getting what they want. The authors indicate that the four groups also see work-life balance differently. Veterans see work life and family life as distinct and separate. Boomers are not tied to either. They are willing to change places of work or spouses if either are not meeting their needs. However they generally see family and career as being a partnership. Xers want flexible

hours and to have fun and humor at work and at home. They are also reluctant to commit to either family or career. Nexters are still too young to allow a description to be made as relates to career and family.

Asking Questions

Regardless of what management may believe the basis of job satisfaction to be, Kay and Jordan-Evans (1999) suggested that the surest way of knowing is to ask the employees what is of value to them. According to Kay and Jordan-Evans, the question that management should ask when a good employee leaves is not “`Why didn’t they tell me” but instead, “`Why didn’t I ask?” (p. xvii). Abrashaff (2001) tells the manager/supervisor to “recruit your people everyday, even though they are already on board” (p. 91) and “you have to grow your people to grow your business” (p. 91). If Peters (2001) is correct, the need to communicate with each individual employee has never been greater. Peters believes that business is transitioning from a period when “promise them everything” was important (early 1990s –2000) to a period when “performance and getting results” will be critical to a manager’s survival. Performance and results are directly connected to managers being able to communicate with their employees and to increasing the individual’s level of job satisfaction.

Survey Methods

The primary methods used to collect survey data included direct observation, interview, and surveys distributed by mail organizations such as

the United States Postal Service. Two new distribution methods followed the development of the Internet: e-mail and Web pages. E-mail was still seen as a new technology in 1995 (Tse et al., 1995). It was so new that some potential participants may have refrained from survey participation simply due to technophobia. Mehta and Sivadas (1995) reported that e-mail participants tended to include more comments than survey participants who were required to return their survey via conventional mail. Results tended to be similar when the question was close-ended. A study conducted by Tse (1998) indicated that response rates were about the same for e-mail compared to surveys. Tse concluded that e-mail survey distribution may become a standard as e-mail technology improves.

Ira Kerns (2000), Principle Consultant for GuideStar Communications, examined methods of data collection including the use of e-mail HyperText Markup Language (html) attachments and Web site questionnaires (e-surveys). Members of the American Society of Business Publication editors were asked about their data collection methods. Members reported being more satisfied with e-surveys, which tended to result in higher response rates and a higher quality of responses. Considering the accuracy of responses, Klassen and Jacobs (2001) found no significant differences across technologies. However, they did suggest that caution is needed when surveying managers and that a combination of technologies might provide better results. The research found that, while response rates may be lower

for the new technologies, the item completion rates tended to be higher. Boyer, Olson, Calantone, and Jackson (2002) suggested that dislike for “spam” (unsolicited mass distributed e-mail) may contribute to lower response rates being reported by researchers. They also cautioned that much of the research has been conducted on college campuses with student participants with little application of the latest technology to business research. The researchers determined that their findings confirmed those of Klassen and Jacobs (2001). The study concludes that surveys administered by mail are largely interchangeable with technology administered methods.

Summary

The future of an organization is tied to the future of the employees who make up the organization, and the future of an employee is tied to the future of the organization. This symbiotic relationship must be recognized and understood by all members of the organization.

Chapter 2 has provided a review of the literature. Included were several studies relating to job satisfaction, along with numerous article references that provide current perceptions of the importance of job satisfaction. Chapter 3 is a description of the methods used to collect and analyze data. Chapter 4 describes the data analysis results, and chapter 5 includes recommendations for future research.

CHAPTER 3

METHODS AND PROCEDURES

Population

Participants included of management representatives, nonmanagement employees, and human resource personnel. The study population included of 168 participants in three organizations: sales/service, state government department, and manufacturing.

Sample

The potential number of participants for each organization was determined by the organization. The survey was made available to all personnel in both the sales/service and state government organizations, whereas the manufacturing organization limited the participants to seven work teams. Participation by three different types of organizations may allow the researcher to draw possible generalized conclusions. The uniqueness of each organization and the use of 96 different job satisfaction items may indicate that additional studies should be under taken before generalizations are made that are cross-transferable to organizations in general.

Sample size calculations were performed using the online power calculator provided by UCLA's Department of Statistics at Internet location <http://calculators.stat.ucla.edu/powercalc>. Specific values from the final pilot study provided the necessary calculation components. Because the Work Conditions topic provided the largest standard deviation (STD) range of the

seven topics, the mean and STD values were utilized to determine the minimum required sample sizes for the actual study. The resulting calculations indicated that a minimum of 5 management and nonmanagement participants were needed to achieve a 95% confidence level with a .8 power level for a two-factor design utilizing a two-way ANOVA.

Pilot Study

A two-phase pilot study utilized two groups, a university class and employees within an oil well parts manufacturing company. Three questionnaires were developed and supplied to a class of university students. Nineteen students were requested to respond as nonmanagement employees using questionnaire 1. One student was requested to respond as a management representative for the 19 employees using questionnaire 2. One student was requested to respond as a human resource representative while thinking of his or her place of employment using questionnaire 3. The goal of the first pilot study was to evaluate the questionnaires and the electronic data collection process and to construct the analysis process. Following the two-phase pilot study the data collection instrument was modified to collect additional demographic data. Data collected as part of the pilot studies were not included in the study findings.

Instruments

The instrument developed for this study achieved an overall Cronbach's alpha rating .9855. The following describes the process used to develop the questionnaire.

Content Validity

To determine whether the survey items represent the topic being measured, an analysis of the literature reviewed in chapter 2 provided an initial list of approximately 250 potential factors that may contribute to an individual's perception of job satisfaction. The researcher grouped the factors into 20 categories. Five experts (individuals from both business and academia) reviewed a complete list divided by category. Each expert was requested to examine the 20 categories. Four category labels were revised based on the experts' comments.

Construct Validity

The following process was performed to attempt to establish a construct validation. This process provided an understanding of what was being measured by examining the relationship between the 250 potential factors. Category labels were removed, and an alphabetical listing made from the complete list of potential factors.

Seven experts (again the individuals were from both business and academia) were provided packets consisting of 20 envelopes, each with a category descriptive label attached, and two tear-off strips for each factor.

The seven experts were requested to place each factor into 1 or more of the 20 envelopes. Two strips for each factor enabled a factor to be placed in 2 different envelopes if the individual had trouble deciding between two categories. Blank slips were provided to enable a factor to be placed in three or more categories. This process provided content validity for the factors to be used to develop the data collection instruments.

Feedback information distributed across a spreadsheet resulted in a frequency distribution report. Any factor whose category was not agreed upon by at least five of the seven experts would not pass to the questionnaire development phase. As soon as five of the seven experts responded it became apparent that (a) some confusion developed between related factors, such as the two Intrinsic factors, recognition and autonomy; (b) only three experts took advantage of the opportunity to place a factor in more than one category; and (c) only 23 (this number dramatically increased when the sixth response was received) of the potential 250 factors were placed in the same category by all five experts. Analysis of the feedback from the seven experts resulted in the decision to categorize before developing a data collection instrument. The combined topics and their researcher-defined definitions included of the following:

Organizational Communication: the “informing of information process” used by management to all employees as well as the “listening process” whereby

management listens to employees and accepts advice from all members of the organization.

Employee Development Opportunities: includes having a career path within the organization and the presence of a career-planning program that enhances the abilities of the individual employee. Employee development represents the degree to which organizational culture provides employees with growth paths that include advancement opportunities, career counseling, and training of new skills.

Intrinsic Rewards: rewards of a nonmonetary nature, such as recognition and the degree to which employees feel that they have control over the presence of an intrinsic reward as well as the opportunity to exert their influence. Intrinsic factors include such nonmonetary rewards as public recognition, letters of recognition, praise, certificates of accomplishments, use of personally determined methods of doing the job, and flexible work breaks.

Work Conditions: include the physical work area, safety conditions, oppressive individuals, and demands generated by management on the output of employees (such as required overtime and working to the point at which mental and physical problems develop). The conditions include convenient restrooms, rest areas, liquids and food at workstations, and the ability to take breaks when the employee feels the need.

Employee Interaction: type and quality of interaction that employees experience with their peers and their management representatives.

Interaction includes the amount of involvement management representatives have with management representatives in other areas of the organization and the extent to which upper management desires and demonstrates interaction with employees at all levels of the organization.

Compensation: monetary-related benefits that include competitive pay; a fair pay system; and benefits such as retirement, medical insurance, life insurance, dental insurance, and paid vacation time. This includes medical, insurance, and retirement forms of compensation.

Work-life Balance: concern for employee's family, clear identification of work time limits, and meeting family-related needs such as caregiving.

Following the above combining process, a total of 96 items spread across seven categories received a score of 5 or 6. The distribution for the 96 consisted of 44 receiving a score of 5 and 52 receiving a score of 6 or greater, because these experts could assign an item to more than one category and some categories were combined. All 96 items were used to construct the questionnaire.

Overview of Item Reduction Process

In summary, the initial 250 potential items were reduced to 96 for this study and were identified as *items* to prevent confusion with the statistical analysis references of the term *factor*. The 20 categories were reduced to 7

for this study and identified as *topics* so as not to suggest concrete sets of items. If this process was repeated, both the number and distribution might change.

Distribution of items across the seven topics is as follows: (a) Organizational Communication – 16; (b) Employee Development Opportunities – 16; (c) Intrinsic Rewards – 8; (d) Work Conditions – 19; (e) Employee Interaction – 17; (f) Compensation – 12; and (g) Work-Life Balance – 8.

Delivery

Examination of recent survey research methods (Mehta, 1995; Tse, 1998; Tse et al., 1995) resulted in the decision to allow the participants (organization or individual) to determine the survey submission method they prefer. Thus, surveys were made available as printed documents and as Internet-delivered Web pages. One questionnaire was used to collect all information needed for this study. The same questionnaire was provided to a human resource representative, or qualified person, to indicate which of the 96 items were addressed by organizational policies and procedures.

Research Design

The research design consists of data collected using survey instruments, followed by a number of analysis methods. The instrument's reliability was tested by performing a Cronbach's alpha reliability analysis using SPSS statistical software (all computations utilized the SPSS statistical

computer application). The reliability analysis alpha model investigated the relationship of the 96 individual items to determine the level of internal consistency. Seven ANOVAs were used to examine management/nonmanagement across organizations and to examine gender perceptions of the importance for each of the seven job satisfaction topics, also across organizations. A MANOVA examined age groupings with mean values of job satisfaction. A MANOVA was used to examine length of time with the organization and a MANOVA examined training groups. Chi-square/crosstab calculations were made to obtain percentage of agreement as to whether the specific item was perceived as being addressed by organizational policies and procedures. Chi-square/crosstab calculations were performed for each of the 96 job satisfaction items. Data were collected from nonmanagement employees who did not have hiring and termination authority, management employees who did have hiring and termination authority, and from at least one human resource representative or qualified individuals who could determine whether the organization's policies and procedures support the respective job satisfaction items.

Data Collection Procedures

All data collection for this research study utilized a questionnaire. Research by Tse (1998), Mehta and Sivadas (1995), Schuldt and Totten (1994), Klassen and Jacobs (2001), and Boyer et al., (2002) suggested that surveys administered via the Internet may result in fewer responses than for

printed surveys. They observed that the differences could be reduced by accurately identifying the audience and whether the perception of spamming could be overcome. Boyer et al., (2002) reported consistent reliability (Cronbach's alphas) between printed and electronic surveys and suggested that the two methods can be perceived as nearly interchangeable. Taking this research and other research addressed in chapter 2 into consideration, the questionnaire was made available in two delivery formats, depending on the needs of the organization(s) where the study took place. Delivery formats included printed surveys and Internet-delivered surveys. Internet-delivered surveys automatically stored data in a Microsoft Access database. Printed surveys were input to the same online database as batch data entry. Actual data entry was performed by someone other than the researcher.

The researcher provided printed surveys with stamped mailing envelopes for one organization. The other organizations printed copies of the survey and distributed them as well as covering the cost of mailing. One organization elected to make both data collection methods available to its employees, most of whom elected the Internet-delivered and Internet-submitted method. Whether the survey was administered via the Internet or by printed medium, instructions and reminders to complete the survey were supplied verbally, via e-mail messages or by word of mouth by the key organizational interface. In one instance, information preceded actual data collection by an announcement in the organization's newsletter. Potential

participants were provided with a description of the study and its importance as well as the rights of the participants. By completing the survey, the participants indicated their willingness to participate.

Each participant completed a survey, either electronically or via printed document. All participants answered two questions for each topic presented: "How important is it to you?" and "Does this occur in your organization?" The first question was answered using a 5-point Likert scale ranging from *Very Unimportant* to *Very Important*. Question 2 was answered with a simple yes/no response. Also included in each survey were a limited number of demographic questions that did not include any personal identifier information. These included gender, age group, length of time with the organization, and number of training hours received during the prior year for each of the seven topic areas. Age groupings consisted of the following under 20 years of age, 20-29 years, 30-39, 40-49, 50-59, and over 59. This grouping was selected to allow later investigation of trends by generational groupings. Length of time with the organization groupings included 0-1 year with the organization, 2 years, 3 years, 4-5 years, 6-7 years, 8-9 years, and 10 years and over. This grouping was selected to allow follow-up workforce trend analysis by the researcher.

Once the participant completed the survey supplied via the Internet, the participant's data were fed directly into a Microsoft Access database, thus eliminating the need for data entry procedures and eliminating potential

data entry errors. When needed, printed surveys were administered and collected by the onsite interface and mailed in three batch mailings (only one organization opted for this method) or mailed directly to the researcher. Entry of the data collected using printed surveys utilized the Internet data entry process with the assistance of an individual unrelated to the study.

Internet-delivered and printed instruments differed in that each response area on the Internet instrument was coded to insure a response. All Likert response scales started with the center neutral item flagged. The participant could move the flag by using the computer mouse to select a different value on the scale. Yes/no responses were set to *yes*. Demographic questions were also preset: classification to *nonmanagement*, gender to *male*, union member to no, age group to *under 20*, and training hours to 0. A key-in field allowed participants to key the organization's zip code as the indicator for their organization, thus allowing data from all organizations to reside in a common database for analysis. Key-in fields were also provided for each of the seven topic areas for the participant to indicate the number of training hours received during the past year.

Printed versions of the survey omitted all initial flags and instructed the participants to fill in the circle or field indicating their response. If during data entry a survey was encountered with missing responses, the same default responses were applied by the data-entry person. Only one human

resource survey was completed for each organization, and only the yes/no data elements were utilized.

Finally, unknown to the participants, each response was assigned a code of 1, 2, or 3, depending on the organization submitting the data. This “company code” allowed individual reports to be submitted back to the participating organization and facilitated the analysis to be addressed in chapter 4.

Data Analysis

Each participant completed a survey, either electronically or via printed document. Participants answered two questions for each topic presented: “How important is it to you?” and “Does this occur in your organization?” The first question was answered using a 5-point Likert scale ranging from *Very Unimportant* to *Very Important*. Question 2 was answered with a simple yes/no response. Survey data was analyzed using the SPSS statistical software. The first test performed consisted of a reliability analysis to investigate the internal consistency of the 96 items. Mean values for each category for management and nonmanagement participants were then analyzed using SPSS by performing an ANOVA to identify any statistically significant differences between the perceptions of study groups. Univariate ANOVAs provided effect size and coefficient of determination (R^2) values. Similar tests were performed to investigate possible gender and training relationships with mean levels of perception. An organizational human

resource or qualified representative responded to each of the 96 items in the survey and identified those that were addressed by organizational policy, procedures, or organizational culture. Management and nonmanagement participant responses for each item were compared to the information provided by the organization's human resource or qualified representative using the chi-square/crosstab tests of quality of proportion and percentage of agreement. The results of individual studies were reported to the participating organization, along with any recommendations, such as training or informational meetings

Summary

Chapter 3 addressed the population, sample, and research design. Data collection procedures and how the data were analyzed were then discussed. Chapter 4 addresses the study findings, and chapter 5 presents a summary of the findings, conclusions, and recommendations.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this study was to investigate job satisfaction preferences among management and nonmanagement employees and to compare their perception of the importance of job satisfaction items to those items supported by organizational policies and procedures. Chapter 4 presents the data collected and the findings based on that data.

The chapter is arranged in order of the hypotheses presented in chapter 1. Each hypothesis discussion includes a discussion of the tests conducted and the findings from the data. But before addressing each hypothesis, questionnaire reliability must be addressed.

SPSS statistical analysis software was used for all statistical analysis, which was set at the 0.05 confidence level. All managerial and all nonmanagerial data entries were included in the reliability analysis to investigate the relationship of individual items to determine the level of internal consistency for the questionnaire. Cronbach's alpha model of internal consistency is based on the average inter-item correlation. Alpha scores range from zero to one (0.0 - 1.00). The closer the score is to 1.00 the greater the predicted reliability. The questionnaire received an overall rating of .9855. Table 1 provides reliability data across topics.

Table: 1

Instrument Reliability Across Topics (168 cases)

Topics	Number of items	Cronbach's alpha
Organizational communication	16	0.9395
Employee development opportunity	16	0.9492
Intrinsic rewards	8	0.8324
Working conditions	19	0.9256
Employee interaction	17	0.9480
Compensation	12	0.9331
Work-life balance	8	0.8881
Total items	96	0.9855

A total 168 participants took part in the study out of a potential 537.

Table 2 provides a breakdown by organization, including a percentage of the total for management and nonmanagement participants.

Table 2

Potential and Actual Participants by Organization

Organization	<u>Potential participants</u>		<u>Actual participants</u>	
	Management	Non-management	Management	Non-management
Company 1	25	150	5	30
Company 2	19	220	15	65
Company 3	28	95	5	48
Total	72	465	25	143
Percent of total			35%	31%

RESEARCH HYPOTHESIS 1

H₁: There will be no statistical significant difference between the perception of nonmanagement employee job satisfaction and management job satisfaction rating as measured by job satisfaction topic means.

The null hypothesis:

H₀: \bar{x} management job satisfaction rating = \bar{x} nonmanagement job satisfaction rating

The alternate hypothesis:

H_A: \bar{x} management job satisfaction rating \neq \bar{x} nonmanagement job satisfaction rating

A MANOVA test was performed to determine whether there was a statistically significant difference between managerial employee and nonmanagement employee perceptions of importance by topic category. Management employees are defined as those individuals having hiring and firing authority. Table 3 reflects the analysis for a 95% confidence rating. No topics reported a statistically significant difference (*p*-Value). Thus, the null hypothesis failed to be rejected (see Table 3). Refer to detailed charts in Appendix H, which is available from researcher upon request.

Table 3

Statistical Relation of Group (Management, Nonmanagement) Means Within Topics

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Organizational communication	Management	25	68.72	5.08	.002	.744	.390
	Nonmanagement	143	66.69	11.58			
Employee development opportunities	Management	25	66.60	6.30	.002	.601	.439
	Nonmanagement	143	64.68	12.09			
Intrinsic rewards	Management	25	29.44	4.31	.005	.157	.692
	Nonmanagement	143	29.88	5.26			
Work conditions	Management	25	75.88	6.95	.006	.014	.905
	Nonmanagement	143	76.20	12.80			
Employee interaction	Management	25	73.06	6.10	.003	.541	.463
	Nonmanagement	143	71.98	10.70			
Compensation	Management	25	52.64	4.68	.003	.549	.460
	Nonmanagement	143	51.15	9.86			
Work-life balance	Management	25	31.60	3.87	.006	.081	.776
	Nonmanagement	143	31.97	6.31			

Wilks' Lambda .970

Figure 1 provides a graphical illustration of mean values compared to potential values for each topic. Note that the graph includes a potential indicator. This refers to the total score possible for a topic. For example, if

the topic includes ten (10) items, on the five point Likert scale the potential value is 50. This value is noted in figures 1, 2, 3, 4, & 5.

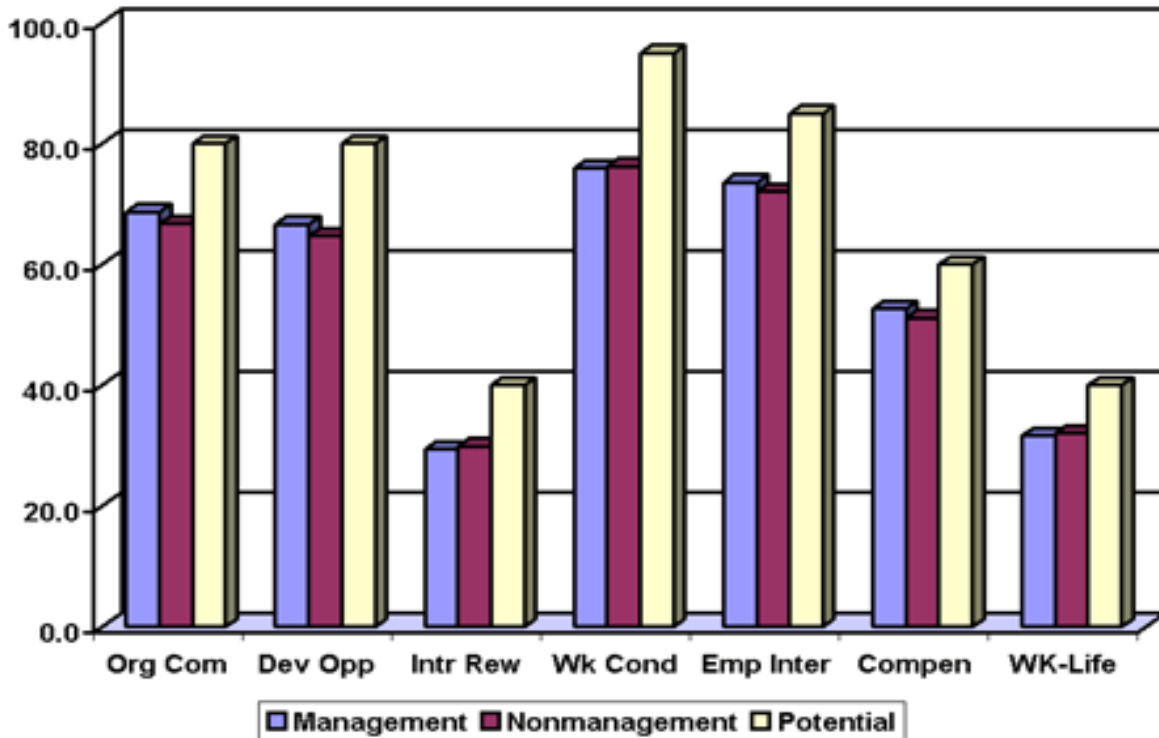


Figure 1. Mean importance values for management participants compared to mean values for nonmanagement participants for each topic area. Potential maximum values provide a reference for judging level of importance assigned by each group.

RESEARCH HYPOTHESIS 2

H₂: There will be no statistical significant difference in the perception of male and female perceptions of job satisfaction mean values.

The null hypothesis:

$$H_0: \bar{x} \text{ male job satisfaction rating} = \bar{x} \text{ female job satisfaction rating}$$

The alternate hypothesis:

$$H_A: \bar{x} \text{ male job satisfaction rating} \neq \bar{x} \text{ female job satisfaction rating}$$

A MANOVA test was performed to determine whether there was a statistically significant difference between male employee and female employee perceptions of importance by topic category. Table 4 reflects the analysis for a 95% confidence rating.

The data failed to reject the null hypothesis, which states that there is no statistically significant difference in the male and female perception of job satisfaction mean values (see Table 4 below). Refer to detail charts in Appendix I, which is available from researcher upon request.

Table 4

Statistical Relation of Group (Male, Female) Means Within Topics

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Organizational communication	Male	64	66.37	9.50	.002	.327	.568
	Female	104	67.36	11.66			
Employee development opportunities	Male	64	64.06	10.83	.004	.643	.424
	Female	104	65.51	11.78			
Intrinsic rewards	Male	64	29.59	4.71	.001	.193	.661
	Female	104	29.95	5.36			
Work conditions	Male	64	75.96	10.49	<.001	.023	.880
	Female	104	76.25	13.02			

(table continues)

Table 4

(table continued)

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Employee interaction	Male	64	72.04	8376	<.001	.030	.863
	Female	104	72.32	10.96			
Compensation	Male	64	51.17	8.22	<.001	.046	.830
	Female	104	51.49	9.92			
Work-life balance	Male	64	31.20	5.21	.009	1.466	.228
	Female	104	32.36	6.42			

 Wilks' Lambda .976

Figure 2 provides a graphical illustration of mean values compared to potential values for each topic. As mentioned above, none of the topics reported a statistically significant relationship between gender groups.

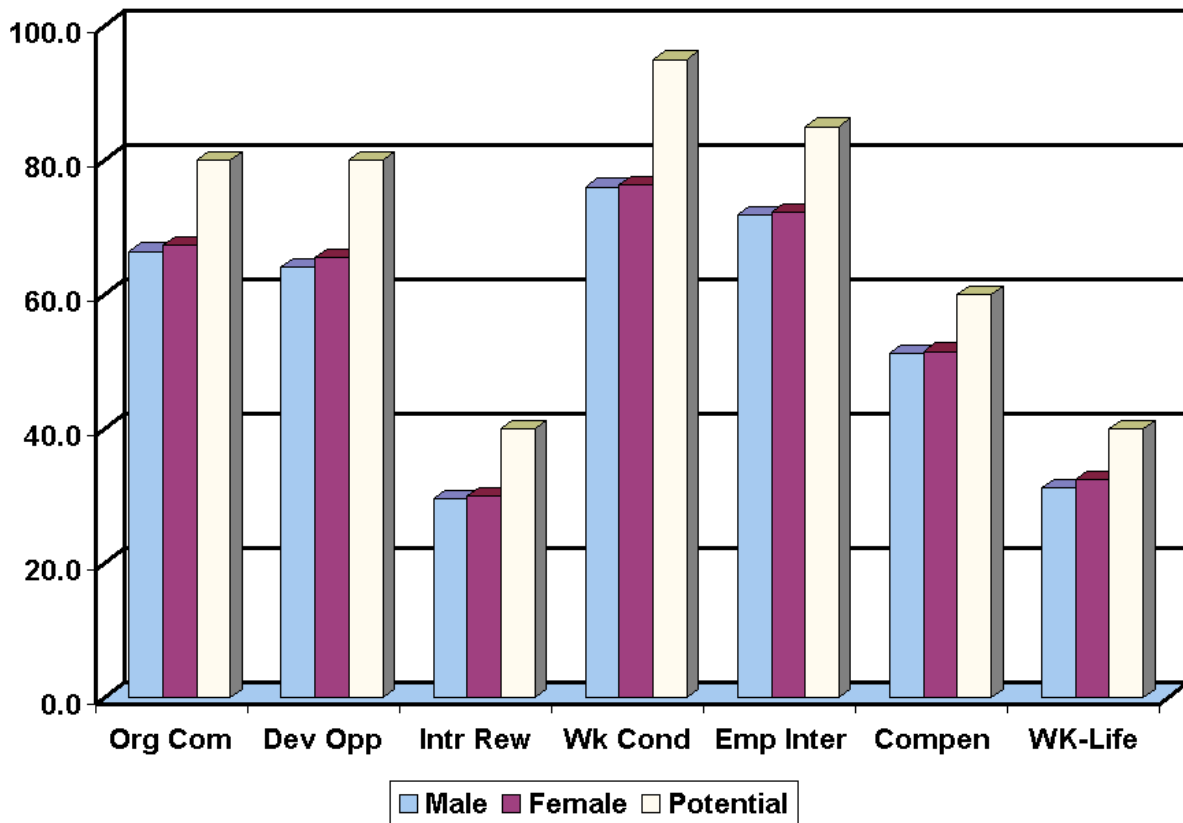


Figure 2. Comparison of mean importance values for gender group for each topic area. Potential maximum values provide a reference for judging level of importance assigned by each group.

RESEARCH HYPOTHESIS 3

H₃: There will be no statistically significant difference in the perception of job satisfaction of age groups as measured by job satisfaction topic means.

The null hypothesis:

$$H_0: \bar{x}_{\text{less than 20 age group}} = \bar{x}_{\text{20-29 age group}} = \bar{x}_{\text{30-39 age group}} = \bar{x}_{\text{40-49 age group}} = \bar{x}_{\text{50-59 age group}} = \bar{x}_{\text{over 59 age group}}$$

The alternate hypothesis:

$$H_A: \bar{x}_{\text{less than 20 age group}} \neq \bar{x}_{\text{20-29 age group}} \neq \bar{x}_{\text{30-39 age group}} \neq \bar{x}_{\text{40-49 age group}} \neq \bar{x}_{\text{50-59 age group}} \neq \bar{x}_{\text{over 59 age group}}$$

A MANOVA was performed to determine whether there was a statistically significant difference between age group perceptions of importance by topic category. Table 5 illustrates the number of participants within each age group, and Table 6 examines the relationships.

Table 5

Number of Participants by Age Group (Years)

Age group	Company 1	Company 2	Company 3	Total
Less than 20	4	4	2	10
20 - 29	9	3	3	15
30 - 39	12	17	6	35
40 - 49	6	25	28	59
50 - 59	3	27	13	43
Over 59	1	4	1	6
Total	35	80	53	168

Table 6 reports that the data failed to reject the null hypothesis that there is no statistically significant difference in the job satisfaction of age groups as measured by job satisfaction topic means. The MANOVA suggested a possible significance for the Compensation topic (.050 p-Value). However, three post hoc tests for unequal variances, Games-Howell,

Tamhane, and Tunnette T3, reported no statistically significant relationships between age groups. Refer to detailed charts in Appendix J, which is available from researcher upon request.

Table 6

Statistical Relation of Age Group Means Within Topics

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Organizational communication	<20	10	60.80	15.10	.038	1.294	.269
	20-29	15	66.47	15.34			
	30-39	35	66.74	13.17			
	40-49	59	67.83	9.05			
	50-59	43	68.51	6.27			
	>59	6	60.83	16.53			
Employee development opportunities	<20	10	58.50	17.38	.050	1.699	.138
	20-29	15	66.66	14.58			
	30-39	35	64.71	14.62			
	40-49	59	65.30	8.95			
	50-59	43	66.83	7.29			
	>59	6	56.16	12.96			
Intrinsic rewards	<20	10	29.50	5.68	.035	1.167	.328
	20-29	15	31.13	7.01			
	30-39	35	28.77	5.84			
	40-49	59	29.74	4.49			
	50-59	43	30.76	4.51			
	>59	6	27.00	3.52			

(table continues)

Table 6

(table continues)

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Work conditions	<20	10	70.10	16.87	.065	2.243	.053
	20-29	15	76.86	17.79			
	30-39	35	73.77	12.61			
	40-49	59	77.45	10.32			
	50-59	43	78.83	8.18			
	>59	6	66.17	17.07			
Employee interaction	<20	10	67.40	13.51	.052	1.779	.120
	20-29	15	70.67	14.60			
	30-39	35	71.63	10.97			
	40-49	59	72.54	9.03			
	50-59	43	74.91	5.45			
	>59	6	65.17	18.05			
Compensation	<20	10	44.60	14.07	.066	2.275	.050*
	20-29	15	49.60	13.78			
	30-39	35	50.80	10.46			
	40-49	59	52.96	7.59			
	50-59	43	52.65	4.63			
	>59	6	45.50	14.45			

(table continues)

Table 6

(table continues)

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Work-life balance	<20	10	28.80	7.63	.028	.943	.455
	20-29	15	31.80	8.67			
	30-39	35	32.14	7.35			
	40-49	59	32.46	4.94			
	50-59	43	32.16	4.58			
	>59	6	29.00	5.02			

* Significant @ 0.05.
Wilks' Lambda .764

Figure 3 provides a graphical illustration of mean values compared to potential values for each topic. As mentioned above, none of the topics reported a statistically significant relationship between age groups that was supported by post hoc analysis.

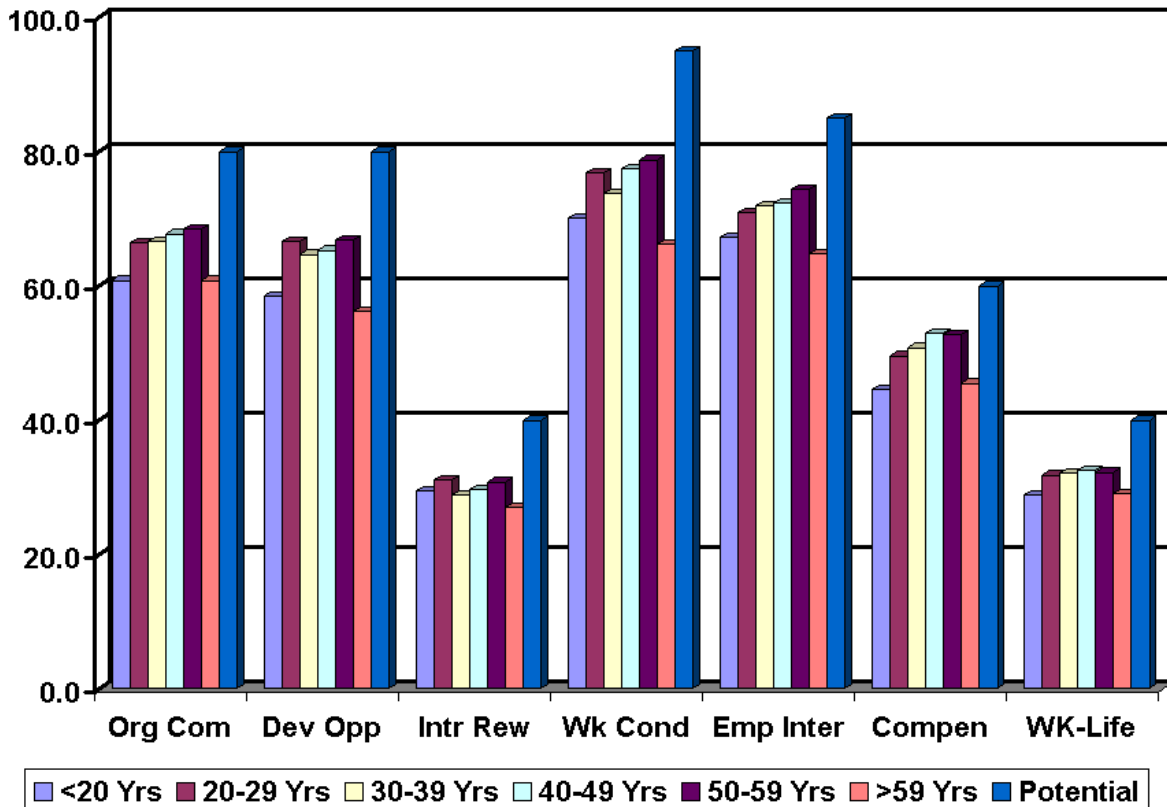


Figure 3. Comparison of mean importance values for age group for each topic area. Potential maximum values provide a reference for judging level of importance assigned by each group.

RESEARCH HYPOTHESIS 4

H₄: There will be no statistically significant difference between the perception of job satisfaction topic means and length of time groups were with the organization.

The null hypothesis:

$$H_0: \bar{x}_{0-1 \text{ year with organization}} = \bar{x}_{2 \text{ years with organization}} = \bar{x}_{3 \text{ years with organization}} = \bar{x}_{4-5 \text{ years with organization}} = \bar{x}_{6-7 \text{ years with organization}} = \bar{x}_{8-9 \text{ years with organization}} = \bar{x}_{\text{greater than 9 years with organization}}$$

The alternate hypothesis:

$$H_A: \bar{x}_{0-1 \text{ year with organization}} \neq \bar{x}_{2 \text{ years with organization}} \neq \bar{x}_{3 \text{ years with organization}} \neq \bar{x}_{4-5 \text{ years with organization}} \neq \bar{x}_{6-7 \text{ years with organization}} \neq \bar{x}_{8-9 \text{ years with organization}} \neq \bar{x}_{\text{greater than 9 years with organization}}$$

A MANOVA test was performed to determine whether there was a statistically significant difference between perceptions of importance by topic category for length of time groups. Table 7 illustrates the number of participants within each length of time grouping, and Table 8 examines the relationships. Refer to detailed charts in Appendix K, which is available from researcher upon request.

Table 7

Number of Participants by Length of Time With Organization (Years)

Time with organization	<i>n</i>
0 – 1	31
2	12
3	13
4 – 5	25
6 – 7	14
8 – 9	9
Greater than 9	64

Table 8 reports that the data failed to reject the null hypothesis, which states that there is no statistically significant difference in perception of job satisfaction mean values when considering length of employment with the organization.

Table 8

Statistical Relation of Time With Organization Means Within Topics

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Organizational communication	0 – 1	31	65.39	13.59	.046	1.302	.259
	2	12	60.58	20.46			
	3	13	68.62	4.70			
	4 – 5	25	68.28	8.67			
	6 – 7	14	71.07	3.71			
	8 – 9	9	68.89	3.44			
	>9	64	66.97	10.87			
Employee development opportunities	0 – 1	31	63.87	15.51	.028	.780	.586
	2	12	60.58	20.60			
	3	13	67.08	8.69			
	4 – 5	25	65.60	8.94			
	6 – 7	14	67.64	7.35			
	8 – 9	9	69.22	5.95			
	>9	64	64.45	9.32			

(table continues)

Table 8

(table continues)

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Intrinsic rewards	0 – 1	31	30.19	4.95	.028	.771	.594
	2	12	27.33	8.28			
	3	13	31.38	4.79			
	4 – 5	25	29.20	5.27			
	6 – 7	14	29.86	5.07			
	8 – 9	9	29.89	5.06			
	>9	64	30.00	4.51			
Work conditions	0 – 1	31	76.16	13.28	.046	1.300	.260
	2	12	68.08	21.74			
	3	13	73.46	7.34			
	4 – 5	25	75.96	10.19			
	6 – 7	14	78.64	7.13			
	8 – 9	9	79.11	6.03			
	>9	64	77.31	11.76			
Employee interaction	0 – 1	31	70.23	11.80	.048	1.367	.231
	2	12	65.67	18.06			
	3	13	73.46	6.17			
	4 – 5	25	72.60	8.00			
	6 – 7	14	74.29	5.01			
	8 – 9	9	74.44	6.78			
	>9	64	73.25	9.70			

(table continues)

Table 8

(table continues)

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Compensation	0 – 1	31	48.03	13.12	.060	1.701	.124
	2	12	46.67	14.63			
	3	13	52.85	5.26			
	4 – 5	25	52.04	6.32			
	6 – 7	14	53.43	4.57			
	8 – 9	9	54.22	4.58			
	>9	64	52.45	8.24			
Work-life balance	0 – 1	31	30.65	7.46	.033	.924	.480
	2	12	29.08	9.18			
	3	13	32.31	3.50			
	4 – 5	25	32.16	5.96			
	6 – 7	14	33.21	5.55			
	8 – 9	9	32.56	4.53			
	>9	64	32.51	5.12			

* Significant @ 0.05.
Wilks' Lambda .721

Figure 4 provides a graphical illustration of mean values compared to potential values for each topic. As mentioned above, none of the topics reported a statistically significant relationship between groups representing length of time with the organization.

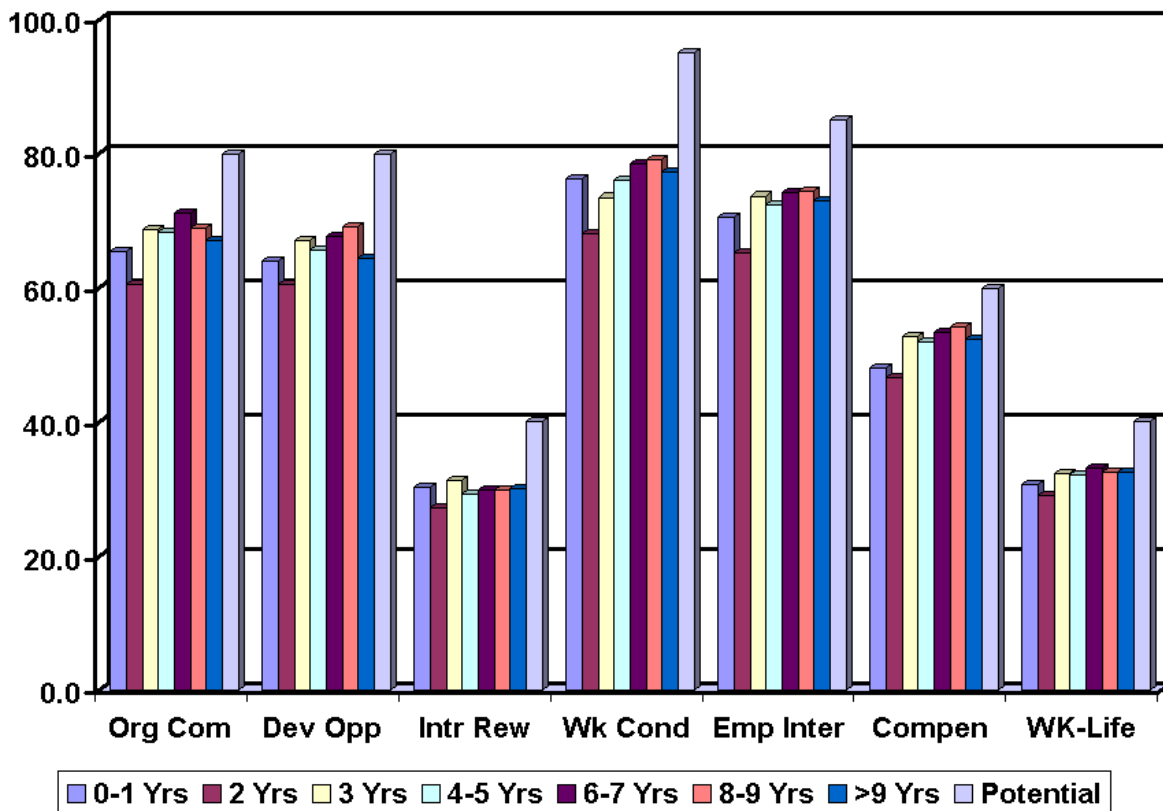


Figure 4. Comparison of mean importance values for length of time with the organization groups for each topic area. Potential maximum values provide a reference for judging level of importance assigned by each group.

RESEARCH HYPOTHESIS 5

H₅: There will be no statistically significant difference between the perception of job satisfaction topic means and hours of training groups by topic.

The null hypothesis:

$$H_0: \bar{x}_{\text{no training}} = \bar{x}_{\text{1-5 hours of training}} \neq \bar{x}_{\text{over 5 hours of training}}$$

The alternate hypothesis:

$$H_A: \bar{x}_{\text{no training}} \neq \bar{x}_{\text{1-5 hours of training}} \neq \bar{x}_{\text{over 5 hours of training}}$$

A frequency distribution test using data from the first company in comparison with pilot testing provided a method of identifying training groups. Three groups were identified: "No Training," "1-5 Hours of Training," and "Over 5 Hours of Training." One-way ANOVAs were performed to determine whether there was a statistically significant difference between perceptions of importance and training hours by topic category. Table 9 illustrates the participant breakdown for each training group within job satisfaction topic.

Table 9

Number of Participants by Hours of Training Within Topic (During Prior Year)

Topic description	No training	1-5 hours	Over 5 hours
Organizational communication	99	34	35
Employee development opportunities	120	23	25
Intrinsic rewards	128	32	8
Work conditions	109	46	13
Employee interaction	116	34	18
Compensation	100	58	10
Work-life balance	133	28	7

Figure 5 provides a graphical illustration of the number of participants within each training group. Data is grouped by topic.

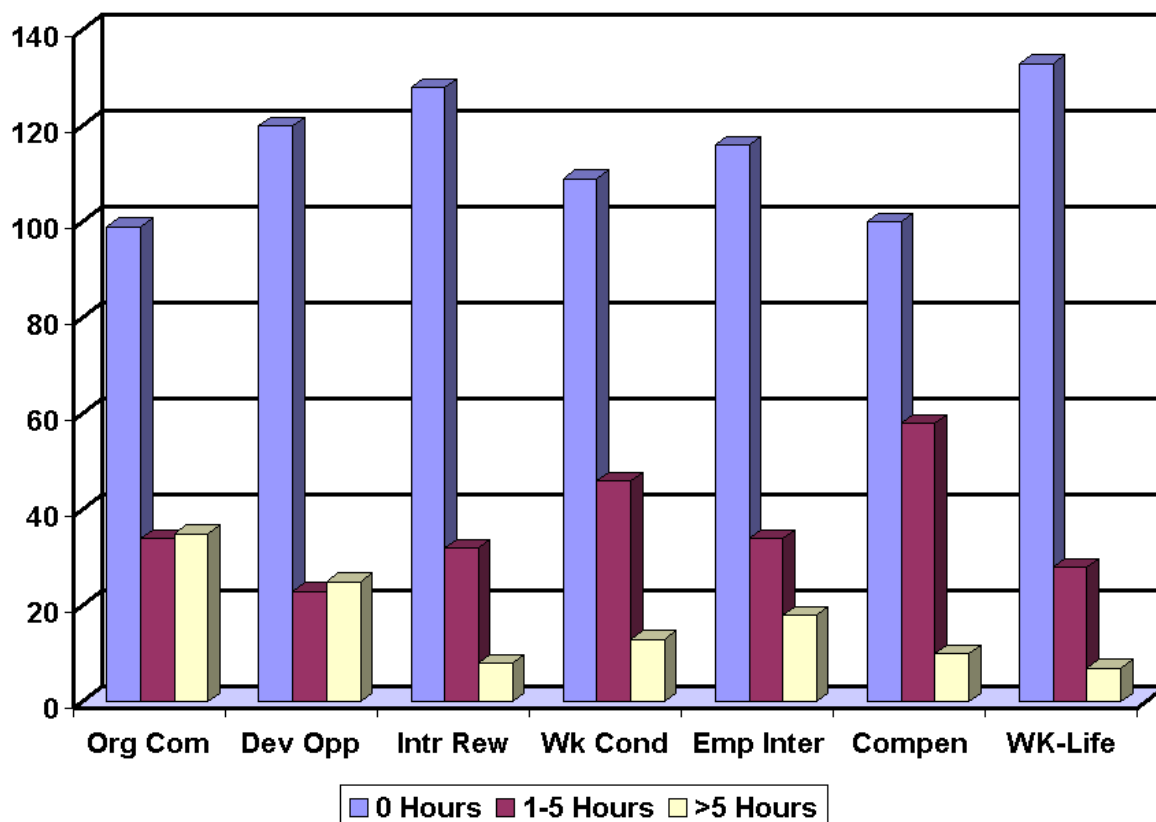


Figure 5. Comparison of the number of participants within training hour groups for each topic area.

Table 10 reports that the data failed to reject the null hypothesis that states there is no statistically significant difference in perception of job satisfaction mean values as compared to hours of training. Refer to detail charts in Appendix L, which is available from researcher upon request. Figure 6 provides a graphical illustration of the mean level of importance for each training group by topic.

Table 10

Statistical Relation of Time With Organization Means Within Topics

Topic description	Group	<i>n</i>	Mean	STD	R ²	F	<i>p</i> -Value
Organizational communication	No training	99	66.58	12.38	.006	.466	.628
	1-5 hrs	34	66.52	9.95			
	Over 5 hrs	35	68.57	6.26			
Employee development opportunities	No training	120	64.57	12.92	.003	.242	.785
	1-5 hrs	23	65.86	7.33			
	Over 5 hrs	25	66.00	5.25			
Intrinsic rewards	No training	128	30.06	5.20	.008	.647	.525
	1-5 hrs	32	28.93	5.26			
	Over 5 hrs	8	29.37	2.44			
Work conditions	No training	109	75.05	13.90	.016	1.322	.270
	1-5 hrs	46	77.91	7.53			
	Over 5 hrs	13	79.07	7.04			
Employee interaction	No training	116	72.41	10.19	.009	.778	.461
	1-5 hrs	34	70.20	13.16			
	Over 5 hrs	18	73.55	5.53			
Compensation	No training	100	51.56	9.69	.001	.058	.943
	1-5 hrs	58	51.03	9.27			
	Over 5 hrs	10	51.40	4.27			
Work-life balance	No training	133	31.62	6.13	.010	.814	.445
	1-5 hrs	28	32.85	5.77			
	Over 5 hrs	7	33.71	3.63			

Figure 6 provides a graphical illustration of mean values compared to potential values for each topic. As mentioned above, none of the topics reported a statistically significant relationship between groups representing hours of training within the organization.

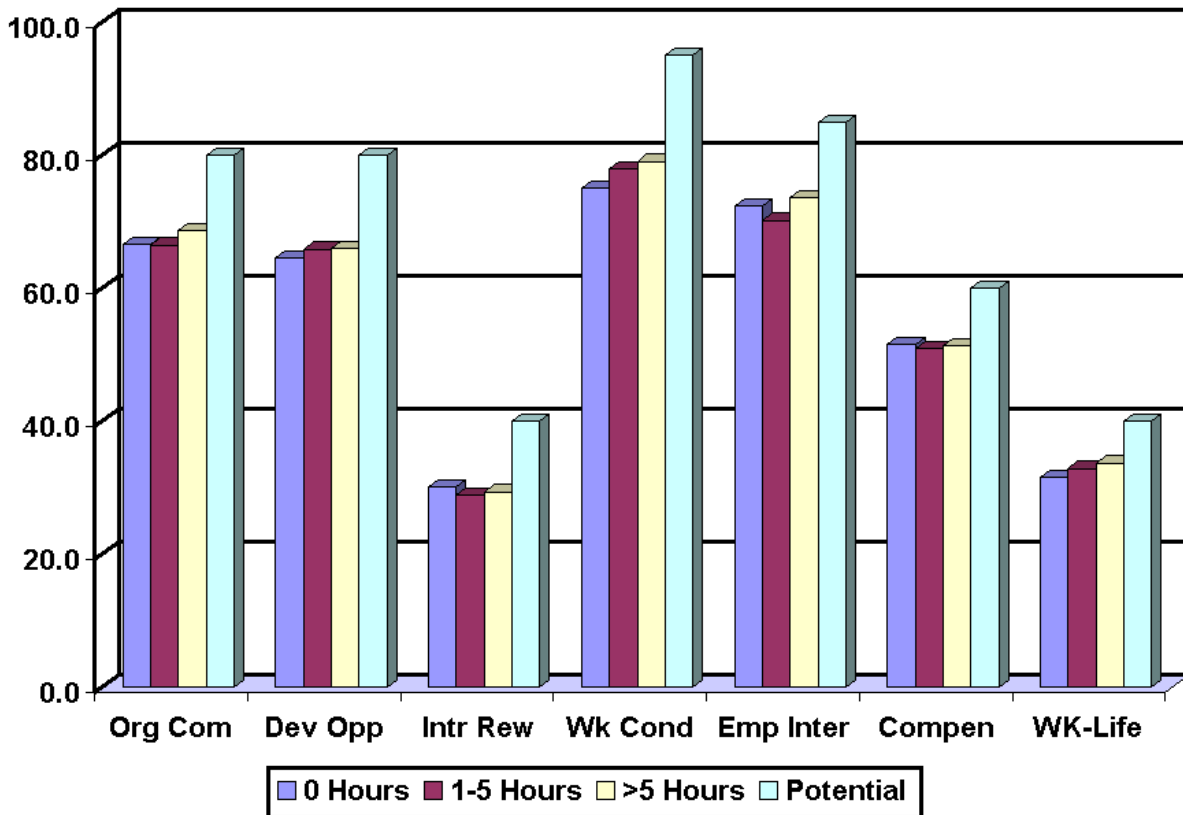


Figure 6. Comparison of mean importance values for training hour groups for each topic area. Potential maximum values provide a reference for judging level of importance assigned by each group.

RESEARCH HYPOTHESES 6 & 7

H₆: There will be no difference between organizationally chosen job satisfaction items and those perceived by nonmanagement employees.

The null hypothesis:

H_0 : items identified by nonmanagement as addressed = items identified by personnel as addressed

The alternate hypothesis:

H_A : items identified by nonmanagement as addressed \neq items identified by personnel as addressed

H_7 : There will be no difference between organizationally chosen job satisfaction items and those perceived by management representatives.

The null hypothesis:

H_0 : items identified by management as addressed = items identified by personnel as addressed

The alternate hypothesis:

H_A : items identified by management as addressed \neq items identified by personnel as addressed

Crosstab calculations were used to determine percentage of agreement. Percentage of agreement was tested on each job satisfaction item to indicate the perception accuracy of whether an item is covered by organizational policy and procedures as determined by human resources. The same test also provided total percentage of disagreement for all participants for each job satisfaction item.

Data collected indicated that hypotheses 6 and 7 should be rejected (see Table 11 below). Management participants were in 100% agreement with their respective human resources representatives for only 4 of the 96. Nonmanagement participants were all in agreement with their respective human resource representatives on none of the 96 items, although one work condition item did report 99.8% agreement for nonmanagement employees. Thirteen of the 96 items fell in the 90-99% range for management participants, and 14 of the items fell in this range for nonmanagement participants. Half of the items (7) were in agreement by both groups. The lowest percentage reported for management participants was 48% for "fairness in determining bonus amounts." The lowest percentage reported for nonmanagement participants was 45.5% for "having managerial training available to all employees." Thus, there was a difference between organizationally chosen job satisfaction items and those perceived by management participants, indicating that hypothesis six should be rejected. Also, there was a difference between organizationally chosen job satisfaction items and those perceived by nonmanagement participants, indicating that hypothesis 7 should be rejected. Table 11 provides a list of each survey item grouped by topic with percentage of agreement values, Pearson chi-square values, and *p*-values.

Table 11

Job Satisfaction Items Percent of Agreement With Human Resources

Topic Item	Management	Non- management	X ²	p-Value
Organizational communication				
Having clear rules and instructions available to all employees	80.0%	75.5%	1.170	.557
Having a clear understanding of products produced by the organization	96.0	85.3	2.618	.270
Clearly defined status levels	72.0	79.7	1.577	.454
Clear, easy to understand company policies	84.0	83.2	.607	.738
Being aware of organization's long range plans	72.0	69.9	1.306	.521
Receiving information in advance about changes that will impact work	60.0	67.1	2.014	.365
Management that insures that employees have a clear understanding of long range plans	52.0	62.2	2.860	.239
Management providing information to all employees	80.0	69.9	2.260	.323
Management that provides employees with clear instructions	80.0	74.8	1.276	.528
Managers who communicate the organization's long range plans	68.0	65.0	1.651	.438
Being asked for wants and needs	56.0	75.5	5.249	.072
Management that demonstrates a willingness to act on ideas put forth by any employee	76.0	71.3	1.390	.499
Management being receptive to employees having a voice in their physical working environment	68.0	69.2	1.350	.509
Management that is receptive to employees having a voice in their physical work location	56.0	66.4	2.634	.268

(table continues)

Table 11

(table continues)

Topic Items	Management	Non- management	X ²	p-Value
Organizational communication (continued)				
Management that is receptive to hourly employees receiving paid overtime	80.0%	72.0%	1.788	.409
Management being receptive to opinions from all employees	64.0	69.9	1.688	.430
Employee development opportunities				
Having a program to help develop employee's career plan	68.0	59.4	2.577	.276
Management that provides employees with opportunity to improve personal abilities and skills	100.0	81.8	6.004	.050 *
Opportunity to work in different areas of the organizations	72.0	77.6	1.284	.526
Having managerial training available to all employees	64.0	45.5	1.215	.545
Having the opportunity to learn useful skills	88.0	86.0	.547	.761
Having a career path within the organization	64.0	60.1	2.053	.358
Having access to a career planning program	60.0	48.3	.261	.878
Having diversity training available to employees	80.0	85.3	1.014	.602
Management viewing employees as deserving an internal organizational career	76.0	61.5	3.633	.163
Management believing that employees deserve quality training	88.0	77.6	2.194	.334
Management providing employees with opportunities to improve personal skills and abilities	80.0	81.1	.720	.698

(table continues)

Table 11

(table continues)

Topic Item	Management	Non- management	X ²	p-Value
Employee development opportunities (continued)				
Having management training available to all employees	64.0%	52.4%	.118	.943
Taking management training	88.0	63.6	7.237	.027 *
Having the opportunity to improve personal skills	84.0	76.9	1.472	.479
Having technical training available to employees	96.0	87.4	1.971	.373
Understanding career options	68.0	67.8	1.410	.494
Intrinsic rewards				
Receiving certificates of accomplishments	76.0	78.3	.911	.634
Receiving non-monetary rewards for success	64.0	67.1	1.582	.453
Receiving formal public recognition	68.0	71.3	1.342	.511
Receiving letters of recognition	64.0	68.5	1.612	.447
Receiving recognition for recruiting new employees	60.0	60.8	.127	.939
Manager that praises employees frequently	76.0	74.1	1.066	.587
Being able to use personally determined methods of doing the job	92.0	90.2	.396	.821
Having flexible breaks	82.0	88.8	.589	.745

(table continues)

Table 11

(table continues)

Topic Item	Management	Non- management	X ²	p-Value
Working conditions				
Casual dress code	92.0%	91.6%	.277	.871
Having clean working conditions	92.0	93.7	.313	.855
Working in an environment where there are no dangerous or unhealthy materials	96.0	89.5	1.372	.504
Working in an environment where there is little possibility of being injured	96.0	88.8	1.565	.457
Having little noise in the work area	80.0	76.2	1.075	.584
Working in an environment where there is little possibility of physically hurting coworkers	100.0	94.4	1.643	.440
Having pleasant working conditions	88.0	89.5	.411	.814
Having a spacious work environment	80.0	75.5	1.170	.557
Having sufficient lighting in the work area	88.0	90.9	.528	.768
Having a well ventilated work area	84.0	89.5	1.036	.596
Having a work area that is a fun work area	76.0	75.5	.966	.617
Whether you are being overworked	52.0	56.6	.142	.931
Being required to work more hours than scheduled	60.0	60.1	.675	.713

(table continues)

Table 11

(table continues)

Topic Item	Management	Non- management	X ²	p-Value
Working conditions (continued)				
Whether you are experiencing mental fatigue	56.0%	52.4%	.023	.989
Reduced workloads	52.0	60.1	2.651	.266
Being able to eat at the workstation	80.0	92.3	4.116	.128
Being able to have water and other drinks at workstation	92.0	99.3	6.635	.036 *
Having restrooms (toilets) conveniently placed within work area	92.0	95.8	.840	.657
Having rest areas	80.0	77.6	.914	.633
Employee interaction				
Working with cooperative peers	88.0	90.2	.453	.797
Working with coworkers that are hard workers	80.0	81.8	.724	.696
Working with coworkers who accept criticism	72.0	79.7	1.577	.454
Working with peers that are helpful	88.0	88.8	.396	.820
Having peers who are honest in work matters	92.0	88.1	.707	.702
Having co-workers who express sympathy when difficulties develop on the job	80.0	82.5	.743	.690
Being trusted by peers	88.0	86.0	.547	.761
Working with coworkers who provide support	72.0	89.5	6.271	.043 *

(table continues)

Table 11

(table continues)

Topic Item	Management	Non- management	X ²	p-Value
Employee interaction (continued)				
Working with coworkers who recognize when support is needed	84.0%	81.8%	.720	.698
Working with friendly peers	80.0	86.7	1.293	.524
Not feeling management pressure to conform	88.0	69.2	4.919	.085
Peers that ask for ideas	80.0	83.9	.836	.658
Receiving peer respect	80.0	81.8	.724	.696
Having a constructive relationship with management	80.0	81.1	.720	.698
Having management listen to employee ideas	84.0	74.8	1.932	.381
Organization demonstrating a concern for community	82.0	89.5	.484	.785
Providing quality products and services	96.0	94.4	.278	.870
Compensation				
Having a competitive pay system	84.0	68.5	3.717	.156
Fairness in determining bonus amounts	48.0	62.9	3.923	.141
Fairness in determining pay raise amount	64.0	64.7	1.596	.450
Receiving compensation based on fair market value	56.0	75.5	5.249	.072
Having a pay system that includes bonus opportunities	60.0	60.1	1.967	.374

(table continues)

Table 11

(table continues)

Topic Item	Management	Non- management	X ²	p-Value
Compensation (continued)				
Having profit sharing	64.0%	63.6%	1.695	.429
Regularity of pay	96.0	94.4	.278	.870
Having dental benefits	100.0	96.5	1.009	.604
Having life insurance	96.0	95.1	.188	.910
Having medical benefits	100.0	95.8	1.218	.544
Retirement benefits	92.0	87.4	.838	.658
Having stock options	52.0	65.3	3.173	.205
Work-Life Balance				
Child care assistance	56.0	72.7	4.140	.126
Availability of extended parental leave	80.0	82.5	.743	.690
Having increased time for family	80.0	76.9	.989	.610
Having increased leisure activity time	68.0	79.0	2.368	.306
Manager that helps employees find a balance between personal and organizational values	76.0	80.4	1.019	.601

(table continues)

Table 11

(table continues)

Topic Item	Management	Non-management	X ²	p-Value
Work-Life Balance (continued)				
Having the opportunity for parental leaves to take care of elder family members	84.0%	88.1%	.761	.683
Manager demonstrates a concern for the impact a decision will have on families	72.0	76.9	1.220	.543
Having organizational support for family needs	80.0	83.9	.836	.658

*Significant @ 0.05.

Summary

Chapter 4 addressed the data collected and the statistical tests performed. Following the identification of test performed, an overview of the findings attempted to clarify the various tables. Chapter 5 addresses conclusions drawn from the study and a discussion of potentials for future research.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

A goal of this study was to investigate potential relationships with job satisfaction. A review of the literature revealed a trend to investigate relationships attributed to an organization's management team without including nonmanagement employees (e.g. sales representatives, assembly line workers, clerical). It also revealed a trend toward a diversified workforce that includes not only male and female employees but employees from countries other than the United States (e.g. India, Middle East, Europe). This trend suggests that organizations may wish to revisit any studies they previously conducted to refresh their organizational knowledge base with up-to-date job satisfaction information.

Three organizations participated in this study. They represented three different organizational types: sales and service, state government department, and manufacturing. The variety allowed the researcher to investigate employee job satisfaction relationships across three organization types. Two data collection methods were made available to all participating organizations: Internet-completed survey and printed survey.

Conclusions

The hypotheses are discussed in order as follows:

H₀1: There are no statistically significant differences between the perception of nonmanagement employee job satisfaction and management job satisfaction as measured by job satisfaction topic means.

It could be concluded from this study that group means of importance for job satisfaction topics shows no significantly relationship by management – nonmanagement status. Prior to the study the researcher believed that managers would place greater importance on the topics than would nonmanagement employees. The data supported this belief in five of the seven topics. Nonmanagement rated Employee Development Opportunities and Work-life Balance higher than management employees. However, none of the differences were statistically significant.

Rust, Stewart, Miller, and Pielack (1996) examined job satisfaction of frontline workers. Topics addressed included work design, work conditions, benefits, and supervision. They found that a person's overall satisfaction is driven by their satisfaction with the organization's managerial process. The study also indicated that compensation was not a strong predictor of job satisfaction. The current study looks at these topics but not from the aspect of asking "how satisfied the person is" but with "how important the topic is" to them.

This study also did not ask for the participant's feelings toward their supervisor. Therefore, the findings from this study can not directly compare with the study conducted by Rust, Stewart, Miller, and Pielack (1996).

Although, it can be noted that both management and nonmanagement participants in this study rated compensation as being most important of the seven topics which may be seen as supporting the prior research.

Hackman and Oldham (1976), Hannay and Northam (2000), Locke (1976) and Rust, Stewart, Miller, and Pielack (1996) indicated that employees desires are perceived as being satisfied when the organization meets or exceeds their expectations. Employee interaction and organizational communication (in this research) are respectively the 2nd and 3rd highest rating topics of the seven addressed by this study. This supports earlier findings.

H₀2: There are no statistically significant differences in the perception of male and female perception of job satisfaction mean values.

This study indicates that group means of importance for job satisfaction topics are not significantly related by gender status. The researcher had the perception, prior to the study, that female employees would place greater importance on Work-Life Balance and Working Conditions than would their fellow male employees. While study findings supported this perception, the differences were not statistically significant. No statistically significant relationships were reported at the study level between male and female participants. However, this was not supported at the individual organization level. No statistically significant relationships reported for organizations 1 and 2. On the other hand, the third organization reported a statistically

significant relationship for every topic area; with the female group reporting higher importance mean scores for each topic.

Sousa-Poza and Sousa-Poza (2000) looked at the issue of gender and job satisfaction across 21 countries. Across these countries little difference appeared between genders, however, greatest difference occurred with Great Britain and the United States. Both countries reported females being more satisfied with their job than males. Findings from this study support the research by Sousa-Poza.

H₀3: There are no statistically significant differences in the perception of job satisfaction of age groups as measured by job satisfaction topic means.

Group means of importance for job satisfaction topics shows no significantly relationship by age group. Prior to the study the researcher believed that younger employees would place greater importance on several topics, such as Compensation and Organizational Communication, compared to employees in older age groups. The data did not support this earlier perception. In fact, the "less than 20 years of age group" was generally lowest of all age groups in their level of importance reporting. Compensation just barely reported a significant relationship (p -Value = .050) for age group at the study level, but the Games-Howell post hoc test did not support a significant relationship. Several topics reported statistically significant relationships at the company level for age group. These generally occurred between the "under 20" age group and the "50 – 59" age group.

Referring back to the study by Zemke, Raines, & Flipczak (2000), the age grouping utilized by this study can be viewed as: group "<20" representing Generation Nexters, groups "20-29" and "30-39" representing Generation Xers, groups "40-49" and "50-59" representing Baby Boomers, the Veterans represented by the ">59" group. Some interesting comparisons arise. Zemke (et al. 1996) describes authority from the perspective of the Veteran as preferring a clear distance between management and nonmanagement. This group consistently assigned levels of importance lower than the Generation Xers and the Baby Boomers across all seven topics. Baby Boomers were described as wanting greater interaction with associates. This group rated Organizational Communication and Employee Interaction as being more important than the other age groups. Thus this study supports Zemke.

H₀4: There are no statistically significant differences between the perception of job satisfaction topic means and length of time groups with the organization.

Group means of importance for job satisfaction topics shows no significantly relationship by length of time with the organization. Employees with greater time with the organization were expected to indicate greater importance for Organizational Communication and Compensation, which included medical benefits. In fact, there was very little difference in the level of importance indicated from the 3 year time group and groups of longer

time periods. No statistically significant relations were reported for “Length of Time within the Organization” at the study level. Company 2 did report a possible statistically significant relationship for Compensation, but this was not supported by the Games-Howell post hoc test for relationships.

Blum (2001) reported on the results of a Lucent Technologies job satisfaction study that there appears to be a slight diminishing effect on job satisfaction as length of time with organization increases. The Lucent Technologies study reports one of the most important job satisfaction factors is the opportunity to learn new skills.

This study supports Blum. The importance placed on Employee Development Opportunities trended upward until the ninth year of employment, after which there was a decline to that indicated by participants in the “0-1” year range.

H₀5: There are no statistically significant differences between the perception of job satisfaction topic means and hours of training of groups by topic.

Employee training does not appear to have a significant relationship on employee job satisfaction, then organizations need to identify other avenues for improving job satisfaction. Over 20 years experience in corporate training lead the researcher to believe that few employees are actually receiving training and that employees receiving training would have a greater appreciation for the seven job satisfaction topics and therefore

indicate greater importance levels. Across the job satisfaction topics 59%-79% of the employees reported receiving no training during the prior year, depending on the topic. Thus pre-study perception may be partially supported. However, the data did not support the perception that there would be a positive relationship between amount of training and assigned levels of importance. Also, no statistically significant relationships occurred for Training Hours received during the prior year at either the study or the company levels. It should be noted, however, that for every topic, the number of participants not receiving training in a topic area far outweighed the number of participants receiving any training. There was nothing in the results to suggest that training provided a positive or negative influence on the level of importance placed on a topic by participating employees. The researcher found no studies that directly examined levels of job satisfaction in relation to the number of training hours received during the prior year.

H₀6: There are no differences between organizationally chosen job satisfaction items and those perceived by nonmanagement employees.

H₀7: There are no differences between organizationally chosen job satisfaction items and those perceived by management representatives.

It could be concluded that considerable numbers of employees could experience an increased knowledge base as relates to the employee services addressed by their organizational policies and procedures. Over 40 years experience working for various organizations lead the researcher to believe

that few employees at any level within the organization are actually aware of the benefits their organization provides them. The data strongly support this pre-study perception. A quick examination of the data analyzing employee percentage of agreement with human resources reveals some fairly small numbers for all three organizations. There is no item in which all participants are 100% in agreement with their respective organization. Figure 7 provides a graphic illustration of the number of items falling into percent groupings of agreement.

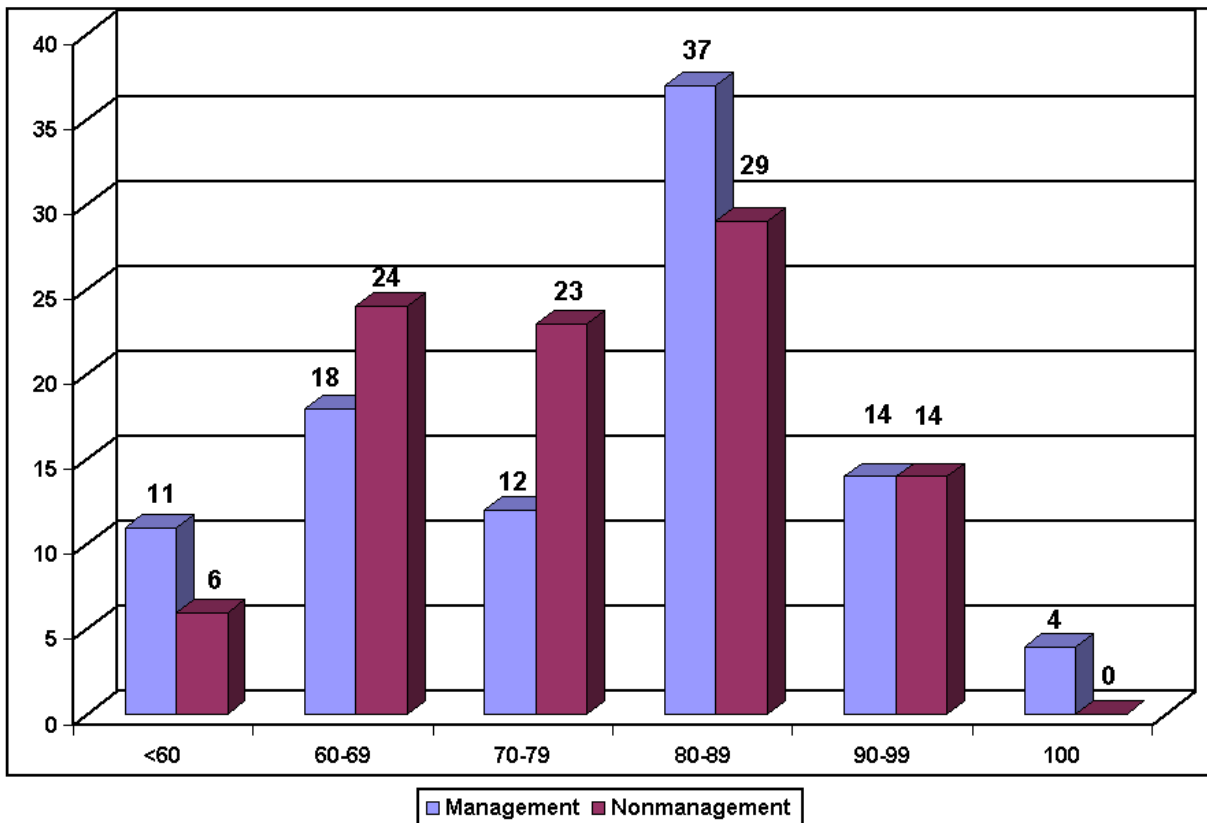


Figure 7. Number of items in agreement with organizational policies and procedures by percentage groups.

Clearly, a large number of employees in the three organizations either have a misunderstanding as to what the organizational policies and

procedures address or there is a considerable lack of knowledge. Thus the pre-study perception is supported.

Recommendations

The following recommendations are not listed in order of importance. Order of importance must be determined by the individual organization and the situations they face.

This study provides a foundation for future research related to perception of job satisfaction factors as perceived by employees at the start of the 1st decade of the 3rd millennium. However, the limited number of organizations and overall participants in this study prevents strong generalizations from being made. This study needs to be repeated several times involving many types of organizations providing various products and services before generalizations of job satisfaction perceptions can be made for the time in the history of the United States.

The large influx of international students that remain in the United States and join the workforce and the increasing number of Internet-linked global organizations suggest additional paths of research. For example, what is the national residence of participants and thus the potential cultural impact on perceived importance of various job satisfaction topics and items?

The number of topics that registered low percentage of agreement among nonmanagement participants may suggest that new-hire orientation needs to include more coverage of the job satisfaction items addressed by

this study. If continual employee improvement does not exist in an organization, it may be beneficial to establish a process. If continual employee improvement does exist, it may need to be expanded. Similarly, the large number of topics that register a low percentage of agreement among management employees may suggest the possible need for an enhanced training program to increase the employee's knowledge base before employees move into a management position. This process should include additional orientation toward dealing with the job satisfaction items referenced by this study.

Many gaps exist between what employees perceive the organization's policies and procedures address and the reality of what is addressed. These gaps could be narrowed or eliminated through group communication sessions and publications such as company or human resource newsletters. The gaps can also serve as a knowledge base for future analysis of benefits. Rather than a "shotgun" approach, benefit analysis can be narrowed to those items of greatest importance to the employees.

The researcher is not aware of any similar study that investigated job satisfaction in the manner followed by this study. Thus, it serves to provide a starting point for future research that may help an organization to identify the direction discussions could take to move the organization toward classification as a learning organization. Whether documented or not, every organization possesses a knowledge base. Whether an organization evolves

and becomes an example for others to follow or whether it de-evolves into history to be one of the many organizations that is forgotten, the knowledge base continues to grow. The question for each organization is whether its knowledge base will be left to gather dust or will become a source of information that is analyzed and used to grow the organization and to make it a place where people want to work.

Handy (1995) stated that “the learning organization is built upon an *assumption of competence* that is supported by four other qualities or characteristics: *curiosity, forgiveness, trust and togetherness*” (p. 46). Handy also suggested that trust provides a foundation for the others.

A key component to developing and maintaining trust in an organization is communication, especially if it is unrestricted in nature. Participants in this study reported a mean importance level equal to 82% of the potential value for the topic of Organizational Communication. Study participants supported the idea that organizational communication is very important. This was further supported by a similar rating (82%) for Employee Interaction, a key requirement for both communication and trust. Equally important to trust between the management team and employees is the presence of trust between coworkers. Trust at both levels is not a constant. All employees at all levels must work at keeping and building trust. This goes along with Nonaka’s (1991) perception that an organization is a

living organism, and, like any living organism, the organization must continue to evolve, be it into something greater or into extinction.

Senge, Kleiner, Roberts, Ross, and Smith (1994) described the forward evolutionary process as one of creating new ideas (theories), putting them into action, and perceiving new ideas based on the learning experience. It is obvious to this researcher that not only did the study participants indicate that the topics of Organizational Communication and Employee Interaction were important, but that they want to participate in the growth process.

Deming (1993) noted that all human beings possess an inner drive to learn and to improve. A learning organization takes advantage of this internal drive by providing opportunities for employees to develop their potential and therefore their value to the organization as a whole. Opportunity for Employee Development received a rating of 78% of potential. Clearly, personal development is as important to the employee as it is to the evolution of the organizational organism.

As suggested earlier in this chapter, the workforce is becoming international. While many U. S.-based companies may not have locations scattered around the globe, they are becoming "inter-culturalized" through the employees they hire. This can result in distrust for the organization if open communication and interaction are not fostered between employees. Efforts should be made to educate all employees about the cultures that contribute to the organization. Only through mutual understanding can

employees work as a team and achieve a high level of trust and job satisfaction needed for their own peace of mind.

Data collected for this study treated all employees as equals regardless of their cultural background. If four employees make up a team and one is from Southeast Asia, one from the Mediterranean area, one from New York, and the fourth from Mississippi, the team must deal with four different cultures. A culture is not synonymous with the boards of a country. Therefore, the researcher did not attempt to collect a demographic indicator for culture, and no attempt was made to include this variable, of a lack of any worldwide definition for the term. The invention of the jet airliner has in the past two to three generations made the task almost impossible. Then how does an organization provide culture-based training for its employees? By doing what this study did with three organizations, an organization can ask questions of its individual employees. An organization that does not ask questions of its employees is ignoring an important resource. However, as previously mentioned, this is only the first step. Action and experiential learning must follow if an organization is to realize the value of its internal potential.

REFERENCES

- Abrashaff, M. (2001, March). "Smart steps." Interviews by Christine Canabou and Alison Overbolt. *Fast Company*, 44, 91.
- Alreck, P. L., & Settle, R. B. (1995). *The survey research handbook*. Chicago: Irwin.
- Benders, J., & van de Looj, F. (1994). Not just money: Quality of working life as employment strategy. *International Journal of Health Care Quality Assurance*, 6 (6), 9-15.
- Blanchard, K., & Waghorn, T. (1997). *Mission possible*. New York: McGraw Hill.
- Blum, R. (2001). *Network professionals job satisfaction*. Retrieved March 12, 2003, from <http://www.nwfusion.com/newsletters/manage/2002/01383306.html>.
- Boyer, K. K., Olson, J. R., Calantone, R. J., & Jackson, E. C. (2002). Print versus electronic surveys: A comparison of two data collection methodologies. *Journal of Operations Management*, 20 (4), 357-373.
- Campbell, B. (2002). The high cost of turnover. *Black Enterprise*, 33 (5), 61.
- Coleman, J., & Kleiner, B. H. (1999). How to orient employees into new positions successfully. *Management Research News*, 22 (10), 6.

- Comer, J. M., Machleit, K. A., & Lagace, R. R. (1989). Psychometric assessment of a reduced version of INDSALES. *Journal of Business Research, 18*, 291-302.
- Cowen, R. (2002). Invest in the future: Your employees. *InformationWeek, 907*, 148.
- Daley, D. M. (1997). Putting the super in supervisor: Determinants of federal employee evaluation of supervisors. *Public Personnel Management, 26* (3), 301-311.
- Deming, W. E. (1993). *The new economics for industry, government, education*. Cambridge: MIT Center for Advanced Educational Studies.
- Downey, D., March, T., & Berkman, A. (2001). The keys to retention. *Incentive, 175* (10), 117-118.
- Graham, C., & McKenzie, A. (1995). Delivering the promise: The transition from higher education to work. *Education & Training, 37* (1), 4-11.
- Hackman, J. R. & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance, 86* pp. 250-279.
- Handy, C. (1995). Managing the dream. In S. Chawla & J. Renesch (Eds.), *Learning organizations* (pp. 45-55). Portland, OR: Productivity Press.
- Hannay, M., & Northam, M. (2000). Low-cost strategies for employee retention. *Compensation & Benefits Review, 32* (4), 65-72.

Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York: Wiley.

Info-Tech Research Group. (2001). *The business case for employee retention*. Retrived January 9,2001, from [Http://www.technologynews.net/retention/index.cfm](http://www.technologynews.net/retention/index.cfm)

Kaufman, D., & Feters, M. L. (1980). Work motivation and job values among professional men and women: A new accounting. *Journal of Vocational Behavior, 17*, 251-262.

Kay, B., & Jordan-Evans, S. (1999). *Love'em or lose'em*. San Francisco: Berrett-Koehler.

Kaye, B. (2000). Retaining people. *Executive Excellence, 117* (6), 9.

Kerns, I. (2000). E-survey quality ranks higher than print. *American Society of Business Publication Editors*. Newsletter articles. Retrieved September 18, 2002, from <http://www.asbpe.org/archieves/2000/02surveys.htm>

Kerslake, P. (2002). Do the right thing: The work/life balance pay-back. *New Zealand Management, 49* (5), 28-31.

Kistner, T. (2002). New spins on work/life balance. *Network World, 19* (45), 31-32.

Klassen, R.D., & Jacobs, J. (2001). Experimental comparison of web, electronic and mail survey technologies in operations management. *Journal of Operations Management, 19* (6), 713-728.

- Kumar, K. G., & Acharnamba, B. (1993). A comparative study of job satisfaction and job involvement among public and private sector employees. *Psychological Studies, 38* (2), 69-72.
- Lawler, E. E., & Suttle, J. L. (1973). Expectancy theory and job behavior. *Organizational Behavior and Human Performance, 9*, 482-503.
- Locke, E. A. (1976). The nature of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago, IL: Rand McNally.
- Mateyaschuk, J. (1999). *Salary survey: Pay up*. Retrieved January 13, 2001, from <http://www.informationweek.com/731/salsurvey.htm>.
- Mehta, R., & Sivadas, E. (1995). Comparing response rates and response content in mail versus electronic mail surveys. *Journal of the Market Research Society, 37* (4), 429-439.
- Michaud, L. (2000). Turning the tables on employee turnover. *Franchising World, 32* (4), 18-19.
- Mosley, V., & Hurley, M. (1999). IT skill retention. *Information Management & Computer Security, 7* (3), 129-132.
- Nelson, B. (2002). Salary alone is not a motivator. *ABA Bank Marketing, 34* (10), 14.
- Nonaka, I. (1991). The knowledge-creating company. *Harvard Business Review, 69* (6), 96-105.

- Nitko, A. (1983). *Educational tests and measurement: An introduction*. San Francisco: Harcourt Brace Jovanovich.
- Nocera, M. J., & Kolb, J. A. (1998, March). *The effect of supervisor/subordinate relationship on subordinate performance, role ambiguity and conflict, and job satisfaction*. Paper presented at the Academy of Human Resource Development Conference, Oak Brook, IL.
- Paine, F. T., Carroll, S. J., & LECTE, B. (1966). Need satisfaction of managerial level personnel in a government agency. *Journal of Applied Psychology, 50*, 247-249.
- Penwell, W. C. (2002). Litigating covenants not to compete. A review of Minnesota caselaw identifies factors the courts may consider in ruling on covenants not to complete. Retrieved February 14, 2002, from <http://www2.mnbar.org/benchandbar/2002/apr02/noncompetes.htm>
- Peters, T. (2001). Rule #3: Leadership is confusing as hell. *Fast Company, 44*, 124.
- Pritchard, R. D., & Shaw, J. B. (1978). Comparison of published measures of job satisfaction on a taxonomy of job rewards (AFHRL-TR-78-21). Brooks Air Force Base, TX: Occupation and Manpower Research Division. (ERIC Document Reproduction Service No. ED 158 032)
- Pritchard, R. D., Von Bergen, C., & DeLeo, P. J. (1974). *Incentive motivation techniques evaluation in Air Force technical training* (AFHRL-TR-74-24,

- AD-A005 302). Denver, CO: Lowry Air Force Base Technical Training Division, Air Force Human Resources Laboratory.
- Rainey, H. G. (1979). Perceptions of incentives in business and government implications for civil service reform. *Public Administration Review*, (39) 5, 440-447.
- Ramsey, R. D. (2002). What today's workers really want. *Supervision*, 63 (12), 8-11.
- Rousseau, D. M. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks, CA:Sage.
- Rousseau, D. M., & Parks, M. (1992). The contracts of individuals and organizations. *Research in Organizational Behavior*, 15, 1-43.
- Rust, R. T., Stewart, G. L., Miller, H., & Pielack, D. (1996). The satisfaction and retention of frontline employees: A customer satisfaction measurement approach. *International Journal of Service Industry Management*, 7 (50), 62-80.
- Rynes, S. L. (1993). Who's selecting whom? Effects of selection practices on applicant attitudes and behavior. In N. Schmitt & W. C. Borman (Eds), *Personnel selection in organizations* (pp. 171-202). San Francisco: Jossey-Bass.

- Schneider, S. D., & Vaught, R. C. C. (1993). A comparison of job satisfaction between public and private sector managers. *Public Administration Quarterly*, 17 (1), 68-83.
- Schuldt, B. A. & Totten, J. W. (1994). Electronic mail vs. Mail survey response rates. *Marketing Research* 6 (1), 36-45.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., & Smith, B. (1994). The fifth discipline. New York: Doubleday.
- Sigler, K. (1999). Challenges. *Management Research News*, 22 (10), 1-6.
- Solomon, E. E. (1987). Private and public sector managers: An empirical investigation of job characteristics and organizational climate. *Journal of Applied Psychology*, 71 (2), 247-259.
- Sousa-Poza, A. & Sousa-Poza, A. A. (2000). Taking another look at the gender/job-satisfaction paradox. Retrieved March 12, 2003, from <http://www.uiowa.edu/~sasegend/index.htm>.
- Steiner, D. D. (1985). *Work values, work environment, and the quality of working life: A cross-cultural examination*. Unpublished doctoral dissertation, Pennsylvania State University State College.
- Steiner, D. D., & Dobbins, G. H. (1987, April). *Role of work values in leader-member exchange*. Paper presented at the Second Annual Conference of the Society for Industrial & Organizational Psychology, Atlanta, GA.
- Thomas, K. W. (2000). Intrinsic motivation and how it works. *Training*, 37 (10), 130-135.

- Tse, A. C. B. (1998). Comparing the response rate, response speed and response quality of two methods of sending questionnaires: E-mail versus mail. *Journal of the Market Research Society*, 40 (4), 353-361.
- Tse, A. C. B., Tse, K. C., Yin, C. H., Ting, C. B., Yi, K. W., Yee, K. P. & Hong, W. C. (1995). Comparing two methods of sending out questionnaires: E-mail versus mail. *Journal of the Market Research Society*, 37 (4), 441-446.
- U.S. Department of Labor. (2003). Bureau of Labor Statistics Glossary. Retrieved February 14, 2003, from <http://www.bls.gov/bls/glossary.htm>.
- Weber, P. S., & Weber, J. E. (2001). Changes in employee perceptions during organizational change. *Leadership & Organization Development Journal*, 22 (5/6), 291.
- Withers, P. (2001). Finders-keepers: The six secrets to attracting and retaining great employees. *CMA Management*, 75 (7), 24-26.
- Zemke, R., Raines, C. & Flipczak, B. (2000). Generations at work. New York : American Management Association.
- Zigon Performance Group. (2000). *1998/99 survey report: Strategic rewards: Creating financial capital through human capital*. Retrieved January 19, 2001, from Http://www.zigonperf.com/pmnews/Survey_Rewards.htm.