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IMPROVING EMPLOYEE COMMITMENT

David Lloyd

A Thesis

in

the Department of Education

**Presented in Partial Fulfilment of the Requirements
For the degree of Master of Arts at
Concordia University
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ABSTRACT

Improving Employee Commitment

An important influence for developing high performance employees is their level of commitment to an organization's success. This study, at a transportation consulting company, used a needs assessment methodology to identify: (1) What commitment means to employees? (2) Whether people are committed? And, (3) if people are not committed, how can their level of commitment be increased? The research found that the majority of the people sampled were classified as highly committed. However, a subgroup of the sample, the training development group, was identified as significantly ($p=.016$) less committed than others. The reason for these people being less committed to the organization was based on various systemic influences, organizational problems, and perceived poor employee needs satisfaction. The systemic and organizational level issues included the constant downsizing and re-organizations of the department, separation from the main group, the parent company's influence, and poor perceptions of organizational communications and working environment. On an individual level, people were dissatisfied with their level of job enjoyment, personal growth opportunities, sense of control and importance people felt in their jobs, recognition, and the level of personal and job support they received. The study concluded, that in order to increase employee commitment, in those identified as less committed, management will need to focus efforts in two main areas: (1) improving people's perceptions of the organization and its meaningfulness to them; (2) improving people's level of need's satisfaction, in key areas such as recognition, feedback, job enjoyment, and personal growth opportunities.

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INTRODUCTION

The following thesis was developed as partial requirement for the Master in Arts in Educational Technology at Concordia University.

Overall, the aim of this thesis is to look at the underlying factors that direct and impact the level of commitment of people in the Training Development Group (TDG) of COMPANY A. By better understanding these factors, COMPANY A will hopefully be able to develop strategies to improve the level of commitment of its employees.

Document Layout

This document is organized into several main sections:

- Introduction – The introduction provides an overview of the context and situation, the problem statement, and a description of the target audience.
- Literature Review – The literature review provides an overview of the relevant literature that addresses commitment, people's attitudes, and the process of conducting a needs assessment.
- Methodology – The methodology provides a synopsis of the needs assessment approach that was used to analyze the problem and to make recommendations for its resolution. It defines the approach in a step by step manner.
- Results and findings - The results and findings section contains the key results in tabular form resulting from the various data collection phases of the needs

assessment. More specifically, the results section provides people's general perceptions of commitment (in-person interviews), data resulting from a survey questionnaire, and general observations of the situation as made by the researcher.

- Discussion – The discussion section synthesizes the data collected and compares it to the literature review.
- Conclusions – The conclusion section provides the author's recommendations and comments concerning the options available to COMPANY A to improve the performance of their employees.

PROJECT DESCRIPTION

Context

The information concerning the context was derived through discussions with the manager of training development as well as other managers and employees from within COMPANY A, including the Manager of Training Development, the Vice-President of Human Resources, and the Director of Human Resources.

Over the past three years, COMPANY A, a \$70 million transportation services company, has embarked upon a journey to establish a clear direction for the new millennium.

COMPANY A was originally developed in 1971 to provide consulting services, in selling and managing services, in international markets to support both Company C and Company B, both Crown Corporations at the time. When Company C privatized COMPANY A became a wholly owned subsidiary of Company B, with a mandate to provide support services for Company B (the parent company) and to continue to manage Company B's international transportation projects.

Later, Company B itself was privatized by the government. COMPANY A soon became the preferred supplier of many of the services that COMPANY B previously managed internally. One of the services that was felt to be better managed externally from Company A's core operations, was the development and implementation of training. As a result, Company B's training delivery and development groups were transferred to COMPANY A , where COMPANY A became the preferred supplier for the development, production, and management of much of Company B's training needs.

COMPANY A acts as a separate company from Company B and as a result has developed a client-supplier relationship with them. Therefore, any work undertaken by COMPANY A for Company B must be authorized and paid for.

COMPANY A is has offices across Canada and the United States. COMPANY A is physically situated close to most of Company B's operations and both their headquarters are located approximately 200m from each other.

COMPANY A is in the process of transforming itself. Its goal is to become the pre-eminent comprehensive provider of North American knowledge-based transportation services.

COMPANY A has identified six key areas of corporate expertise; they are: Transportation operations and planning, Engineering services, Mechanical services, Asset management, Technology, and Training.

Further, they have identified 5 core values that each employee should possess including: trust, entrepreneurialism, effectiveness, teamwork, and high standards.

What this means operationally, is that, COMPANY A will scale back its international operations and re-focus its efforts in the North American marketplace. Also, COMPANY B's share of COMPANY A's overall business and importance will decrease considerably as more and more new customers are acquired in the North American Market. Currently, COMPANY B represents 65% of the total COMPANY A business. The impact of this on the training development group will be considerable as people within it will have to learn

to deal with external (outside the COMPANY B network) customers and the problems and opportunities this creates.

COMPANY A's TDG consists of twelve instructional technologists (including the manager), two language conversion specialists, a librarian, an analyst, and an administrative assistant. Within this group, people vary significantly in their level of education, business experience, tenure with COMPANY A, and age. Some are relatively new to the organization and some have been with COMPANY A/COMPANY B for over 30 years.

Closely associated in function with the development group are the instructors (approximately fifty), the logistics, two production (graphics) specialists, and a shipping department (for training materials).

Problem Statement

The objective of this thesis is to define the extent to which people within COMPANY A's Training Development Group are committed to the organization and, if need be, to identify ways to improve the situation.

In other words, COMPANY A wants employees who are dedicated, motivated, and responsible for the work they perform.

As a result of the changes in the strategic direction of Company A, significant pressure has been placed upon all employees to change the way in which they function. As a result COMPANY A needs employees who are thoroughly committed to COMPANY A's strategic plan.

The benefits of commitment are great, as defined by Lincoln and Kalleberg (1990):

“When an organization finds the means to elicit the commitment of its members, it has at its disposal a very powerful mechanism of control. ... Committed workers are self-directed and motivated actors whose inducement to participation and compliance is their moral bond to the organization...”

LITERATURE REVIEW

This literature review is divided into three (3) different parts, they are:

1. **Commitment as an attitude:** The first part discusses the importance and impact of commitment being an attitude. It looks at how attitudes are formed, their basic components, and the factors that promote/hinder planned attitude change. In essence, it defines the factors that may impact whether people will act in a committed way.
2. **Acts of commitment:** The second part discusses the importance of making committing actions and their impact upon a person's attitude.
3. **Needs Assessment:** The final part presents the various models and methodologies associated with the needs assessment.

Commitment as an Attitude

According to Salancik (1977), to act is to commit oneself. In this definition, Salancik states that the more one acts in a certain way the more that person will be bound to act that way in the future. Another definition of commitment as put forward by Lincoln & Kalleberg (1990), presents the more attitudinal perspective of commitment:

“Organizational commitment implies identification with an organization and acceptance of its goals and values as one's own (March and Simon, 1958; Salancik, 1977). The company's fortunes matter to the worker. The committed employee's involvement in the organization takes on moral overtones, and his stake extends beyond the satisfaction of a merely

personal interest in employment, income, and intrinsically rewarding work. The employee becomes conscious of the needs of the organization and sensitive to how his or her actions contribute to the fulfillment of those needs. To identify with the organization, then, implies that the worker is willing to expend effort for the sake of the company, and the firm's performance is experienced as a personal success or failure as well. Moreover, committed employees are loyal to the organization, feel personally defensive when it is threatened, and desire to maintain the employment relationship even when presented with attractive alternatives.”

Thus, commitment requires involvement of both attitudes and behavioral acts. Attitudes have long been seen as important in directing behavior. Most authors quote Allport (1935) as the original source for defining an attitude:

“An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.”

Since then, definitions put forward on attitudes vary somewhat. Basically attitudes are described as evaluative mental representations (schema) of something which are learned and which have a bearing on behaviour/action (Breckler & Wiggins, 1989). For example, Zimbardo and Lieppe (1991) describe attitudes as:

“an evaluative disposition that is based upon cognitions, affective reactions, behavioral intentions and past behaviors, and that will influence cognitions, affective responses, and future intentions and behaviors”.

In other words, they see attitudes as a system, where a change in any one component can have an impact on others. Martin and Briggs (1986) described three of these attitudinal components in the following way:

- **Affective component:** The affective component refers to the evaluative or emotional response to an attitude and is seen to be the core of attitudes. It is measured in terms of logical position and intensity. Basically these are our emotional feelings towards something.
- **Cognitive Component:** The cognitive component represents a person’s belief or knowledge about the attitude. This would consist of its degree of differentiation, the degree of integration/structure/patterning of cognitive elements, and the generality or specificity of the beliefs.
- **Behavioral component:** The behavioral component refers to the behavior of the individual and his/her tendency to act in a certain way towards something.

In total, the attitude system is a representation of the object for the person. This system then operates to determine how a person acts. What this also means is that people’s attitudes can be measured and ultimately changed through any one of the three components.

Attitudes are impacted by many factors. Figure 1 provides a partial list of external factors impacting people's decision to act in a certain way and also portrays Fishbein and Ajzen's (1980) "theory of reasoned action" model. In this model, they divided the list of external variables into three categories: demographic variables, attitudes towards the object, and personality traits. These variables all can have a direct impact upon how a person's attitudes are formed. From this they conjectured that behaviors can be predicted by analyzing people's attitudes and their feelings towards the social norms of significant others. This was done through a simple process of asking people to list the most significant salient beliefs impacting a certain attitude. Once they had a list of five to nine salient beliefs they then asked people to define the magnitude of importance of each one. Fishbein and Ajzen (1980) were able to find a strong correlation between attitudes, social norms and behaviors. An extension to this model, developed by Ajzen (1988), the theory of planned behavior, was found to have even better correlation than that of the previous model (Ajzen, 1991). By adding an additional measurement component, "perceived control", prediction of behavior was improved.

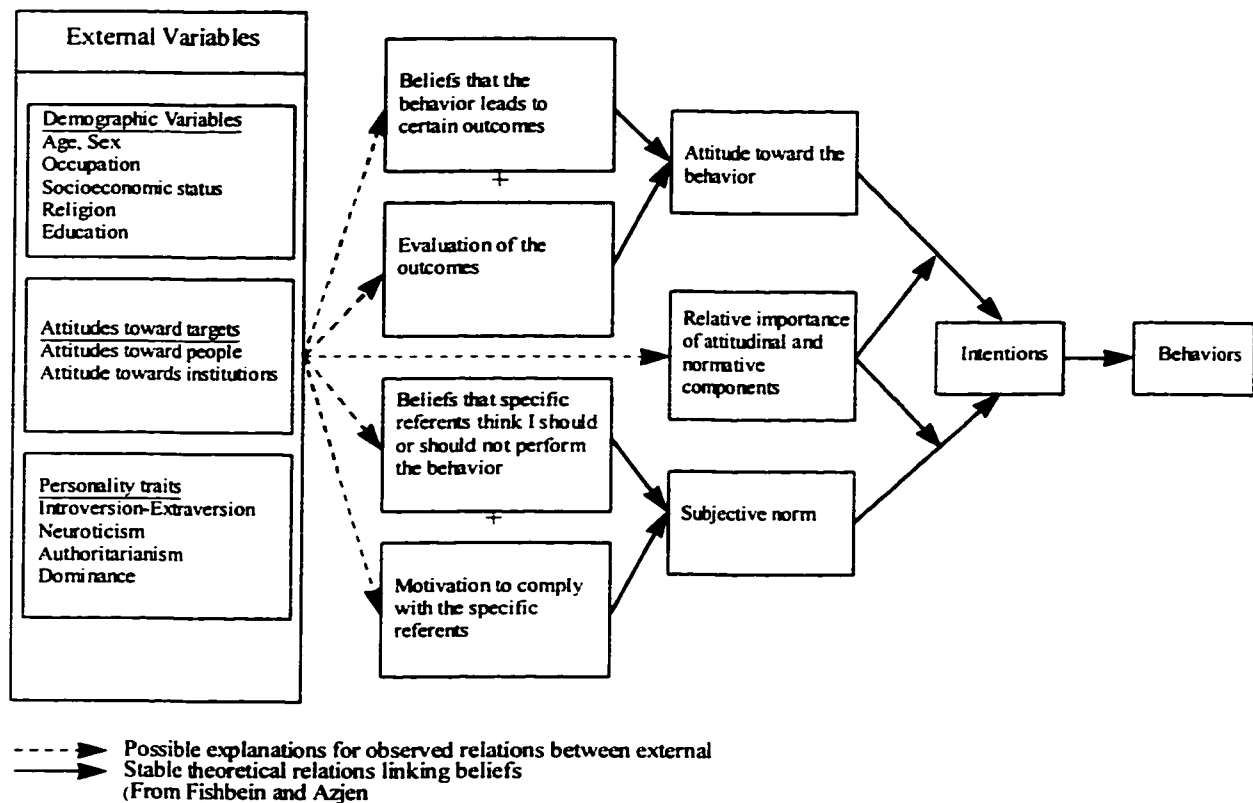


Figure 1. Indirect effects of external variables on behaviour

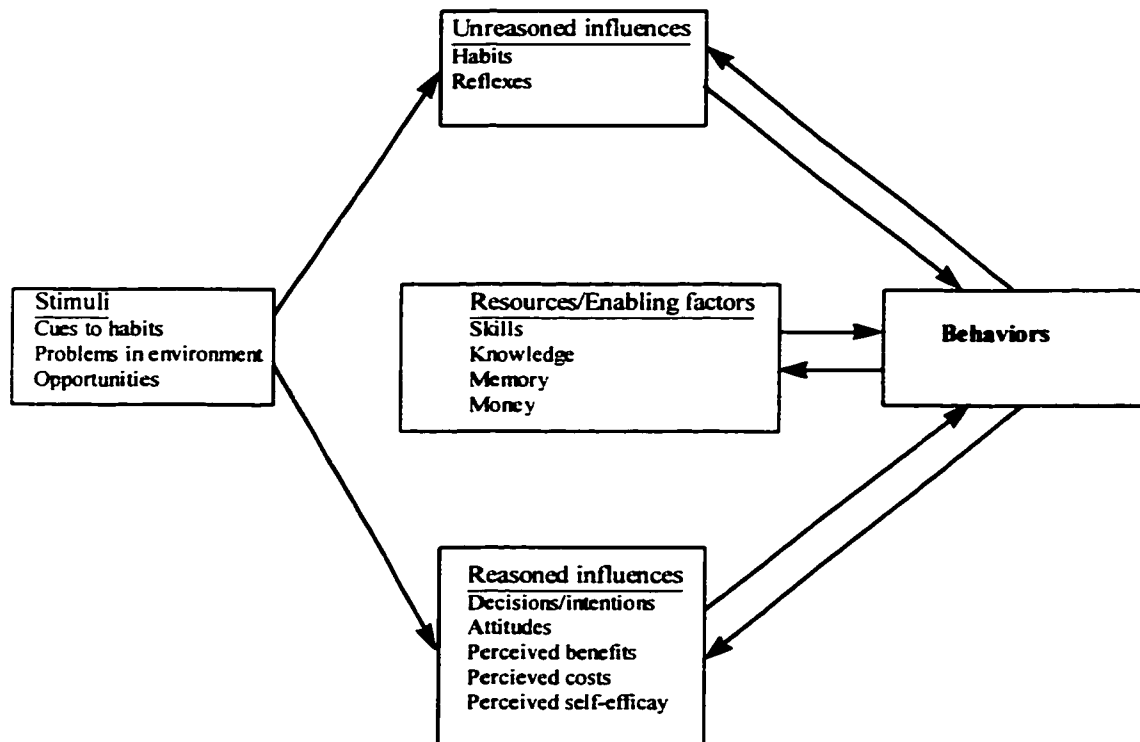
Still, Petty and Cacioppo (1981) felt that the predictability of behaviors could be further improved by including and analyzing the person's "self-monitoring" characteristic (Snyder, 1979) and the extent to which an action undertaken is routine or habit (i.e. requiring little active mental thought). These two aspects are described below:

- Self-monitoring is a person's level of concern pertaining to how they are perceived by others i.e. their self-presentation. People often attempt to "influence the images that others form of them" (Snyder, 1979). This influence is attempted through both verbal and non-verbal actions that express one's self. The importance of this construct i.e. the self-monitoring formulation, is that:

“an individual in a social setting actively attempts to construct a pattern of social behavior appropriate to that particular context. Diverse sources of information are available to guide this choice, including (a) cues to situational or interpersonal specifications of appropriateness and (b) information about inner states, personal dispositions, and social attitudes.” (Snyder, 1979)

If the person was low in the self-monitoring trait, they showed greater attitude-behavior consistency than those high in the trait. Low self-monitors do not think deeply about their actions or behaviors. A person who more naturally thinks about what they are doing can more easily change (Petty & Cacioppo, 1981).

- Routine behaviors like cigarette smoking involve automatic reactions to stimuli. These types of actions may confound predictability. When a habit takes over, people do not consciously think about what they are doing. According to a model recently developed by Ronis, Yates, and Kirscht (1989), they reasoned that if they could get people to think about what they were doing when they were doing it, the outcome may end in a change in behavior (see Figure 2). Of course the challenge is to get people to think about what they are doing.



From Ronis, Yates, and Kirscht (1989)

Figure 2. Model of Repeated Behavior

What this implies is that in order to change people, we need to catch their attention long enough for them to process the information and do something with it. More importantly, we need to catch people’s attention when they doing the action that needs changing and then get them to deliberately change it. These two aspects are similar to the thinking of Chris Argyris (1993) who developed his “double loop learning theory”. In this theory, he points out that people in organizations use defensive routines that help them to cope, but which also block them from doing what’s best. The author calls this type of learning “single loop” learning. To overcome this, people need to become aware of what they are doing when they are doing it and then mentally review and diagnose the process. Once a

person has a grasp of the action and its short comings they can then change it. This is the double-loop aspect of the model.

The four factors highlighted above (i.e. attitudes, social norms, self-monitoring traits, and routine behaviors) probably determine to a large extent whether a behavior can be predicted. Still, from another perspective, behaviors are also impacted by other factors, namely:

1. The level of receptivity of people to a message;
2. People's expectations: reward, fear, etc.;
3. People's level of self efficacy (people's perceived ability to perform a certain action).

In fact, these three aspects are central to most change strategy approaches. Basically, for someone to change their attitudes, cognitions, and behaviors a message must be heard, attended to, comprehended, and integrated into their own schemata and ways of seeing the world.

In order for the message to be received it must catch the person's attention (Hovland, Janis, & Kelly, 1953). According to the Social Judgment Theory (Sherif & Hovland, 1961), the message must be received within the person's range of acceptance. If it is not then the message is rejected. The importance of this is that a message must be believable to the person (see Figure 3.). Therefore the sender of the message may need to send several messages with each taking the person a step further in the desired direction in order to constantly stay within the person's range of message acceptance.

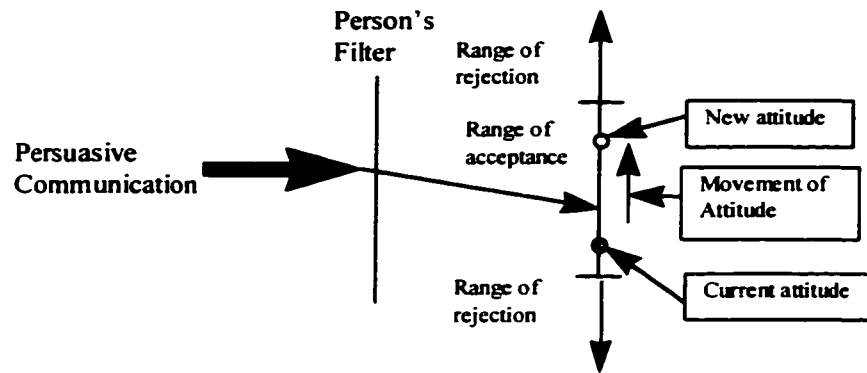


Figure 3. Social Judgment Theory (Hovland & Sherif, 1961)

Once the message (persuasive communication) is received and accepted, it must provoke an instability in the person in either their attitudes, cognitions, or behaviors. This situation once achieved will ultimately force a person to try to realign themselves (Festinger, 1957).

Figure 3 highlights the importance of the “message” (both verbal and non-verbal) which is sent, how it is received, and whether or not it falls within the “believability” scope of the person.

In addition to identifying and measuring the four factors described previously (attitudes, social norms, level of self-monitoring, and types of behaviors i.e. routiness of action), it is also important to look at the clarity, receptivity, and impact of the message, both formally (internal and external corporate communications) and informally (modeling, gossip, other sources). According to Krathwohl, Bloom, & Masia (1964), as seen in Figure 4, there are five levels of change a message can instill in a person, they are:

1.0	Receiving (or Attending)	1.1 Awareness 1.2 Willingness to receive 1.3 Controlled or selected attention
2.0	Responding	2.1 Acquiescence in responding 2.2 Willingness to respond 2.3 Satisfaction in response
3.0	Valuing	3.1 Acceptance or a value 3.2 Preference for a value 3.3 Commitment
4.0	Organization	4.1 Conceptualization of a value 4.2 Organization of a value system
5.0	Characterization by a Value Complex	5.1 Generalized set 5.2 Characterization

Figure 4. Summary of the Taxonomy of Educational Objectives in the Affective Domain
(Smith & Ragan, 1993)

Figure 4 indicates that a message can have varying impact upon a person (Hovland & Sherif, 1961). At level 1 a person would be aware that a message exists and at level 5 a person would have assumed a message as their own and have begun to live it.

The final thing that should be considered when evaluating attitude formation and change, are the expectations a person has as a result of taking certain actions. Many theories have evolved which reflect the importance of addressing people's needs; they include: Maslow's Needs Hierarchy (1954), Hertzberg's Motivator-Hygiene theory (1959),

Lawler's Expectancy Theory (1994), and Bandura's Social Learning Theory (1977a). Both Maslow's Needs Hierarchy and Herzberg's Motivator-Hygiene theory are attempts to define what motivates and drives people's behavior.

Maslow's (1954) theory describes a hierarchy of needs where people's basic needs must be met prior to their being able to fulfill higher level needs such as "self-fulfillment".

General Factors	Need Level	Organizational Specific Factors
<ol style="list-style-type: none"> 1. Growth 2. Achievement 3. Advancement 	Self Actualization	<ol style="list-style-type: none"> 1. Challenging job 2. Creativity 3. Advancement in organization 4. Achievement in work
<ol style="list-style-type: none"> 1. Recognition 2. Status 3. Self-esteem 4. Self-respect 	Ego, status, esteem	<ol style="list-style-type: none"> 1. Job title 2. Merit pay increase 3. Peer/supervisory recognition 4. Work itself 5. Responsibility
<ol style="list-style-type: none"> 1. Companionship 2. Affection 3. Friendship 	Social	<ol style="list-style-type: none"> 1. Quality of supervision 2. Compatible work group 3. Professional friendship
<ol style="list-style-type: none"> 1. Safety 2. Security 3. Competence 4. Stability 	Safety and Security	<ol style="list-style-type: none"> 1. Safe working conditions 2. Fringe benefits 3. General Salary increases 4. Job security
<ol style="list-style-type: none"> 1. Air 2. Food 3. Shelter 4. Sex 	Physiological	<ol style="list-style-type: none"> 1. Heat and air conditioning 2. Base salary 3. Cafeteria 4. Working conditions

Figure 5. - Maslow's Needs Hierarchy (Sziylagy & Wallace, 1980)

Hertzberg's (1959) theory defines the same thing as Maslow's (1954), but presents it in a different manner. According to Hertzberg (1959), there are two scales, the first defines people's basic physiological needs whereas the other states their need for challenging fulfilling work (see Figure 6.). If a person is high in the hygiene factors, this can instill satisfaction but it will not act as a motivator. If the environment is high in the motivator dimension, then this will be a motivating environment for the person. The importance of Maslow's (1954) and Hertzberg's (1959) models is that people's basic and motivational needs need to be both addressed when designing a change program.

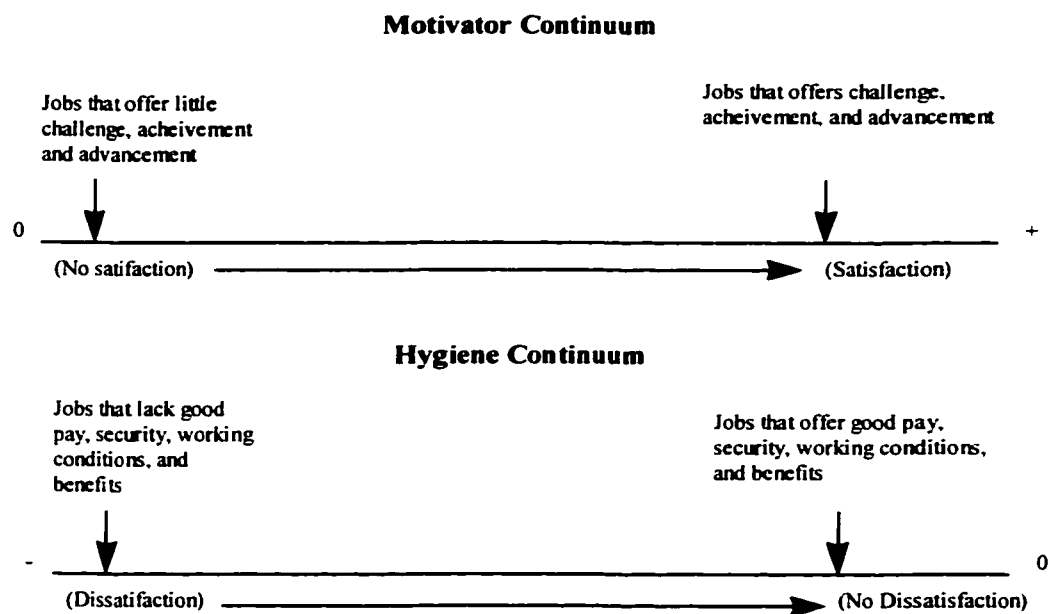


Figure 6. Hertzberg's Motivator-Hygiene Theory (from Szziylagyi and Wallace, 1980)

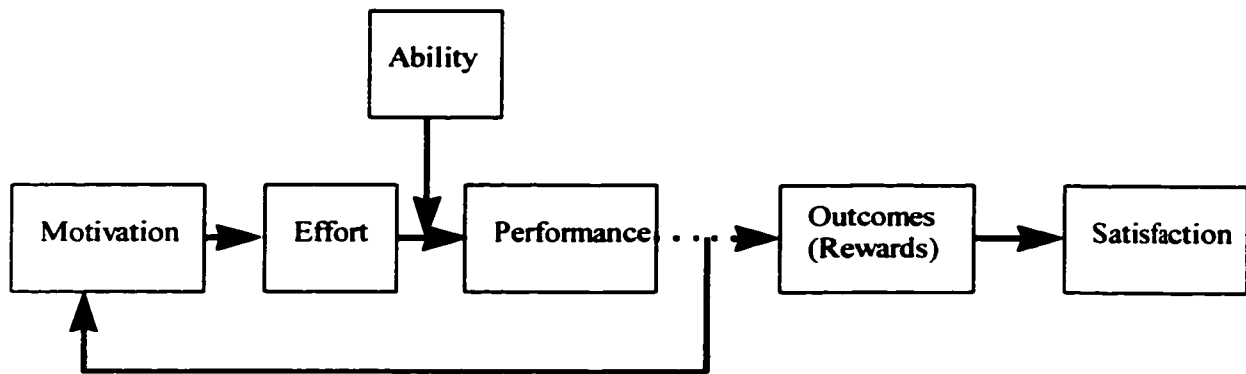


Figure 7. Lawlor's Expectancy Theory Model (Lawler in Howard and Associates, 1994)

Related to the issue of basic needs, is Lawler's (1994) expectancy theory (see Figure 7.).

According to Lawler (1994),

“Working from left to right in the model, motivation is seen as the force on an individual to expend effort. Performance results from a combination of the effort put forth and the level of ability. Ability, in turn, reflects the individual's skills, training, information, and talents. As a result of performance, the individual attains certain outcomes. The model indicates this relationship by a dotted line, reflecting the fact that sometimes people perform but do not get outcomes. The process of rewarding performance influences an individual's perceptions (particularly the line of sight to rewards) and thus inspires motivation in the future. This is shown in the model by the line connecting the performance-outcome arrow with motivation.”

This theory looks at what people expect to receive as a result of performing a certain action. In other words are the rewards worth the efforts? Do people feel they will be punished if they perform a behaviour? If I act in a certain way will I be adequately and fairly compensated? Does the organization treat some people better than others? The beauty of Lawler's (1994) Expectancy Theory is that it is systemic and that future employee motivation, is based upon "(1) effort to performance expectancies; (2) performance to expectancies; (3) perceived attractiveness of outcomes" (Lawler, 1994).

Another theory that is similar to Lawler's Expectancy Theory (1994) is Bandura's Social Learning Theory (1977a). In this theory, Bandura describes a basically behavioristic approach to changing behaviors, but with a heavy cognitive component. The Social Learning Theory (Bandura, 1977a) states that a person learns from their environment those actions that are appropriate and those that are not. According to the theory, people learn through four methods (Martin and Briggs, 1986):

- (1) A person learns from their own experience the consequences of their actions;
- (2) A person learns from others through the process of modeling i.e. seeing others performing and the resulting outcomes/rewards received;
- (3) People can read or hear about the consequences of certain actions and draw their own conclusions about performance/outcome relationships;
- (4) People can make associations based upon previous experience and knowledge.

The distinction between Lawler's theory (1994) and Bandura's (1977a), is that, Bandura's (1977a) theory implies a greater cognitive component. The cognitive

component implies that people can alter and change their behaviors based upon what a person expects to receive from certain actions they have learned.

An extension to Bandura's Social Learning Theory (1977a) is his writings on self-efficacy (Bandura, 1977b, 1982). According to Bandura (1977b, 1982), a person's motivation to carry out an action depends upon their self-appraised level of effectiveness in successfully carrying it out. High self-efficacy is important to ensure people have the proper level of confidence and motivation to carry out a task. Low self-efficacy means that people will not have a high confidence to carry out a task and may, therefore, avoid undertaking it. This fear may even become over-exaggerated and thus further inhibit the attempt. On the other hand, high self-efficacy provides the confidence to undertake a task. While this attitude may appear very positive at first, it can also be negative. Those people who are high in self-efficacy, may not properly prepare for an activity. People who are low in the trait may take more time to learn the task and prepare for it.

Overall, it appears that there are many factors that can influence people's attitudes to act in one way or another. In order to define the level of commitment of COMPANY A's employees, we need to identify the factors which may be holding a person back as well as those that will drive a person forward (see Figure 8.). In particular, the issues we need to consider are: people's attitudes, their social norms, their personality traits, communications regarding outcomes and expectations, people's perceptions of self-efficacy, and whether all basic and motivational needs are being addressed.

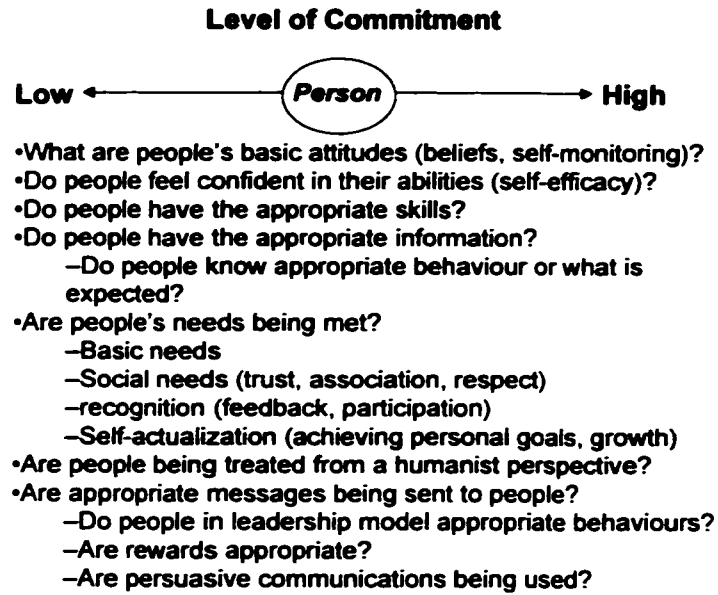


Figure 8. Factors impacting a person's level of commitment

Based on this, it could be said that commitment to an organization is a transactional process, people will only commit themselves to the extent that they feel they are being rewarded intrinsically or extrinsically for their efforts. The more the organization's goals and values are aligned with people's own and the more people's personal needs (at all levels) are addressed the more committed the person will be.

Acts of Commitment

The above discussion provided an overview of all the forces that may determine whether a person would act in a committed way. In order to instill a sense of commitment to an organization, a person must make committing actions. As previously identified, a committing act is a binding act (Salancik, 1977). Committing acts have four basic elements (Salancik, 1977):

1. **Explicitness (or deniability) of the choice to perform a behavior** - to what extent can an act be said to have taken place? Can a person deny that they performed such a behaviour?
2. **Revocability of the action** - to what extent can a choice be reversed or taken back. Some actions cannot be taken back and are thus very committing.
3. **Volitional control of an action** - to what extent is an action within the volitional control of the person? A person who performs a certain action without an external force to motivate it e.g., extrinsic rewards.
4. **Publicity of the action** - to what extent are actions observed by significant others. When an act is made public in a social context it binds a person to the action.

When a person makes a free act of commitment to something, they are telling others who they are. Based on the Cognitive Dissonance Theory (Festinger, 1957), when someone does this they must align their attitudes with the intent of the act. If a person is asked to publicly support a new policy or strategy, this act will commit them to defending it. On

the other hand, if a person is coerced or forced to act in a certain way, based upon incentives offered, then the person can blame their acts on the external influence. For example, if a person is offered three thousand dollars to defend a policy or strategy (and the amount offered is valued higher than the act) the person can blame their support of the act based upon the money offered.

Introduction and Overview of the Needs Assessment Process

A needs assessment is an iterative process that is used to analyze an organizational problem. According to the instructional design process (Gaines & Robinson, 1995; Rossett, 1987; Rummier & Brache, 1992; Kaufman, 1993) a needs assessment, can, basically, be divided into five steps:

1. **Performance gap identified and problem/situation defined.** A performance gap is the differential between the ideal situation and what is actually happening. In this case, “management wants employees who are committed and focused on providing value for COMPANY A”;
2. **Measureable objectives/standards/ideals developed;**
 - Establishing performance measures - Robinson and Gaines (1997) identify three measures that need to be defined:
 - Performance results: Results that must be achieved on-the-job by an employee to ensure that the organizational business goals are achieved. In other words,

why is this issue important to the company and how will this affect business performance;

- Best practices: Best practices/actions/competencies/techniques used to accomplish performance results. What are the things that the very best performers do on-the-job to achieve excellent results;
- Quality criteria: Measures that are used to determine if the performance result is accomplished in an excellent manner.

3. Evaluate target audience against performance measures;

- According to Rossett (1987) the analysis can be accomplished by sourcing information from the target audience, peers, clients, and supervisors. Information can be sought through interviews, questionnaires, focus groups, and observations. Other information sources could include databases and filed information.

4. If people are not achieving the ideals, develop a methodology to uncover why the standards are not being achieved. The types of information sought can be defined into two categories (Gaines & Robinson, 1997):

- Enhancers: Work environment factors that stimulate the achievement of desired on the job performance.
- Barriers: Work environment factors that hinder the achievement of desired on-the-job performance.

- The analysis can be accomplished by sourcing information from the target audience, peers, clients, and supervisors. Information can be sought through interviews, questionnaires, and observations (Rossett, 1987).
 - Once data collection is complete, information is synthesized and developed along common themes in order to make sense of the information.
5. **Identify and list alternative means for addressing problem areas:** This step could include changes in: incentives, skills training, information availability, work environment changes, etc.

METHODOLOGY

Since little was known of the level of commitment of COMPANY A's employees, a needs assessment approach was chosen for this study.

A needs assessment is an ideal approach for this study as it looks at all aspects of the problem, including the extent of the problem and the level of impact the problem's has upon performance. The objective of this study was to get as complete a picture of the problem as possible.

It should be noted that the needs assessment process is an iterative one where the results and findings of preceding steps informed and directed future ones.

As identified in the literature review, this approach can be basically divided into five steps (Gaines & Robinson, 1995). These steps are listed in the following Table with a brief explanation of how each was implemented in the current study. Each step was then described in more detail.

Table 1

Outline of methodology used in the current study

Data Collection Methodology	Outcome Achieved
<p>Phase 1 – Define the problem that needs to be analyzed</p> <p>Personal interviews with the Mgr of TDG, VP HR, Director of HR</p>	<p>Identification of an organizational problem</p>
<p>Phase 2 – Develop measurable objectives</p> <ol style="list-style-type: none"> 1. Interview employees and management (Appendix 1) 2. Focus group – TDG employees (See Appendix 2) 3. Literature sources 	<p>Establishment of objective and subjective criteria, based on problem definition (Phase 1)</p> <p>Verify criteria from employee interviews in a round Table discussion</p> <p>Identify evaluation criteria as established in the literature (see literature review section - binding factors).</p>
<p>Phase 3 – People are measured against the ideals</p> <ol style="list-style-type: none"> 1. Anonymous questionnaire (see Appendix 3 Section B) 2. Evaluation of binding factors 3. Researcher observations 	<p>Analyze the information and establish the extent to which people measure against the ideals identified in Phase 2.</p>
<p>Phase 4 – Develop a methodology to uncover why people are not committed, if necessary</p> <ol style="list-style-type: none"> 1. Anonymous questionnaire (see Appendix 3 Sections A, C, D) 2. Evaluation of binding factors 3. Researcher observations 	<p>Analyze the information and identify the factors that may inhibit or promote commitment in COMPANY A as established in Phase 2.</p>
<p>Phase 5 –List recommendations to address issues identified in Phase 3 and 4</p>	

The following is a detailed description of all five parts of the needs assessment and how they were incorporated into the study.

Define the Problem that Needs to be Analyzed

Through discussions with the manager of the TDG, the vice president of HR, and the director of HR, a concern was raised about the level of commitment his employees have towards COMPANY A. In particular, the problem was identified as "the concern that the level of commitment of people in the TDG to COMPANY A is low and needs to be improved";

Develop Measureable Objectives

Commitment comes in varying degrees for each person. Developing measureable criteria is difficult, as commitment is not an objective skill but rather an internal subjective attitude.

Setting behavioural objectives to evaluate people's level of commitment does not provide an accurate indication of a person's level of commitment. For example, achieving a person's job objectives may have nothing to do with their level of commitment. A person may achieve their objectives as a result of the person's desire for the monetary benefits that accrue, or more simply it may be based upon the level of difficulty in achieving them. Behavioural objectives are only an indicator of a person's level of commitment.

The reason's why a person behaves in a certain way is difficult to determine. It is hard for another person to define whether someone is committed or not as commitment is personally subjective. It is only the person who can say whether they are committed or

not as they are the only one who know to what extent they want COMPANY A to succeed.

Therefore, since behavioural objectives are not good indicators of commitment, attitudinal self-evaluations of commitment must be considered. Unfortunately, even self-evaluations are not perfect criteria as a person can say they are highly committed to an organization but yet leave it if they perceive a better offer from another organization.

In addition to direct measures of commitment such as self-evaluations, commitment can also be inferred based upon indirect measures such as the level of satisfaction of a person's needs (Maslow, 1954) and those factors that bind a person to an organization (Salancik, 1977). The more a person's needs are satisfied in a relationship the more committed to the relationship a person will be. This is especially true based upon the goals of the company and how well they align with a person's personal goals.

Finally, Salancik (1977) looked at the level of commitment from an indirect route, by examining the factors that bind a person to a company. The more bound to an organization a person is, the more the person can state they do such perceived committed actions based upon some compensating factor. If a person has a high salary for the perceived work they do then they can always blame the pay for doing extra work. On the other hand, as in a volunteer organization, if a person is not paid a salary, then there may be nothing binding that person except the commitment and desire to see the organization succeed.

Approach Used to Develop Commitment Criteria

Scoping of the study and the development of measurement criteria were developed through personal interviews (see interview guide Appendix 1), a focus group (see focus group leaders guide Appendix 2), and literature reviews.

- *Personal interviews* - In order to gain an initial understanding of the problem, personal interviews were held with people from within COMPANY A. People interviewed were both from within the TDG and outside of it and included managers as well as non-managers. In total 19 people were interviewed the breakdown was as follows:
 - Senior Management (4)
 - 1st Line Management (4)
 - Non-management (11)

All interviewees were involved in the training domain or had an impact upon it. Interviews lasted approximately 45 to 75 minutes. The data was collected during March of 1999. Typical questions included:

- What does commitment mean at COMPANY A?
- Do you believe that people are committed to helping COMPANY A achieve it's goals? Why/why not?

The responses from these interviews formed the basis of the focus group and the anonymous questionnaire.

The information in these interviews also provided information in a number of other areas, in particular:

- a list of qualitative criteria of commitment were developed;
- background information on the history of COMPANY A, its current status, and people's impressions of it;
- a preliminary understanding of the factors within COMPANY A which may promote or hinder commitment;
- *Focus group* - A focus group was held in March 1999 which was aimed at defining more thoroughly the concept of commitment to COMPANY A and the criteria to measure it. The session lasted sixty five minutes (for a copy of the focus group leader's guide see Appendix 2). The group consisted of six people who came entirely from the Training development group. No managers were included in this group. Typical questions included:
 - Definition of Commitment. Do people agree with this?
 - Do you believe there is a strong link between your job and the corporations success? How?
 - What are things which prevent you from making things happen on your job ie. to deliver what is expected (High quality, low cost, within the timelines, good customer service) managing resources and people, project management)?

- *Literature sources* - Two main influences were used to determine measures for commitment: Factors binding a person to the organization as proposed by Salancik (1977) and those factors which motivate a person to act, Maslow's Needs Hierarchy (Maslow, 1954).

Limitations in the Setting and Measuring of Objectives

Measures were developed based upon what could be practically measured within COMPANY A's organizational setting. Senior management was very clear about limiting the disruptiveness of the measurements as much as possible, i.e. no management or non-management administrative time. People's participation was to be purely volunteer and only during their own personal time. No personal information files were accessible due to confidentiality issues. As a result of these limitations, data gathering was negatively impacted in the following ways:

- Access to internal personal performance measures such as performance appraisals was not available.
- Behavioural evaluations/observations were also difficult as they were disruptive and if someone knew they were being observed this would impact how they would respond.
- Access to discussions with people were limited, especially upper management, as it was limited to people's personal time only.

People were Measured Versus the Ideals

Once the ideals were identified in the previous step, people were then measured against them. Measurement of the level of commitment and the factors impacting it were based upon general observations and through an anonymous questionnaire.

Methodologies Used to Measure Employee Commitment

Commitment in this study was measured three ways: using general observations of people's behaviours, needs satisfaction evaluation, and by establishing those factors that bind a person to COMPANY A.

(1) *Level of commitment self-evaluation*

In most needs assessment studies, criteria are established based on behaviors. This study focused on self- evaluations of commitment. The vehicle used to evaluate people's self-evaluations was an anonymous questionnaire.

Anonymous questionnaire: The anonymous questionnaire (see Appendix 3) was created and tested (on five people) in April 1999, it consisted of five sections. The survey was conducted during May 1999 and the first two weeks of June of 1999. The following briefly describes the various sections in the questionnaire:

- Section A - Feelings towards COMPANY A (23 questions) and a person's job (22 questions).
- Section B - Questions on a person's level of commitment (13 questions);

- **Section C - Questions on Job Satisfaction (74 questions).** Questions in this section were based on similar ones from other job satisfaction type surveys (see Camman, C. Fichman, M., Jenkins, D. J., and Klesh, J.R., 1983 and Spector, 1997)
- **Section D - Areas requiring perceived improvement (22 questions);**
- **Section E - Personal values evaluation vs corporate: end values (17 questions) and instrumental values (36 questions).** This section was based on the value's survey as developed by Milton Rokeach (1979).

The questionnaire was given to employees from the Montreal area; they were allowed to complete it on their own time, anonymously. People were instructed to complete as many questions as possible, but were also given the choice of not answering any question. In all 44 questionnaires were given out and 39 were received back. Managers as well as employees of all ranks were included in the study. For a complete breakout of the population demographics see Table 14.

Section B of the questionnaire asked several questions pertaining to a person's perceived level of commitment to the company as well as their interest in seeing it succeed.

To define those people who were highly committed and those less committed, a composite score was developed. Questions 1-9 of Section B of the survey questionnaire when combined together create a composite (mean) score of subjective commitment to COMPANY A.

Needs assessments normally determine in conjunction with management a set of criteria that determine whether a person has achieved the objective, this was not done in this study. Management had no previous experience in developing criteria for the level of commitment and, thus, were hesitant to do so. Rather they preferred to examine the results and use them as a baseline for future studies. Still, management felt the higher the level of commitment the better.

For the benefit of this study, the author picked mean composite score level (2.5) to determine those highly committed and those less committed. Those people with a score of less than 2.5 were defined as highly committed. Those people with a score greater than 2.5 were defined as less committed. This allowed cross-referencing and correlation of factors influencing commitment.

(2) Binding factors:

The second approach to identify people's level of commitment was based upon Salancik's (1977) approach of looking at factors that bind a person to an organization. Some of the factors that could be considered binding are: a high salary level, pension, significant benefits, job opportunities in the future, etc.

Develop a Methodology to Uncover Why People are not Committed

Based upon the findings of the anonymous questionnaire (Appendix 3. Sections A, C, D), general observations, and binding information, an analysis was performed to define what were the factors limiting (barriers) or promoting (enhancers) commitment to COMPANY A (Gaines & Robinson, 1997). In order to see where groups differed, the analysis

compared those people who were highly committed versus those who were less committed. This analysis will be presented in the “Discussion” section.

Identify and List Alternative Methods and Means for Addressing Issues Uncovered:

Once an understanding of the enhancers and barriers of commitment were defined, recommendations were made on how to improve the level of commitment of employees to COMPANY A.

Barriers are identified as those factors that impact people’s level of drive and motivation to focus their efforts on organizational goals and sacrificing themselves for them. From these factors, recommendations were developed to overcome these problem areas based upon frameworks identified in the literature review, including Maslow’s (1954) Needs Hierarchy, Fishbein and Ajzen’s (1980) Theory of Reasoned Action, and Salancik’s (1977) Acts of Commitment.

RESULTS

The results and findings section is divided into 4 parts:

1. Identification of the meaning of commitment to people within COMPANY A as determined by those interviewed at COMPANY A;
2. Measurement of the level of commitment of employees at COMPANY A;
3. Identification of those factors influencing the level of commitment of COMPANY A's employees.
4. Description of various aspects of COMPANY A's working environment.

Internal Validity Considerations

The author of this study was a member of the target audience. As a result, the potential for observer bias could be incurred (Gall, Borg, and Gall, 1996). In order to counteract this potential problem, as outlined by Gall, Borg, and Gall (1996), several steps were taken to increase the objectivity and validity of the study. In particular, qualitative research techniques that were used to orient and guide the study were triangulated with an anonymous quantitative questionnaire. In addition, once the data was collected, the information was analyzed from several different theoretical perspectives to ensure consistency of the findings.

Defining Commitment at COMPANY A

Through a series of one-on-one interviews with eighteen (18) people from COMPANY A, Table 2 summarizes the comments people made on what they believed was (or what they believe should be) the definition of commitment for employees in COMPANY A. The specific question asked to people was “What does commitment mean at COMPANY A?”. Table 2 indicates the frequency of mentions of a particular action people felt would represent commitment to the company.

Table 2

Criteria of commitment as identified by COMPANY A personnel

ACTION OF COMMITMENT	Frequency of
The employee acts in the following way...	mention
1. Puts superior level of effort and quality in job	19
<ul style="list-style-type: none"> • Takes responsibility and is accountable for what is asked of them (objectives, projects, results, etc.); • Performs all that is required to achieve what has been asked; • Performs actions they have been asked to perform; • Performs at a higher level than expectations for the job; • Does not treat the job as “9 to 5”; • Provides a quality job; • Provides their best effort; • Takes initiative. 	16 14 6 6 7 8 4 1
2. Looking out for the best interests of the company	9
<ul style="list-style-type: none"> • Focuses on organizational needs rather than one’s own; • Concerned about issues that may impact the organization; • Believes their actions are positive for the company; • Can define how their job activities benefit the organization. 	4 1 3 3

ACTION OF COMMITMENT	Frequency of
The employee acts in the following way...	mention
3. Maintains positive attitude towards the company	9
<ul style="list-style-type: none"> • In agreement with organizational goals, values, plans; • Happy in job and company; • Enthusiastic towards job and company; • Demonstrates loyalty. 	<p style="text-align: right;">5</p> <p style="text-align: right;">2</p> <p style="text-align: right;">4</p> <p style="text-align: right;">1</p>
4. Sacrificing ones-self for the benefit of the organization	5
<ul style="list-style-type: none"> • Gives ones-self fully to achievement of organizational goal; • Sacrifices ones-self and own personal interests; • Places the company's interests ahead of ones own. 	<p style="text-align: right;">1</p> <p style="text-align: right;">3</p> <p style="text-align: right;">1</p>
5. Adapts self and skills for company benefit	5
<ul style="list-style-type: none"> • Adapts ones-self and the way they act for the betterment of the group and its goals; • Adapts ones-self and their willingness to learn new skills to increase their benefit and effectiveness for the company. 	<p style="text-align: right;">3</p> <p style="text-align: right;">2</p>

As seen in Table 2, people in COMPANY A interpret commitment in a few different ways. Basically, though, all of the criteria represent a desire to do whatever to help the organization. Criteria #3, positive attitude towards COMPANY A, represents how people should feel about the organization. It comes as a result of an employee wanting the organization to succeed for its goals to be achieved. Most importantly, everyone viewed commitment as an act where a person gives more than is expected so that the organization can meet its objectives. This effort could be in the form of working long hours without a desire for compensation, doing a higher than expected quality job so that the company looks good (at the person's expense not the company's), or delivering what is expected no matter what the personal cost. Secondly, looking out for the company's best interests was also seen as important. The more a person is focused on benefiting the organization and not themselves the better it is for COMPANY A. Finally criteria 4 & 5 continue to represent the sentiment of sacrificing ones-self for COMPANY A. Criteria 5 identifies the importance of a person being adaptable in order to make themselves the most useful for the organization. Organizations constantly change directions and expect people to do things differently. Unfortunately, it is often difficult for people to change. The more adaptable a person is the more they will change their ways if needed.

Overall, one can see that commitment, according to people within COMPANY A, is an act of a specific nature. It involves sacrificing oneself for the success of the organization in terms of its objectives and goals. In general terms, it means the employee takes responsibility for those tasks that have been assigned to them and provide their best efforts in order for the organization to achieve its goals.

Measurement of Commitment at COMPANY A

People's level of commitment was measured through an anonymous questionnaire (see questionnaire Appendix 3 Section B). Table 3 presents the results and findings of these questions (For a description of the questionnaire and how the composite score was calculated please see the Methodology section).

Table 3

People's self evaluation of their level of commitment:

Score range	Avg	<1.5	1.5-1.9	2.0-2.4	2.5-2.9	3.0-3.4	3.5-4.4	4.5-6.0
Level of Commitment		High						Low
All respondents (Sample size: 39)	2.5	3	8	11	7	4	5	1
Percentage		8%	21%	28%	18%	10%	13%	3%
Training Development (Sample size: 17)	2.9	1	2	3	4	2	4	1
Percentage		6%	12%	18%	24%	12%	24%	6%
Other Employees (Sample size: 22)	2.2	2	6	8	3	2	1	
Percentage		9%	27%	36%	14%	9%	5%	-

People in COMPANY A are committed to the organization in varying degrees. Based upon people's composite commitment scores, as seen in Table 3, people's subjective level of commitment ranged from identifying themselves as highly committed (Score of 1) to a much lower level of commitment (Score of 4.6).

It is interesting to note that the training development group evaluated themselves as much less committed than the rest of the survey respondents. Seventy-two percent of the "other" COMPANY A employees rated themselves as less than 2.5 (representing a high commitment rating) on the commitment index, whereas, only thirty six percent of the training development group identified themselves similarly.

Identification of Factors Promoting or Reducing Commitment at COMPANY A

The third objective (after identifying what commitment means to COMPANY A and if people are committed) of this study, was to identify those factors that may be promoting or reducing the level of commitment.

This section is presented in two sets of influencing factors, they are described briefly:

Needs satisfaction factors: The level of people's need's satisfaction as mentioned in the literature review was seen as a good indicator of areas where people's level of commitment may be impacted. People's needs satisfaction was measured based upon their attitudes towards different job satisfaction areas, such as rewards, job enjoyment, clarity of job expectations, job importance, functionality of the working environment (including people's feelings about COMPANY A and the effectiveness of communications), and meaningfulness and motivation of the job.

Systemic influences impacting commitment of COMPANY A's employees: This section looks at factors that are outside the control of COMPANY A but have a significant impact on the level of commitment of the employee. These factors include the impact from society, COMPANY B, and COMPANY A's history.

Needs Satisfaction Factors

This section presents the results from the anonymous questionnaire. The results are presented in a series of 12 Tables (Tables 4 – 15). The tables are organized according to factors that influence people’s behaviours (e.g. rewards, support, work environment, etc.).

Reference notes for Tables 4 – 15 - The following notes describe the set-up of the next 11 Tables. Each point refers to one of the columns going from left to right for each Table and describes the information presented. The bolded part of each point represents the column name.

COLUMN 1 - Scale used for “Averages in columns 3&4”: The questionnaire asked questions three different ways. Questions were asked in two different directions either positively or negatively. This impacted whether scores were interpreted as high or low. Section D of the questionnaire asked people’s impressions of the need for improvement in a certain area. The index changes due to the way the question were, as follows:

“1.” Averages: Level of satisfaction/agreement: 1.0 High; 6.0 Low

“2.” Averages: Level of satisfaction/agreement: 6.0 High; 1.0 Low

“3.” Averages: Level of improvement required: 1.0 Ok, 6.0 High need.

COLUMN 2 - Factor: Defines the factors derived from the questionnaire questions from Appendix 3. The number in brackets (e.g., D12) refers to question 12 in Section D of the questionnaire.

COLUMN 3 - Highly Committed Group: Refers to the responses obtained from those people who were identified as highly committed in Section B of the questionnaire. See Section 4 of methodology for commitment level identification.

COLUMN 4 - Less Committed Group: Refers to the responses obtained from those people who were identified as less committed in Section B of the questionnaire. See Section 4 of methodology for commitment level identification.

COLUMN 5 - T-test: Refers to the probability that the two groups (Highly Committed Group Vs Less Committed Group) are the same. Significance was measured as a $p < .05$.
NS: Not Significant

COLUMN 6 - Correlation to Commitment level: Correlation of factor to commitment level - LC: low correlation ($< .4$), MC: Medium correlation (.4 to .6), HC: High correlation ($> .6$).

COLUMN 7 - Training Development: Refers to the responses derived from the group of employees employed by the training development group.

COLUMN 8 - Others: Refers to the responses derived from the group of employees not employed by the training development group.

COLUMN 9 - T-test: Refers to the probability that the two groups (training development Vs others) are the same. Significance are measured as a $p < .05$. NS: Not Significant

Type I Error

In the analysis, as noted in the above explanation, the data extracted from the anonymous surveys were analyzed using T-tests and correlations to define the differences between those highly committed and those less committed. One of the potential limitations of using multiple T-tests is the increased chance of a Type I error (Gall, Borg, and Gall, 1996). T-tests were used only to facilitate the identification of potential problem areas impacting people's level of commitment, not to infer statistical significance.

Table 4

Overall perception of rewards offered at COMPANY A

¹ Scale	² Factor	³ Highly Committed Group		⁴ Less committed Group		⁵ T- test p<.05	⁶ Correlation to commitment level		⁷ Training Development		⁸ Others		⁹ T- test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	Overall Rewards												
2	Rewards (C2)	4.4	1.2	3.1	1.5	0.004	MC	0.43	3.4	1.5	4.1	1.4	NS
	Financial rewards												
1	Salary vs outside COMPANY A (C43)	2.9	1.6	3.4	1.6	NS	LC	0.29	3.5	1.6	2.7	1.6	NS
1	Salary vs co-workers (C61)	3.0	1.8	3.4	1.4	NS	LC	0.20	3.3	1.5	3.1	1.7	NS
3	Need for improvement in Salary (D5)	3.5	0.9	4.1	1.4	NS	LC	0.33	4.0	1.6	3.1	1.6	NS
1	Bonus equity (C12)	3.2	1.5	4.5	1.3	0.009	MC	0.50	4.1	1.5	3.5	1.6	NS
1	Able to meet basic financial needs (C14)	2.5	1.2	2.9	1.6	NS	LC	0.24	2.5	1.3	2.9	1.4	NS
1	Potential for salary increases (C42)	3.3	1.5	4.5	1.3	0.01	MC	0.52	4.4	1.4	3.4	1.6	NS
2	Benefits satisfaction (C32)	4.1	1.5	3.4	1.6	NS	LC	0.17	3.6	1.4	4.0	1.7	NS

1Scale	2Factor	3Highly Committed Group		4Less committed Group		5T- test p<.05	6Correlation to commitment level		7Training Development		8Others		9T- test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	Growth Opportunities provided by COMPANY A												
2	Promotion opportunities (C22)	2.5	1.5	2.6	1.8	NS	LC	0.17	2.3	1.7	2.8	1.5	NS
3	Improve promotion opportunities (D6)	3.9	1.5	4.6	1.4	NS	LC	0.35	4.4	1.5	4.1	1.5	NS
1	Employee training & Development (C69)	3.7	1.4	4.4	1.4	NS	LC	0.34	4.7	1.4	3.5	1.2	0.008
1	Opportunity to grow and develop professionally (C49)	3.5	1.5	3.9	1.5	NS	LC	0.35	3.7	1.5	3.6	1.6	NS
3	Improve opportunities for learning (D9)	3.5	1.6	3.8	1.6	NS	LC	0.31	3.8	1.8	3.4	1.4	NS
3	Improve employee training (D11)	3.4	1.5	4.1	1.6	NS	LC	0.33	4.1	1.6	3.4	1.4	NS
	Recognition and feedback												
1	Recognition for effort (C51)	3.0	1.5	4.1	1.5	0.025	MC	0.56	3.7	1.4	3.3	1.7	NS
3	Improve level of recognition (D22)	3.1	1.6	4.5	1.3	0.005	MC	0.57	4.2	1.6	3.4	1.6	NS
2	Praise for efforts (C55)	4.5	1.2	3.6	1.7	NS	MC	0.43	4.1	1.3	4.1	1.6	NS
1	Level of feedback (C40)	3.6	1.5	4.6	1.0	0.02	MC	0.53	4.8	1.1	3.5	1.3	0.004
3	Improve quality of feedback (D20)	2.8	1.4	4.3	1.4	0.003	HC	0.61	4.1	1.5	3.0	1.5	NS
1	Clients are happy with my results (C67)	1.8	0.6	2.0	0.6	NS	LC	0.14	2.0	0.7	1.8	0.5	NS
2	Accomplishments are noticed (C71)	3.7	1.6	2.6	1.2	0.036	MC	0.41	2.8	1.5	3.5	1.6	NS

Rewards, Growth Opportunities, Recognition, and Feedback

Relative to other categories of work factors, it is the area of rewards, growth opportunities, recognition, and feedback where there are large differences between highly committed employees and those less committed. While the differences between the groups are significant, it is also important to note that the highly committed group is not overly satisfied with any of the categories. In fact, in growth opportunities both groups were not satisfied with their perceived opportunities for personal growth. It was interesting to note that the highly committed group felt they received higher levels of feedback and recognition than those less committed. Further, the TDG was found to be significantly lower than others in both perceived feedback and recognition than other COMPANY A employees.

Salary

While people complained about salary versus others as not adequate, salary was not a factor that significantly separated those committed from those less committed. People's responses were not overly strong one way or the other. It is hard to say if their concerns are justified or not. The important point to note is that most people stated they were able to meet their basic financial needs (this was especially true of the TDG).

Table 5

Perceived opportunities outside of COMPANY A

¹ Scale	² Factor	³ Highly Committed Group		⁴ Less committed Group		⁵ T- test p<.05	⁶ Correlation to commitment level		⁷ Training Development		⁹ Others		⁹ T- test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	Ability to find another job and job security												
3	Improve level of job security (D7)	2.5	1.2	3.0	1.7	NS	LC	0.12	2.7	1.4	2.7	1.5	NS
2	Ability to find another job (C72)	5.0	1.3	4.6	1.4	NS	LC	0.20	4.8	1.3	4.8	1.4	NS

Perceived Opportunities Outside of COMPANY A

In terms of outside opportunities and job security, both groups (highly committed Vs less committed), responded similarly. Both groups felt job security was not a major concern. In terms of perceived opportunities that exist outside of COMPANY A, most people portrayed the idea that they were not bound to COMPANY A as a result of a job.

Table 6

General feelings towards the job

¹ Scale	² Factor	³ Highly Committed Group		⁴ Less committed Group		⁵ T- test p<.05	⁶ Correlation to commitment level		⁷ Training Development		⁸ Others		⁹ T- test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	General feelings towards the job												
1	Enjoyable (A2-19)	2.6	0.9	3.3	1.4	NS	MC	0.56	2.8	1.2	3.0	1.1	NS
1	Fun (A2-7)	2.6	1.1	3.4	1.5	NS	MC	0.51	4.2	1.2	4.4	1.5	NS
2	Like my job (A2-8)	5.0	1.0	3.9	1.6	0.02	MC	0.57	4.6	1.4	4.4	1.4	NS
2	Improving (A2-5)	4.2	0.9	3.1	1.1	0.002	HC	0.68	3.7	1.1	3.7	1.1	NS
1	Exciting (A2-2)	2.8	1.1	3.4	1.4	NS	LC	0.45	3.1	1.1	3.1	1.4	NS
2	Dynamic (A2-1)	4.3	0.9	3.6	1.5	NS	LC	0.47	4.1	1.2	4.0	1.3	NS
1	Demanding (A2-20)	2.4	0.9	2.6	1.2	NS	LC	0.12	2.4	0.8	2.6	1.2	NS
1	Challenging (A2-10)	2.5	1.1	3.2	1.5	NS	LC	0.37	2.6	1.1	2.9	1.5	NS
1	Entrepreneurial (A2-12)	3.3	1.2	4.5	1.3	0.004	MC	0.54	3.9	1.5	3.7	1.3	NS
2	Job Importance (A2-6)	4.8	1.2	3.7	1.3	0.012	MC	0.57	4.2	1.2	4.4	1.5	NS
1	Meaningful (A2-4)	2.5	1.1	3.0	1.2	NS	LC	0.32	2.7	0.8	2.8	1.4	NS
1	Like my job (C63)	2.1	1.0	3.1	1.6	0.025	MC	0.50	2.4	1.4	2.6	1.4	NS
1	Stressful (A2-11)	3.0	1.0	2.8	1.5	NS	LC	0.09	2.7	1.2	3.0	1.3	NS
2	Job too stressful (C53)	4.0	1.3	3.4	1.7	NS	LC	0.25	3.5	1.6	3.9	1.4	NS
3	Improvement required in stress level (D21)	2.9	1.2	3.5	1.8	NS	LC	0.20	3.4	1.6	3.0	1.5	NS

General Feelings Towards the Job

People who were highly committed were significantly different from less committed people in terms of job enjoyment, job fun, job importance, job entrepreneurialism, how much they like their job, and how much they felt it was improving.

Table 7

Clarity, control, and attainability of job expectations

'Scale	'Factor	'Highly Committed Group		'Less committed Group		'T-test p<.05	'Correlation to commitment level		'Training Development		'Others		'T-test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	Clarity, and attainability of job expectations												
1	Clarity of job expectations (C1)	2.8	1.5	2.9	1.3	NS	LC	0.36	3.0	1.3	2.8	1.5	NS
2	Clarity of work assignments (C20)	4.0	1.3	3.6	0.9	NS	LC	0.27	3.3	1.0	4.3	1.1	0.008
3	Improve clarity of goals (D3)	3.0	1.7	3.1	1.6	NS	LC	0.20	2.9	1.4	3.1	1.7	NS
1	High standards set for goals (C11)	2.4	1.3	2.9	1.5	NS	LC	0.10	2.5	1.3	2.7	1.5	NS
1	Goals are achievable (C41)	2.0	1.0	2.9	1.4	0.033	MC	0.44	2.4	1.3	2.4	1.3	NS
3	Improve job expectations attainability (D4)	2.3	1.1	3.4	1.4	0.007	MC	0.47	3.1	1.5	2.5	1.2	NS

'Scale	'Factor	'Highly Committed Group		'Less committed Group	'T-test p<.05	'Correlation to commitment level		'Training Development		'Others		'T-test p<.05	
		Avg	SD			Group	Actual	Avg	SD	Avg	SD		
	Sense of control over job expectations												
2	Enough time to do what is expected (C13)	3.0	1.5	2.9	1.7	NS	LC	0.06	2.8	1.6	3.1	1.6	NS
2	I do not have a big enough say in how projects are implemented and this negatively impacts projects results (C19)	3.9	1.9	2.6	1.0	0.003	MC	0.50	3.1	1.3	3.6	1.5	NS
1	Freedom to manage job (C30)	2.0	1.0	2.4	0.7	NS	LC	0.30	2.4	0.9	2.0	0.8	NS
2	People meet to discuss project implementation (C38)	3.7	1.6	2.6	1.1	0.021	LC	0.37	3.9	1.3	3.5	1.5	NS
1	Sense of control over job (C60)	3.2	1.3	3.3	1.6	NS	LC	0.19	3.3	1.5	3.2	1.4	NS
2	Control over outside factors affecting job results (C50)	3.6	1.2	2.5	1.4	0.015	LC	0.35	2.6	1.3	3.5	1.3	0.030
1	Included in all discussions affecting their job (C58)	3.4	1.6	3.9	1.3	NS	LC	0.23	3.6	1.5	3.6	1.5	NS
1	Quality of results in my job are a direct result of my efforts (C70)	2.0	0.9	2.2	1.3	NS	LC	0.01	2.2	1.3	2.0	1.0	NS
3	Improve workload (D8)	2.5	1.1	3.2	1.5	NS	LC	0.26	2.9	1.3	2.8	1.4	NS

Clarity, Control, and Attainability of Job Expectations

Those people who were less committed felt their job goals were less achievable than those of highly committed people. With less achievable goals a sense of negativity can develop, as the person cannot share in rewards or recognition. Closely linked to achievable goals is the control people feel over their jobs. Less committed people felt less control over outside influences and the changes these influences bring. Less control impacts the quality and goal attainment people have in projects.

It is interesting to note that the TDG people felt their work assignments were less clear than others as well as their perceived sense of control over outside factors.

Table 8

Skill and Job Importance

¹ Scale	² Factor	³ Highly Committed Group		⁴ Less committed Group	⁵ T- test p<.05	⁶ Correlation to commitment level		⁷ Training Development		⁸ Others		⁹ T- test p<.05
		Avg	SD			Group	Actual	Avg	SD	Avg	SD	
	Skill and Job Importance											
2	Importance of my job (A2-6)	4.8	1.2	3.7	0.012	MC	0.57	4.2	1.2	4.4	1.5	NS
1	Others respect my job skills (C24)	2.3	1.0	3.1	0.025	MC	0.48	2.8	1.0	2.5	1.3	NS
1	Importance placed by others on job (C34)	2.6	1.2	3.4	NS	MC	0.51	3.1	1.3	2.9	1.5	NS
2	Job is respected by others (A2-14)	4.1	1.5	3.4	NS	LC	0.46	3.8	1.2	3.8	1.7	NS
1	Skills well used on job (C59)	2.8	1.5	3.4	NS	LC	0.37	2.9	1.3	3.1	1.7	NS
3	Improvement required in other's respect for my skills and abilities (D10)	2.7	1.4	3.2	NS	LC	0.31	3.1	1.6	2.8	1.3	NS
3	Improve importance others place on job (D12)	3.1	1.7	3.4	NS	LC	0.33	3.5	1.9	3.1	1.7	NS
1	My job is important to COMPANY A (C4)	2.2	1.1	3.5	0.003	HC	0.68	3.1	1.5	2.5	1.3	NS

Skill and Job Importance

Highly committed people felt their jobs and skills were important, this finding was significantly different from those less committed.

Table 9

Working Environment

'Scale	'Factor	'Highly Committed Group		'Less committed Group		'T- test p<.05	'Correlation to commitment level		'Training Development		'Others		'T- test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	Personal Support												
1	People listen when I have concerns (C7)	2.5	1.2	3.2	1.6	NS	HC	0.60	2.7	1.5	2.9	1.4	NS
1	I have people to turn to when I need guidance (C44)	2.0	1.0	3.0	1.3	0.012	MC	0.54	2.6	1.2	2.4	1.3	NS
1	People are concerned about me and my well being (C66)	2.5	1.3	3.3	1.3	NS	LC	0.29	2.9	1.4	2.8	1.4	NS
	Job Support												
1	People are quick to resolve problems (C5)	3.5	0.9	4.1	1.4	NS	MC	0.46	3.0	1.3	2.8	1.5	NS
1	I receive the support I need to do my job (C15)	2.5	1.1	3.4	1.6	NS	MC	0.52	3.1	1.5	2.7	1.3	NS
2	People deliver what is expected to me (C25)	4.0	1.2	3.1	1.2	0.021	LC	0.34	3.7	1.2	3.6	1.4	NS
2	I am given the proper support to make my deliverables look professional (C54)	4.6	1.1	3.9	1.6	NS	MC	0.56	4.2	1.5	4.4	1.2	NS
1	Support from other groups is good (C64)	3.0	1.3	4.0	1.6	0.043	MC	0.41	3.6	1.7	3.3	1.4	NS
3	Improvement needed in the quality and support from others (D14)	3.0	1.4	3.4	1.5	NS	LC	0.24	2.9	1.4	3.3	1.4	NS

¹ Scale	² Factor	³ Highly Committed Group		⁴ Less committed Group		⁵ T- test p<.05	⁶ Correlation to commitment level		⁷ Training Development		⁸ Others		⁹ T- test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	Social Norms												
1	Most people important to me support my being committed to COMPANY A (B10)	2.0	1.0	3.3	1.2	0.001	HC	0.71	2.9	1.3	2.2	1.2	NS
1	Others in COMPANY A are not committed to COMPANY A (B11)	3.7	1.5	2.9	1.5	NS	MC	0.40	3.1	1.6	3.6	1.5	NS
1	Close friends support my being committed to COMPANY A (B12)	2.2	0.9	3.5	1.1	0.001	HC	0.70	3.1	1.3	2.5	1.1	NS
2	Most of my family members are supportive of my being committed (B13)	5.1	1.5	4.5	1.3	NS	LC	0.33	4.5	1.6	5.1	1.2	NS

Working Environment - Job and Personal Support

There was a high level of correlation between those who felt they received adequate personal and job support and people's level of commitment. Those who felt they worked in a personally supportive environment were also those who were highly committed.

Table 10

Working Environment (Cont.)

¹ Scale	² Factor	³ Highly Committed Group		⁴ Less committed Group		⁵ T- test p<.05	⁶ Correlation to commitment level		⁷ Training Development		⁸ Others		⁹ T- test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	Social values												
1	Treated fairly at COMPANY A (C16)	2.0	1.0	2.9	1.4	0.033	MC	0.43	2.6	1.3	2.2	1.2	NS
2	People sometime take advantage of me (C45)	3.5	1.7	4.1	1.5	NS	LC	0.08	4.1	1.4	3.5	1.7	NS
1	Ability to re-arrange priorities (C46)	2.5	1.0	3.2	1.6	NS	LC	0.37	2.9	1.3	2.7	1.3	NS
1	Managers model appropriate values (C65)	3.0	1.2	3.7	1.2	NS	LC	0.31	3.4	1.3	3.3	1.1	NS
1	Departments are all treated equally (C26)	3.9	1.6	4.7	1.4	NS	MC	0.42	4.6	1.2	4.0	1.7	NS
1	People display good values (A1-17)	2.6	1.0	3.1	1.1	NS	LC	0.20	2.6	1.0	3.0	1.1	NS
2	People act consistently (A1-18)	4.4	0.8	4.2	1.1	NS	LC	0.34	4.4	1.1	4.2	0.9	NS
1	People trust each other (A1-20)	3.1	1.3	3.4	1.4	NS	LC	0.09	2.9	1.4	3.5	1.3	NS
1	People act ethically (A1-3)	2.8	1.2	3.1	1.2	NS	LC	0.28	2.5	1.2	3.2	1.2	NS
1	People treat each other fairly (A1-19)	2.8	1.2	3.4	1.3	NS	LC	0.23	2.5	0.9	3.5	1.3	0.018
1	Supportive of employees (A1-7)	3.3	1.3	4.0	1.1	NS	LC	0.32	3.4	1.1	3.7	1.4	NS
1	Nurturing of employees (A1-13)	3.7	1.2	4.2	1.1	NS	MC	0.46	4.1	1.1	3.8	1.3	NS
1	Everyone helps each other (A1-15)	3.6	1.5	3.8	1.4	NS	LC	0.18	3.2	1.4	4.0	1.4	NS
3	Improvement required treatment by other co-workers (D2)	1.9	0.9	2.4	1.5	NS	LC	0.26	1.7	1.0	2.4	1.3	NS

¹ Scale	² Factor	³ Highly Committed Group		⁴ Less committed Group	⁵ T- test p<.05	⁶ Correlation to commitment level		⁷ Training Development		⁸ Others		⁹ T- test p<.05	
		Avg	SD			Group	Actual	Avg	SD	Avg	SD		
	Ability of people to work together												
1	People work well together in COMPANY A (C28)	3.0	1.1	3.8	1.2	NS	MC	0.45	3.4	1.3	3.3	1.2	NS
1	Ability to communicate upwards (C27)	2.7	1.1	3.8	1.2	NS	LC	0.38	3.3	1.6	3.0	1.6	NS
1	People trust each other (A1-20)	3.1	1.3	3.4	1.4	NS	LC	0.09	2.9	1.4	3.5	1.3	NS
3	Improvement required in the trust between employees (D18)	3.2	1.3	3.4	1.5	NS	LC	0.15	3.2	1.5	3.4	1.4	NS

Working Environment – Social values in the Work Place

The way people are treated in the workplace has a direct impact on the level of satisfaction one has towards the job and whether or not their expectations are being met. Values such as equality, fairness, and nurturing of the individual were factors that correlated well with commitment. Obviously these are important values to have in any workplace to ensure a good working environment. Both highly committed people and those less committed felt that not all departments were treated equally. As well, while nurturing of employees was correlated with commitment, neither group was overly satisfied with it in COMPANY A.

It was also interesting to note that people in the TDG felt that people treat each other fairly more so than people outside of the department.

Table 11

Working Environment (Cont.)

¹ Scale	² Factor	³ Highly Committed Group		⁴ Less committed Group		⁵ T- test p<.05	⁶ Correlation to commitment level		⁷ Training Development		⁸ Others		⁹ T- test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	Feelings towards others at work												
1	Like people at work (C56)	1.8	1.1	2.2	1.1	NS	LC	0.23	1.8	0.9	2.1	1.2	NS
1	Get along well with clients (C57)	1.6	0.6	1.8	0.6	NS	LC	0.15	1.8	0.6	1.6	0.6	NS
	Other work environment issues												
2	COMPANY A's bureaucracy makes doing a good job difficult (C62)	3.7	1.5	3.1	1.4	NS	LC	0.28	3.3	1.5	3.6	1.5	NS
1	I have all the equipment and resources I need to do my job (C35)	3.0	1.2	3.5	1.6	NS	MC	0.42	3.4	1.5	3.0	1.3	NS
2	Equipment and support I need (A2-21)	3.8	1.3	3.1	1.6	NS	MC	0.53	2.8	1.4	4.0	1.3	0.005
1	My work environment is perfect (A2-22)	3.5	1.1	3.8	1.4	NS	LC	0.39	3.7	1.3	3.5	1.3	NS
3	Improvement in equipment required (D17)	2.2	1.2	2.5	1.7	NS	LC	0.33	2.6	1.7	2.1	1.2	NS
3	Improvement in the working environment required (D19)	2.1	1.0	3.7	1.6	NS	LC	0.21	3.5	1.3	3.3	1.4	NS

Working Environment – Feelings Towards Others at Work and Other Issues

Both highly committed people and less committed people like the people they work with.

The availability of the right equipment was moderately correlated with commitment. The TDG was also significantly different in this respect versus others in COMPANY A.

Table 12

Meaningfulness, sense of enjoyment, sense of achievement, challenge motivation, effort

'Scale	'Factor	'Highly Committed Group		'Less committed Group	'T-test p<.05	'Correlation to commitment level		'Training Development		'Others		'T-test p<.05	
		Avg	SD			Group	Actual	Avg	SD	Avg	SD		
	Meaningfulness, sense of enjoyment, sense of achievement, challenge motivation, effort												
2	My job is meaningful (C73)	4.5	1.5	3.8	1.6	NS	MC	0.41	3.9	1.7	4.3	1.5	NS
3	Improvement in job meaningfulness required (D16)	2.6	1.7	2.7	1.4	NS	LC	0.29	2.5	1.5	2.8	1.7	NS
1	Sense of achievement (C36)	1.5	0.7	2.7	1.5	0.002	HC	0.66	2.1	1.2	2.0	1.3	NS
1	Clients are happy with my results (C67)	1.8	0.6	2.0	0.6	NS	LC	0.14	2.0	0.7	1.8	0.5	NS
1	Sense of pride in job (C33)	1.8	0.9	2.9	1.5	0.006	HC	0.66	2.3	1.2	2.3	1.4	NS
2	Rather do something else (C23)	3.9	1.9	3.2	2.1	NS	MC	0.41	3.3	2.0	3.9	2.0	NS
1	Like doing things I do at work (C63)	2.1	1.0	3.1	1.6	0.025	MC	0.50	2.4	1.4	2.6	1.4	NS
1	Job is motivating (C21)	2.2	1.1	3.1	1.4	0.028	HC	0.60	2.5	1.2	2.6	1.4	NS
1	Job is challenging (C52)	2.5	1.3	3.1	1.3	NS	LC	0.32	2.4	1.0	3.0	1.5	NS
3	Improvement in job challenge required (D1)	2.5	1.4	3.0	1.7	NS	LC	0.36	2.4	1.4	3.0	1.6	NS
1	Effort on the job (C3)	1.6	0.8	1.7	0.7	NS	LC	0.18	1.6	0.6	1.7	0.8	NS

Meaningfulness, Enjoyment, Achievement, Challenge, Motivation, and Effort

There was an extremely strong correlation between how meaningful a person's job is and job commitment. Meaningfulness can be expressed as a sense of achievement, pride in the job, job enjoyment, and job motivation. As noted in Maslow's needs hierarchy (1954), this would be equivalent to his highest level of self-actualization where people can become creative and express themselves.

Table 13

General feelings towards COMPANY A

¹ Scale	² Factor	³ Highly Committed Group		⁴ Less committed Group		⁵ T- test p<.05	⁶ Correlation to commitment level		⁷ Training Development		⁸ Others		⁹ T- test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	General feelings towards COMPANY A												
1	Dynamic (A1-1)	3.3	1.1	3.6	1.2	NS	LC	0.35	3.4	1.2	3.5	1.1	NS
2	Exciting (A1-2)	4.2	1.1	3.6	1.2	NS	LC	0.39	3.9	0.9	3.9	1.3	NS
1	Improving (A1-4)	3.0	1.5	3.9	1.2	NS	MC	0.53	3.4	1.3	3.5	1.5	NS
2	People oriented (A1-5)	2.5	1.4	2.6	1.4	NS	LC	0.05	2.2	1.1	2.9	1.6	NS
2	Fun (A1-6)	4.1	1.1	3.8	1.2	NS	LC	0.35	4.1	1.1	3.9	1.3	NS
2	Focused (A1-8)	3.9	1.3	3.0	1.3	0.039	MC	0.41	3.4	1.1	3.7	1.4	NS
1	Meaningful (A1-9)	3.0	1.2	3.1	1.3	NS	LC	0.26	2.8	1.2	3.1	1.3	NS
2	Winner (A1-10)	4.2	1.3	3.8	0.7	NS	LC	0.14	4.2	0.7	3.9	1.3	NS
2	Entrepreneurial (A1-11)	3.5	1.2	2.2	1.0	0.001	HC	0.62	2.8	1.3	3.1	1.3	NS
2	Relaxed (A1-14)	3.5	1.1	3.1	1.5	NS	LC	0.24	3.4	1.2	3.3	1.3	NS
2	Better than others (A1-21)	4.3	0.9	3.9	1.1	NS	LC	0.33	4.3	0.9	4.0	1.0	NS
2	Progressive (A1-22)	4.4	0.8	3.6	1.1	0.028	MC	0.53	3.8	1.1	4.3	0.9	NS
2	Different from COMPANY B (A1-23)	4.3	1.4	4.2	1.2	NS	LC	0.10	4.1	1.4	4.4	1.2	NS
3	Improve COMP. A's image? (D13)	2.6	1.2	3.8	1.6	0.015	MC	0.53	3.5	1.7	2.8	1.3	NS

General Feelings Towards COMPANY A

Those employees who felt positive towards COMPANY A were also highly committed. In particular, those who were highly committed saw the company as more progressive, entrepreneurial, focused, and improving, than those less committed. It is interesting to note that neither group associated a strong people orientation (i.e. people are important) with COMPANY A, rather they associated COMPANY A with a profit motivation (this was especially true of the TDG).

Table 14

General communications within COMPANY A

Scale	Factor	Highly Committed Group		Less committed Group		T-test p<.05	Correlation to commitment level		Training Development		Others		T-test p<.05
		Avg	SD	Avg	SD		Group	Actual	Avg	SD	Avg	SD	
	General communications within COMPANY A												
1	General communications in COMPANY A are clear (A1-12)	3.7	1.3	4.4	1.3	0.001	MC	0.51	4.1	1.3	3.9	1.3	NS
1	Policy changes are clearly communicated (C8)	4.1	1.6	4.5	1.2	NS	LC	0.34	4.5	1.3	4.0	1.5	NS
2	COMPANY A's organisational goals are clear to me (C10)	4.0	1.5	3.2	1.5	NS	LC	0.37	3.5	1.7	3.8	1.4	NS
1	Communications are good within COMPANY A (C17)	3.5	1.4	4.3	1.0	0.047	MC	0.49	4.0	1.3	3.7	1.4	NS
1	Management keeps us informed (C18)	3.1	1.4	3.8	1.2	NS	LC	0.25	3.9	1.3	3.0	1.3	0.038
1	There are good opportunities to communicate upwards (C27)	2.7	1.6	3.6	1.4	NS	LC	0.38	3.3	1.6	3.0	1.6	NS
1	Upper management is very approachable and easy to talk to (C37)	2.5	1.4	3.5	1.6	0.036	LC	0.38	3.2	1.6	2.8	1.5	NS
2	I always know what is going on (C47)	4.0	1.6	2.9	1.2	0.033	MC	0.57	2.8	1.2	4.0	1.5	0.009
1	Within COMPANY A we freely share information (C48)	3.9	1.4	3.9	1.5	NS	LC	0.24	3.8	1.5	4.0	1.4	NS

General Communications Within COMPANY A

Overall, the quality of communications within COMPANY A was perceived to be poor by both those highly committed and those less committed. While highly committed people viewed communications more favourably than those less committed, scores generally showed low levels of satisfaction. In particular, the following communications areas were viewed poorly: general communications in COMPANY A, communication of new policies, people being informed of what is going on. People in the TDG were significantly less satisfied with communications pertaining to “being kept informed” and “knowing what is going on” than others in COMPANY A.

Demographics

Table 15 presents the data collected concerning the demographics of the sample for the study. Table 15 contains five columns:

COLUMN 1 – Demographic variable: The first column contains the demographic variable being studied.

COLUMN 2 – Overall: The second column provides the numerical break down of the demographic variable by COMPANY A employees overall.

COLUMN 3 – Highly Committed: The third column provides the numerical break down of the demographic variable by COMPANY A employees based on those people identified as highly committed.

COLUMN 4 – Less Committed: The fourth column provides the numerical break down of the demographic variable by COMPANY A employees based on those people identified as less committed.

COLUMN 5 – T-test: The fifth column refers to the probability that the two groups (Highly Committed Group Vs Less Committed Group) are the same. Significance was measured as a $p < .05$. NS: Not Significant

Table 15

General Demographics of sample

Demographic	Overall	Highly Committed	Less committed	T-test
1. Sex: Male	21	12	9	NS
Female	18	10	8	
2. Level of education:				NS
Graduated from high school	1	1		
Some college or CEGEP	15	6	9	
University degree	14	9	5	
Post-graduate degree	9	6	3	
3. Age: Less than 30	3	2	1	
30 - 39	12	4	8	
40 - 49	15	9	6	
50 - 59	8	6	2	
Average years	42.2	44.7	39.2	0.042
4. Size of community for largest portion of life:				NS
Farm	3	1	2	
Rural area	3	2	1	
Suburban town	8	4	4	
Small city	4	2	2	
Large city	21	13	8	
5. Is salary primary source of income?				NS
Yes	28	15	13	
No	9	6	3	
6. Number of dependents	1.8	1.8	1.8	NS
7. # of years at COMPANY A:				
Less than 5	27	14	13	
Greater than 5	12	8	4	
Average	5.1	5.9	4.1	NS
8. Average years COMPANY B experience:				
0	12	7	5	
Less than 10	5	2	3	
Greater than 10	22	13	9	
Average	10.4	11.1	9.7	NS

Demographic	Overall	Highly Committed	Less committed	T-test
9. Position in COMPANY A:				
Administrative staff	4	3	1	
Instructor	1	1		
Analyst	3	1	2	
Instructional Technologist	11	4	7	
Manager	8	6	2	
Co-ordinator	5	3	2	
Clerk	3	2	1	
Translation	1		1	
Other	2	1	1	
Unknown	1	1		
10. Department within COMPANY A:				
Training development	17	6	11	
Other training	3	3		
Other Departments	19	13	6	
11. Average salary:				
\$20,000 - 30,000	3	2	1	
\$30,001 - 40,000	6	3	3	
\$40,001 - 50,000	5	2	3	
\$50,001 - 60,000	12	7	5	
\$60,001 +	12	7	5	
Average	46,000	47,000	46,000	NS

Demographics

The only demographic variable where the highly committed group was significantly different than the less committed group was the age of the employee. The older the employee the more committed they were.

Also, based upon sheer numbers of people, the TDG versus other groups in COMPANY A was much more associated with less committed people than others. In fact, seven of the eleven instructional technologists were identified in the less committed group. This is an unusual result as one would not expect to find such a disproportionate number of people concentrated in one area.

Systemic Influences Impacting Commitment of COMPANY A's Employees

COMPANY A is not alone in the North American or even global corporate environment and thus the people within it are influenced by other factors outside of the control of COMPANY A. These factors are significant as they impact directly how people perceive commitment as a value and also their expectations of how they feel they should be treated. Outside factors such as societal and corporate influences, professional groups, and others can influence people.

The following Section was synthesized by the author through information provided by COMPANY A employees during personal interviews and through COMPANY A's INTRANET and corporate Web site. The section defines the factors that may be impacting the level of commitment of COMPANY A's employees. These factors include systemic influences (such as societal influences and COMPANY A's parent company COMPANY B) and COMPANY A's history.

The following Section presents information that was collected during the initial information search and preliminary interviews with COMPANY A employees.

The TDG's Embeddedness Within Other Value Systems

Figure 9 depicts the various influences impacting COMPANY A's employees. Societal influences, other businesses and their practices, news media and other information sources, and COMPANY B all influence how people act in COMPANY A. In particular, they impact the values held by COMPANY A employees and management staff concerning their perceptions of the employee-employer relationship.

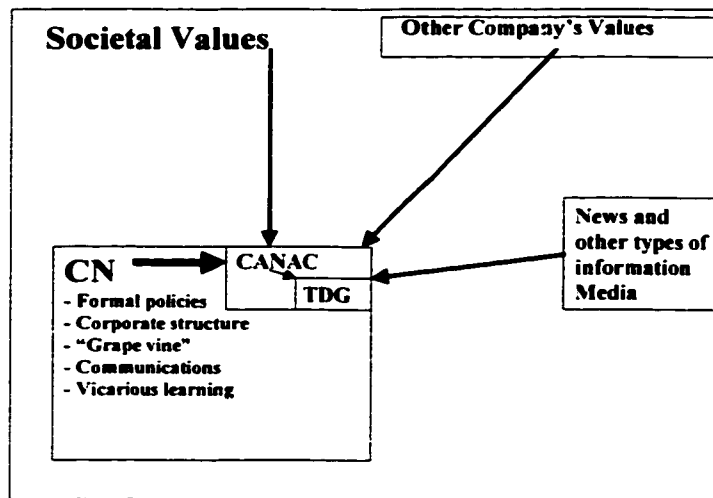


Figure 9 – Influences impacting the values of employees and management.

North American society glorifies individualism more so than they value community and equality. This factor impacts what gets recognized and rewarded by people. It also impacts how management and employees treat each other. TV, newspapers, radio,

internet, modelling and other societal communications vehicles affect the strength with which the previously mentioned values are communicated and then held by people. The most impactful influences of people's values and actions are those people who are significant to the person, such as family, friends, co-workers, and management (Fishbein & Ajzen, 1980).

Given this situation, in order for COMPANY A to retain its people, it must offer financial packages that are competitive with other companies. This, though, is impacted by the accessibility of employees to find other satisfying work at similar pay. Thus, the unemployment rate and the demand for people's skills will dictate people's marketability and ease in changing companies. If people perceive their value to be greater outside, they may lose interest internally and seek perceived needs satisfaction elsewhere.

Other factors which impact people's levels of commitment are family needs, outside activities, and personal interests, such as: recreational activities; religious groups; social groups: Lions club, kinseman club; community work: coaching; volunteer organizations; professional associations; etc.

Level of Employee Effort

Figure 10 depicts, from the author's point of view, the constant conflict an employee has on his effort level for the organization versus his other interests.

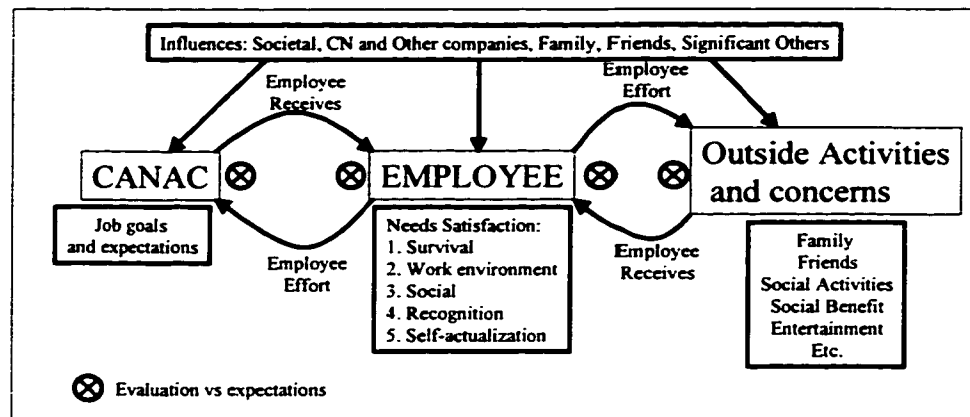


Figure 10 – Employee Effort

How much effort a person will put into their job, depends upon the values they have learned, and the level of needs satisfaction they achieve in doing their job. As seen in Figure 10, everyday the person is torn between the level of effort they put into their jobs and the effort they spend on their job activities.

Each employee can provide only so much effort. The amount of effort and motivation an employee is willing to give to a job is dependent upon the level of needs satisfaction they are achieving within the organization (Maslow, 1954) versus outside concerns and interests. The less a person's needs are addressed within COMPANY A, the more the

person will seek to satisfy them outside of it. If there is a conflict a choice has to be made on what the employee feels will satisfy their needs the most. For example, if a person does not enjoy their job and they have a time constraint for preparing a week-end activity, they may take company time to prepare for the week-end endeavour.

COMPANY B's Influence on COMPANY A

COMPANY B heavily influences COMPANY A's employees and their management approaches, policies, and procedures. From a business standpoint, COMPANY B is by far COMPANY A's major client, representing close to 80-90% of COMPANY A's training business.

From a Human resources and operations standpoint, COMPANY A's operations are heavily integrated into COMPANY B's. COMPANY A utilizes COMPANY B's healthcare benefits programs, pensions are locked into COMPANY B's, and stock plans are from COMPANY B (as COMPANY A does not have outside publicly held shares). Each COMPANY A employee gets full access to all COMPANY B facilities.

COMPANY A employees still receive significant communications from COMPANY B (e-mail, regular home and office paper mail) many of which have no impact on COMPANY A and which in certain cases can cause negative feelings. All communications come to the COMPANY A employee with a COMPANY B logo not COMPANY A, including the pay cheques.

COMPANY A also hears through e-mail the amount of bonus that COMPANY B employees receive and which over the past couple years has been more than COMPANY

A's employees. Also, COMPANY A employees all receive a regular monthly magazine on COMPANY B as well as COMPANY B information within each pay check.

COMPANY A's History (Derived from Personal Interviews)

COMPANY A is a wholly owned subsidiary of COMPANY B. Its history has an impact on how people perceive it. Over the past 30 years COMPANY A has gone through several transformations.

Originally, COMPANY A was created by the federal government for two main purposes:

1. To sell off unusable components from two crown corporations COMPANY B and Company C;
2. To manage large international projects it undertook mostly for Canada's International Development Agency (CIDA).

In the 70's and 80's, COMPANY A was viewed as a "country club" and "retirement home" for the ageing executives of COMPANY B (after Company C privatized it was transferred wholly to COMPANY B). It was perceived that older executives were sent to COMPANY A as consultants where they received generous financial and vacation rewards for their work. COMPANY A was seen as a great place to end your career, as there was good salaries, freedom, and exotic travel around the world. In those years COMPANY A did not have to be conscious of the bottom line or explain its activities, since COMPANY B was a political arm of the federal government.

Over the past 5-10 years, as COMPANY B altered its activities and moved towards a more bottom line approach and with the imminent privatisation of its shares, COMPANY B took a hard look at COMPANY A and its activities. As a result COMPANY A was re-organized over the past 3-4 years to also become strategic and bottom line oriented i.e. “to turn a profit”.

As a result of these changes, COMPANY A is now struggling to create a new identity, one of a profitable, service oriented organization. It wants to be seen as a totally independent organization, distinct from COMPANY B. As such its mandate is to sell services, at a profit, to COMPANY B and other Transportations across North America. This change has been dramatic on employees, being both exciting and hard at the same time. Recruitment of employees now is from both inside and outside COMPANY B.

These changes have been especially hard on the TDG, as they have been moved around often based on COMPANY A and COMPANY B’s policy changes. The history of COMPANY A’s training group is as follows: Originally training (this includes the development, delivery, and the logistics group) was organized informally within each of COMPANY B’s many departments. As the push came to reduce the employee size of COMPANY B, training was re-organized into Operations Training and then into COMPANY B Education. During these times, people were scared about job losses and having to do other unfamiliar jobs. People were being let go from COMPANY B often, as COMPANY B struggled to organize itself for the future. Throughout this time training was more in the mode of providing a service not conscious of turning a profit. Four to five years ago, many people within the COMPANY B Education group were re-

organized into COMPANY A where they became the Transportation Institute (TI). This was a dramatic change for both the ex-COMPANY B employees and COMPANY A, as COMPANY A had to integrate approximately 300 COMPANY B employees. COMPANY A's policies differed dramatically from COMPANY B's, people had to change from being service oriented to client-based where they had to justify their time and activity. Revenues and costs became important. People had to track their time on timesheets. Projects had to be tracked and properly managed in order to satisfy management and the customer. In addition to all this, some people within the training group felt that they had lost power or stature versus their COMPANY B counterparts. The reason for this was that COMPANY B became a paying customer and was able to tell the ex-COMPANY B employees how a project was to be managed and organised. Ex-COMPANY B people felt the relationship between them and COMPANY B had become unbalanced.

Many of the people currently left within this group are weary and suspicious of past and future changes. In fact, it is not uncommon to hear many of the ex-COMPANY B people talk about their desire to receive their "buyout package". The "buyout package" was offered to many of COMPANY B's employees as the organization moved from a 100,000 person company to today's total of around 17,000. This package is sizeable and represents approximately 2-3 years of salary. Some continue at COMPANY A only to receive their "package".

COMPANY A's TDG history is important as it impacts dramatically upon people's level of commitment to the organization. Still the relationship between COMPANY A and

COMPANY B remains unclear. COMPANY A wants to act and be a separate entity apart from COMPANY B. It wants its employees committed to COMPANY A's goals and objectives first. But unfortunately, it is hard to define exactly what COMPANY A's identity and sense of community, versus COMPANY B, really is. Management hopes this will change after a few years of successfully achieving its own goals and objectives with its identity and community gradually evolving.

Description of COMPANY A's Working Environment

The following findings present a description of the corporate and working environment, organizational structure and work process, COMPANY A's communications and community building activities. These points were assimilated from comments made during the personal interviews and also with personal observations of the author. The descriptions are presented to provide the reader with a more complete picture of the working environment for COMPANY A's employees.

COMPANY A's Corporate and Working Environment

COMPANY A has offices in Montreal, St. Laurent, Toronto, Edmonton, Vancouver, Philadelphia, Pittsburgh, Columbus, Chicago, Washington, Dallas, Houston, Mexico City. The commitment survey (see Appendix 3) was circulated in the Montreal headquarters only.

COMPANY A's headquarters are located physically on floors 4-7 of an office building attached by Central Station in Montreal to COMPANY B's headquarters. Floors two and

three of COMPANY A's main office building are occupied by several departments from COMPANY B.

Physically, the TDG work area has an open air concept, where most offices are separated by dividers. Only managers possess offices with doors. Non-management staff work cubicles with the more experienced staff receiving windows.

The TDG and related staff are all located in a separate wing on the 6th floor of the COMPANY A offices. This set of offices is separated physically from the rest of COMPANY A by its location. Little interaction with the rest of COMPANY A is undertaken due to this set-up.

A writing board in the photocopier room allows people to express their thoughts, humour, and feelings in an anonymous manner without repercussion. It helps people to let off steam.

Organisational Structure and Work Process

COMPANY A's decision making is very hierarchical with the top levels making most of the decisions and policy changes. People at lower levels are hesitant or have not been provided the responsibility to make decisions. This tends to create a bureaucratic organization. This finding was supported in the results of the commitment survey.

People tend to work independently rather than in a team. Team activity is not promoted nor supported.

In project work, people also tend to work independently. One person completes their activities and then they pass it on to the next person as in a production line.

COMPANY A Communications and Community Building Activities

Relative to COMPANY B, COMPANY A's communications and corporate promotions are minimal. Some of the corporate communications vehicles are:

- On an inconsistent monthly basis a review of global profits versus expenses is provided.
- Employees are encouraged to use the intranet web page for internal information although few do as this page provides little information except policy procedures and technical information.
- An annual meeting is held once a year to provide a the state of the company's affairs, to dictate the next years targets, to launch the next year's activities, and to respond to questions openly;
- On an irregular basis (once/yr), the president holds "townhall" meetings to allow people to voice their opinions and ask questions.
- COMPANY A issued twice and then suspended a quarterly newsletter.

Employees in the TDG do not get involved in the planning, operations, nor policy making for COMPANY A nor for the department. Decision making and organizational planning is performed only at the management level. Non-management gets involved only in the development of yearly goal setting. Personal goal setting does not take on any formal

process, the group gets together and discusses what should be the goals and this is then submitted to management. If the goals are not appropriate, a directive comes out to alter them.

COMPANY A does have a social organizing committee; it is lightly supported by senior management. This group organises the Christmas party, outings such as the summer golf tournament, and the annual treasure hunt. Other splinter groups organize volleyball, softball, and other minor activities.

COMPANY A prides itself in its social conscience. COMPANY A actively supports activities such as COMPANY B's community Fund and the Easter Seals Run. Most of these activities are supported through the time and finances of the employees themselves. COMPANY A provides on a monthly basis cake for birthdays that month.

DISCUSSION

The aim of this section of the document is to identify the significant findings resulting from the data collection and results phase. The discussion has three main purposes:

- 1) To define the meaning of commitment as identified by people within COMPANY A;
- 2) To identify those key factors that are impacting and reducing the level of commitment of COMPANY A's employees, especially those within the TDG;
- 3) To define whether people are committed to COMPANY A or not.

Recommendations on a proposed strategy to improve the current situation are outlined in the following conclusions section.

While the focus of this study is to define how to increase commitment in the TDG, it is difficult to isolate this group due to the low number of participants in the study. Therefore, results from all study participants are used with the assumption that the behaviour of highly or lessor committed employees is impacted similarly from department to department.

Commitment to COMPANY A

The definition of "commitment to COMPANY A" as defined by both COMPANY A's management and non-management is seen as:

- Being accountable for the tasks, objectives, and responsibilities that are expected of the employee;

- doing whatever it takes to achieve a person's job objectives and expectations without expecting extra compensation;
- putting the company's interests, goals, and objectives ahead of one's own; and,
- having a positive attitude towards COMPANY A and a good knowledge of it.

In general terms, this definition is in agreement with what has already been said in the commitment literature. This statement implies constantly thinking and acting in a way that will benefit the company/corporate community.

Commitment was defined by Lincoln and Kalleberg (1990) as: "...identification with an organization and acceptance of its goals and values as one's own. The company's fortune's matter to the employee." Although the third point "putting the company's interests, goals, and objectives ahead of one's own" was not the most frequently mentioned aspect of commitment, it is perhaps the most important. It implies "sacrificing" one's own self in order to help the organization achieve its objectives. The objective of any organization is to accomplish things that cannot be done by any one individual alone (Beer & Walton, 1990).

Implications: In order to have the employee put the interests of the company ahead of his/her own, the employee needs to feel that the benefits accruing from such an action will compensate for the extra effort they put in. Secondly, they need to know exactly what is expected of them and how to accomplish it successfully. Finally, they need to trust that that he/she will be properly supported and treated fairly by their managers and by other employees.

Unfortunately, clarity of company expectations and needs are clouded by many factors:

- Personal interests;
- Subjective interpretation of what is expected and how it is measured;
- Setting appropriate objectives and communicating them; and,
- Capacity of employees to carry out their specific job objectives based on experience and skill level, the availability of the tools and support they need, and the employee's own personality and sense of self-efficacy.

If it is not clear what is expected or if the expectations are too high then the targets will be difficult to attain even if the person wants to attain them.

On the other hand, the more committed people are, the more effective they become, and the more apt they are to help the company succeed.

Factors Encouraging/Discouraging Commitment at COMPANY A

Choices and Binding Factors

Commitment to anything does not happen by chance. It is the direct result, as noted previously in the literature review, of people having free choice in deciding to act in a certain way and in the level of sacrifice they have had to make for the cause. Committing acts are those that are explicit, non-revocable, of people's own volition, and public (Salancik, 1977). Choice is one of the most important aspects in commitment. If a person has free choice to act in a certain way then the person has made a sacrifice and an act of

commitment to the organization. If the choice is not free, then people can blame the circumstances on their acting in a certain way. The end result being, that the freer the choice to act committed, and the greater the sacrifice to do something, the more committed a person will be.

There are different ways one can use to measure the level of commitment of people. We can try to identify those choices people have had to make to act committed (which tends to be subjective and interpretative) or we can look at either people's lack of choice to being committed to COMPANY A or at those factors that bind them to an organization. The following will provide a look at choices (or lack of) and factors that bind people to COMPANY A.

Choice to be in the Organization

Of the people included in the study, twenty-seven of thirty-nine had worked in COMPANY B prior to coming to COMPANY A. The conditions surrounding their transfer to COMPANY A vary. Some were asked if they would like to come to COMPANY A, while others were not given the choice. Still, no real differences were found between the number of highly committed people and less committed people based on years of COMPANY B experience.

On the other hand, the TDG is a unique entity within COMPANY A. It is unique in the sense that it was carried directly over from COMPANY B to COMPANY A as a complete unit. The result was that people had no choice in coming to COMPANY A of their own volition. The choice was to leave COMPANY B or to go to COMPANY A.

This was tied to the fact that people's perceptions of COMPANY A from within COMPANY B were not high and this move was perceived as a step down in status. The study also found that there was a significant difference between people's perceptions of COMPANY A's image (see Table 13) between those highly committed and those less committed. Those who were less committed felt COMPANY A's image needed improving. Whether this is a result of people's previous perceptions of COMPANY A, prior to joining the organization, or a reflection of people being upset with COMPANY A, is unclear.

Binding Factors

According to Salancik (1977) it is easier to look at what binds a person to the organization than it is to define the choices people make that induce greater commitment.

The more binding the factors are in an organization, the less choice the person has in choosing to be committed and the easier it is to rationalize their actions as doing something because they were forced into it. The factors that appear to play a binding role for COMPANY A employees are the following:

Financial considerations:

- COMPANY B's "Buy-out" package
- Salary
- Benefits (especially vacation time)
- Pension

Other considerations:

- Age of employee
- Length of service with COMPANY A
- Position in the company
- Opportunities outside of the organization (unemployment rate)

All these factors, identified above, work together to form what people have identified as the “golden padlock” (Salancik, 1977). As an employee ages and increases their length of service with a company, they also increase their: salary, pensions, vacation time, status within the company, ability to handle their jobs and manage the problems that arise within it. These factors all work together to constrain a person from moving to another company. On the other hand, they are factors that help companies to keep the people they want as well.

Financial binding factors.

Buy-out package: First and foremost people in the training development group are bound to COMPANY A as a result of financial benefits. The most significant factor is a large sum of money that was offered to them prior to leaving COMPANY B. If COMPANY B or its affiliates decide to let go of any one person who was previously at COMPANY B, they are obliged to offer them this “buy-out” package. Given the large sum of money involved, people in this group will not leave of their own volition due to the magnitude of this benefit.

Implications: To try to buy out all those people who have this clause would be expensive. It may be more worthwhile to look at trying to increase people's motivation levels first, by identifying the specific negatives in their work environment, prior to trying to buy them out. This way, the cost of the buy-out package is saved and a highly experienced and productive person is gained.

Salary (see Table 4): COMPANY A's salary structure, while not seen as overly generous, is also not a negative. People's salaries are based upon years of experience and position within the company. Both highly committed people and those who were seen as less committed were similar in their responses to salary. On the other hand, neither group was overly optimistic in the potential for receiving salary increases and this caused animosity. It is interesting to note, though, that highly committed people believed that salary increases were more possible than those who were less committed. Currently salary increases offered by COMPANY A are not based on inflation, but upon performance (the upper limit of the increase being the approximate rate of inflation). Therefore, it is reasonable to assume that the highly committed group may also include those people who are higher performers and thus those people who are more likely to receive salary increases. The survey was not able to identify those people who are perceived as high performers within the organization. This is unfortunate as it would be nice to identify the characteristics of the top performers and relate this to commitment.

Implications: The question should be asked why one group perceives a greater potential for salary increase than others?

Benefits (see Table 4): The benefits of the organization are perceived as good, and therefore encourage satisfaction with COMPANY A. Further, many people in the organization enjoy up to six (6) weeks of vacation a year. It is difficult to find equal vacation time in other organizations.

Implications: None

Pensions: COMPANY B has a pension plan that all employees must participate in. As the employee ages, the pension plan becomes more important to the employee. This is a binding factor to older employees or those with significant years of experience.

Implications: Due to the nature of pension plans (i.e. current employee pension deductions pay for pensioner pay-outs), it is difficult to change this factor. The only way would be to have COMPANY A leave COMPANY B's system all together and then allow employees to build their own personal plans.

Non-financial binding factors.

Age of employee (see Table 15): Age is seen as a factor that significantly differentiates those who are very committed from those who are less committed. According to Salanacik (1977), the older the employee the less mobile they become. As mentioned above, older employees tend to: be highly specialised, have good compensation, be able to handle the issues in their jobs more effectively due to experience, and to be recognised for their skills and their status within the company. All these factors lead the person to be more bound to the organizational environment.

Implications: Addressing people's needs early in a person's career (or when they are younger) by providing rewards, incentives, and growth opportunities and other extrinsic and intrinsic benefits increases the potential of the person to staying longer with the organization. The longer the person stays with the organization the more entrenched the person becomes in what they have gained and built up within the organization, so long as the negatives do not outweigh the perceived benefits.

Length of service with COMPANY A (see Table 15): While statistically this factor did not reflect any significant differences between those who are highly committed and those who are less committed, there are a higher number of people with significant COMPANY A experience in the committed group. Salancik (1977) identified this factor as an important one for developing commitment. The reasons why people who are more experienced with the organization and are more committed tends to be ambiguous. The more time people put into a company the more they make the choice to be there. On the other hand, the longer a person is with a company the higher the salary and pension benefits. It also may mean that less committed employees will have left the organization earlier.

Implications: The same issues apply for length of service as for age. The longer the person can be enticed to stay with the company the more chance the person will continue to stay, so long as the benefits continue to outweigh the perceived negatives.

Position in the company: Of the eight management people in the survey, six are in the high commitment group, while one is at the top end of the low commitment group. People in higher positions tend to be more committed because they make more public and

explicit acts of commitment. They also tend to have a greater say in the organizational goals that are achieved and the values that are held and modelled. Those who are successful within an organization tend to have their needs for recognition and self-worth satisfied. People in these positions are treated as important (Maslow, 1954).

Implications: Acts of commitment, recognition and importance play an important role in the level of commitment of employees. Encouraging people to make acts of commitment (e.g., recognizing publicly people who have made extra efforts) is important.

Initiation rites or public statements of commitment: The literature identifies that when people undergo initiation rites such as making public statements about how proud they are to be a part of an organization, the more committed they tend to be. For example, when hockey players are contracted they often go through photo sessions publicizing their pride in joining the team. This is a form of inducing commitment. As mentioned in the literature, a statement such as this is public, of their own volition, non-revocable, and explicit (Salancik, 1977).

COMPANY A does not take advantage of this type of commitment inducing activity with non-management employees. On the other hand, management personnel must promote the company's policy on a daily basis and therefore, they in-grain commitment to the organization into themselves. As a result, management personnel generally tend to be more committed.

Implications: Doing thorough recruitment processes of candidates applying for jobs within COMPANY A (where people have to really show they are committed to joining

COMPANY A) and then publicly recognizing and celebrating their joining it (internally and externally) will make the person more committed to their action. Are they lucky to have joined COMPANY A? Have they made an effort to join it?

Commitment and Needs Satisfaction

Maslow (1954) identified five levels of needs that motivate people.

Commitment, I believe, is a transactional relationship where people put the company's interests ahead of their own, in exchange for the perceived benefits of doing so. In other words, I commit to you because I expect to receive something in return. These benefits can be either extrinsic rewards (such as salary or bonus) or they can be intrinsic rewards (such as the pure satisfaction of doing the job, the feeling of helping to protect the environment, saving wildlife, improving society, or perhaps continuing the survival of the community of which the person is a member).

People commit themselves to something to the extent that their needs are being (or perceived as being) satisfied. If the organization cannot satisfy all of a person's needs (which is probably likely), then the person will seek to satisfy unmet needs outside the organization. Thus conflicts arise between people who are totally motivated and those who are preoccupied with external considerations. Many people join organizations solely for instrumental purposes in order to provide for their own and their family's survival and for outside activities. Still others join or volunteer for organizations to satisfy higher needs such as finding personal meaningfulness, challenge, or fulfilling their creative needs (or for both). Organizations can try to provide for both types of needs. Providing

recreation groups and babysitting are examples where organizations try to address for the person their external needs while increasing the person's personal relationships within the organization (Arnott, 1999). Helping people to find greater job satisfaction addresses the other need.

A person will be committed to an organization's higher goals as long as the achievement of those goals provides some benefit to the person. If the higher goals of the organization are not important to the person, then motivation is dependent upon the person's satisfaction with their job. Unfortunately, in today's society corporations develop goals that address the needs of the shareholders and top executives and not the employee. There is little meaningfulness of corporate goals to the average employee except that the company's fortunes may be linked to the person's bonus.

On the other hand, people in North American society are more concerned with their own individual fortunes than the collective benefits accruing to a community within an organization. In other words, there is no common community goals within the organization that binds people together in a common cause. It is interesting that in North American cultures, an individual's needs are put ahead of community needs, whereas in other cultures (e.g., Asian) the needs of the community are paramount to the individual (Rothwell, 1998). This factor definitely has an impact on how people are treated in organizations. While intuitively this makes sense, this has not been confirmed in the literature due to the difficulty in measuring it (Salancik, 1977).

Encouraging greater participation of employees in the higher goals and strategies of the organization will provide a greater sense of ownership. Also, allowing employees to see

the financial impact of their actions on the bottom line and ultimately their bonus will instill the need to all work together.

Factors that encourage commitment are those that help people satisfy their own needs. Maslow's hierarchy of needs is used to understand and demonstrate the areas in which COMPANY A is not providing full satisfaction to its highly committed and less committed employees. Maslow's hierarchy of needs is as follows:

- 1) Survival
- 2) Working environment – Safety and Security
- 3) Social Needs
- 4) Recognition and importance
- 5) Self-actualization

LEVEL 1 – Survival Issues

This level was discussed in the section on factors that bind a person to the organization (see financial issues).

LEVEL 2 – Safety and Security of the Working Environment

Safety and security: These factors are discussed in the section on factors that bind a person to the organization (see basic working conditions).

Equipment availability (see Table 11): While most people believe their working environment is generally satisfactory, there are concerns about the quality of equipment that is provided. In this study, this factor was found to be moderately correlated with people's level of commitment. Obviously quality of equipment is based upon people's perceptions of what should be versus what is. This is especially true if people are having difficulties in producing the results that are expected due to the perceived poor equipment provided.

Implications: Perhaps it would be beneficial to allow employees in general the opportunity to justify their own equipment needs (cost benefit analysis). In this way the employee gets a chance to examine the costs of the equipment versus the extra benefit it will provide the company.

If others are in control of the purchase of this equipment (e.g., information management, purchasing, etc.) then discussions should be held between these people and the employees. This way the person's needs are listened to and taken into account.

Entrepreneurial versus bureaucratic environment (see Table 6): There was a significant difference between people who are highly committed and those who are less committed, in relation to feelings towards their jobs as being entrepreneurial or bureaucratic. People who were highly committed felt their jobs were less bureaucratic than the others. Those less committed felt their jobs were highly bureaucratic.

It has long been shown that the more freedom people have in managing their own responsibilities the greater the sense of satisfaction and the more personal responsibility

is accepted (Block, 1987). Both groups felt their jobs were more bureaucratic than entrepreneurial and this is an area that should be addressed in order to make the job more meaningful. During the original in-person interviews, several people raised concerns about bureaucratic policies and procedures issued by accounting and human resources that were incorporated into people's jobs and which had not been previously discussed or mentioned to them. People lacked clear instruction on how these new systems should be implemented. They wasted people's time and there was no perceived personal benefit in them.

Implications: This study did not define the meaning of entrepreneurialism and bureaucracy to the employee. It would be important to identify and address issues of why some people find their jobs highly bureaucratic while others found their jobs less so.

In order to identify areas and problems causing a bureaucratic atmosphere, a job analysis (similar to a task analysis) could be performed in order to identify problematic areas and to engineer more efficient procedures. People also could be evaluated for their interests and alignment in their jobs. Are people well suited for their jobs and do they enjoy what they do?

LEVEL 3 – Social Needs

The survey research showed that people in COMPANY A tend to like the people they work with. Differences in addressing social needs between those people who classified themselves as highly committed versus those who were less committed, arose in the perceptions of people in the following areas (see Tables 9-11):

- Receiving of personal and job support;
- Fair and equal treatment of employees;
- Ability of people to work well together; and,
- COMPANY A's ability to provide a nurturing environment.

If these needs remain unsatisfied, people's perceptions of how they are treated and respected as individuals would be affected. The more people support each other the more important they feel. The more important people feel the more concern they will have in doing the job properly. If people do not care about you, then you question the real meaningfulness of what you are doing for them.

Implications: In order to address these needs, it is important that people be treated with respect, equality, fairness, and care. Treating people with these basic human values will encourage them to do the same with each other and the company. In other words, with each decision that is taken the person taking the decision should verify that the decision is taken in light of these values. For example, if certain equipment is purchased for one person, the question should be asked if this is done in the best interests of the organization and whether equality is taken into account.

Also, encouraging greater interactions through recreation and relationship building will help to build social ties and trust between people.

LEVEL 4 – Recognition and Importance

Recognition, feedback (see Table 4): Recognition, feedback, and rewards are one of the two areas (the other being in self-actualization) that are most differentiating between those who are highly committed and those who are less committed. People who are less committed have a much lower sense of recognition than those who are highly committed. This fact has a dramatic impact on how important and needed people feel. If people are not recognized through feedback, praise, or rewards, then they have little knowledge of how they are performing and of their importance within the corporate community. I would anticipate that this factor would be very individually bound, based upon the specific needs of each individual, their interactions with their manager, and interactions with significant others within their work groups.

Implications: People within the TDG were especially vocal about the level of recognition and feedback they receive in their jobs. It is recommended that a full evaluation of the current level of recognition and feedback received by employees in the TDG and elsewhere be conducted. This should be done with the perspective of identifying ways to improve the situation incurred by those employees who are not being properly recognized. Comparisons could be made between those employees who feel they receive good feedback and those who do not to identify best practices as well as looking at other approaches used in other organizations (benchmarking).

It is especially important to look at ways of increasing dialogue between management and non-management to promote the feeling that everyone is important.

Rewards (see Table 4): Related to recognition, there is a general feeling amongst less committed people that there are fewer rewards for doing their jobs and for being part of COMPANY A. It is interesting to note that even people who are highly committed see few rewards in being associated with COMPANY A.

Implications: Further study is required to identify why those people who are less committed feel they receive fewer rewards. Of course it makes sense that those who are unhappy in their jobs would therefore feel that they are not compensated enough. Also there are those who always believe they should be getting more for what they do than others.

Bonus (see Table 4): As mentioned previously, the way in which bonuses are allocated is seen as a very contentious issue. It seems that people feel there is inequality in the way the bonus is distributed. Although there is a significant difference between those who are less committed and those who are highly committed on bonus equity, neither group felt the bonus was equitable. On the other hand, as expected, the people who benefit the most from an inequitable system are also supportive of it. Five out of eight managers who completed the survey feel that the bonus distribution plan is equitable. The way the bonus is allocated is in disagreement with the findings in the literature. In studies on the distribution of bonuses, it has been shown that equal bonus allocations are more successful in motivating employees versus disproportionate bonus distribution (Rothwell, 1998).

Implications: Since people feel the bonus system is inequitable, then discussions should be held between management and non-management to identify a reward system that is

equitable and motivating. If management wants to maintain the current plan then time should be taken to convince everyone that the system is fair. The reward system should not be paternalistic nor competitive in nature, but rather it should be focused on cooperative goals and allocated equally for achievement of them.

The reward system might also benefit from being more frequent. Providing bonus on a quarterly basis may allow people to reap the rewards quicker and to make a connection between the reward and the actions made.

Recently, COMPANY B has achieved bonuses when COMPANY A has not. Through the email and other communications vehicles, every COMPANY A employee hears that COMPANY B employees received bonuses. In fact, a COMPANY A retraction email had to be written to clarify that COMPANY A would not receive a bonus. This has created animosities since people still believe they are COMPANY B employees. Removing the communications from COMPANY B for reward issues would be beneficial in reducing comparisons.

Job and skill importance (see Table 8): An extension of recognition is the area of job and skill importance. There is a high correlation between people's feelings of their job importance and their level of commitment. Those people who felt that their job and skills are important were also found to be significantly more committed to COMPANY A than the others. The more people feel that they and their jobs are important, the more responsible and committed to the cause they will be (Hackman & Oldham, 1976; Illgen & Hollenbeck, 1990). Many organizations state that people are the most important factors in their success, but they fail to let them know it.

Implications: An investigation should be conducted to identify why those less committed people do not find their jobs important. Several areas could be investigated such as:

- Whether people are right for, or happy with their job;
- Whether managers help employees see the importance of their jobs;
- Whether people's jobs can be made more meaningful.

It should be remembered that not every job is overly meaningful, nor is everyone in the company there for a long term career. In these cases, management should identify what it is people are looking for and try their best to satisfy them. Other alternatives could be to create developmental positions for people to process through and to ensure that appropriate people fill them.

Sense of control, clarity of expectations, attainability of goals (see Table 7): Related to recognition and rewards is the aspect of the sense of control the employee has over his

domain. A low sense of control indicates that the employee feels that there are many difficult obstacles that can affect their performance. This would affect the attainability of personal goals and, by extension, the recognition and rewards that goal achievement would provide. For those people where there is difficulty in attaining goals and a low sense of control, it is important to look at that person's goals, the obstacles that confront him/her, the support received, and his/her skill sets, in order to help him/her achieve desired outcomes.

In this research, it was found that employees who were identified as less committed felt that:

- their goals were unachievable;
- they did not have a big enough say in how their projects were managed; and
- they did not have control over outside factors affecting their job results.

People in the TDG do not feel their work assignments are clear relative to others in the organization. Without a good sense of control over the job aspects, an employee has little control over getting the recognition and rewards they need.

Implications: It would be important to investigate why people in the TDG and those less committed feel that their jobs are out of their control. Several areas of concern should be investigated, including each employee's personal goals, the obstacles that confront him/her, the support received, and their skill sets as they pertain to the job.

LEVEL 5 – Self-Actualization

Self-actualization encompasses all those aspects that allow a person to grow personally and to attain a sense of achievement and meaning. These include personal growth and job meaningfulness.

Growth opportunities, professional development, employee training (Table 4): This factor does not differentiate between highly and less committed people. The reason for this is that people, in general, feel that the company does not perform well in responding to this personal need. In terms of promotions, there is a very strong desire to have opportunities where people can personally grow. In terms of employee training, there is also consensus on the need for more training. COMPANY A has an open policy that provides finances for people to receive any business oriented training they desire, as long as it is outside of business hours. This financing policy gives a mixed message of the importance of the training plan to the company. On the one hand, it says I support you. On the other hand, it says I do not think it is important enough to take time away from your job. Unless the person thinks the training is personally beneficial to them, they probably will not take it. This policy promotes an employee's own personal development, but it does not benefit the company and does not promote commitment.

Implications: It is recommended to re-examine the promotion and training policy to identify ways of improving the organization's ability to provide growth opportunities for employees. This could be done through discussions with employees on training and development plans that are appealing to both COMPANY A and their employees. Another option may be to evaluate and consider plans provided in other companies to identify other alternatives.

Meaningfulness of the job, sense of enjoyment, achievement, and challenge (Table 12):

Of all the factors discussed so far, three of the highest correlated factors with commitment are found in this category:

- sense of achievement;
- Pride in job; and,
- Motivation in job.

If a person feels successful, and/or if they feel they are accomplishing something meaningful, then their own self-esteem and motivation will increase. According to Maslow, at this point a person is fulfilling what they desire (self-actualizing). According to Szilagyi & Wallace (1980),

“...the need to fulfill oneself by maximising the use of abilities, skills, and potential, is the highest level of the need hierarchy. People with dominant self-actualisation needs could be characterised as individuals who seek work assignments that challenge their skills and abilities, permit them to

develop and to use creative and innovative approaches, and provide for general advancement and personal growth.”

Those who were identified as highly committed were also those who had a high sense of achievement, pride, and motivation in their jobs. In this limited research study, it showed that people who are motivated and enjoy their jobs have a high sense of commitment to the organization.

The goal of this paper is to identify ways to improve the level of commitment the employee has towards COMPANY A. One of the key ways is to guide and encourage people to attain this level of job satisfaction. Unfortunately, as noted by Maslow (1954), people cannot attain higher levels of needs satisfaction without attaining previous ones, therefore these needs should be addressed first.

Implications: In order to encourage people to attain this level of job satisfaction, changes in many areas and on several levels are required. As discussed previously concerning lower levels of Maslow’s hierarchy, management has to provide the proper working environment, support, recognition, feedback, and encouragement to achieve attainable and motivating goals. These factors were discussed earlier in the previous levels.

In addition to this, the employee has to find the job enjoyable, motivating, and manageable. For employees to move to self-actualization, they need to have a greater sense of ownership and control over what they do. This would allow them to bring their own sense of creativity into the job. It requires aligning people’s

interests and values with those of the company. Therefore, ways of encouraging greater employee participation and empowerment would be beneficial. It also requires that values such as trust and freedom are commonly held between management and non-management. In other words, management should trust the employee to deliver what is expected and vice versa. In addition, the employee should also have self-efficacy towards the desired goals and the necessary support to achieve them.

Managers should be interested in the well being, development, and growth of their employees and play an active role in helping them achieve all they can. They are the ones to help guide in the development of motivating goals and in providing the encouragement, support, and feedback to ensure an employee remains on track. Managers, therefore, play a key role in coaching employees to higher levels of achievement. Managers must know appropriate coaching skills such as listening, encouraging, training, motivating, etc.

Other Factors Impacting Commitment Level

Availability of Jobs Outside of COMPANY A

The ability of people to go to other jobs outside of COMPANY A indicates the level of choice employees have to stay or seek more motivating employment. This is dependent upon people's level of skill mobility and the job market.

According to the survey results(see Table 5), both highly and less committed people strongly feel that there are other jobs easily available for them outside of COMPANY A. While people may state that there are opportunities outside of COMPANY A, unless they find something else, this is a moot point. It requires overcoming complacency, the "fear of the unknown", and giving up all the binding factors noted above that hold them in place.

Basic Working Conditions

If working conditions are dangerous, stressful, or harmful to the employee this will lead to people leaving the company. There was no significant difference between highly committed and less committed people based upon their basic working environment (see Table 11). There are no health concerns or environmentally distasteful factors in the COMPANY A offices that would push people away from it. According to the survey results, the level of stress on the job is not a major issue affecting the employees.

Implications: None.

Operational Issues Impacting Commitment

Other issues that affect the level of commitment of employees within COMPANY A are as follows:

1. Company goals;
2. Communications;
3. Short-term pre-occupation versus long-term focus;
4. Accountability of people.

Company goals (see Table 14): In asking people about COMPANY A's goals and their meaningfulness to them, it became very evident at the beginning that people do not buy into the corporate goals. The goals of the organization satisfy shareholders and executives but they mean very little to people in the lower ranks. In fact, people could not identify these goals. The goals are arbitrary numbers and are not real to the people. People could not see the benefit to themselves. While bonuses are linked to these goals, they are still relatively meaningless as the bonus is paid only once a year (and only talked about once a year).

On the other hand, COMPANY A has a strong dedication to aid social causes, such as Easter Seals, Breast Cancer prevention, etc. This value orientation was positive as it increased people's feelings towards COMPANY A. These events are very cost-effective team-building opportunities where everyone pulls together for a cause. People donate

their time and effort for free. These types of goals exemplify the importance of putting meaning in the people's goals.

Implications: In order to develop common and motivating goals, the organization should take the time to build a common vision of COMPANY A for all employees. This process should involve looking at people's aspirations and fears. This way a common understanding of people's feelings towards COMPANY A can be developed and built upon. While all employees are governed by the organizational goals set out by shareholders, this does not prevent employees from participating in the development of a company wide vision of what they want COMPANY A to look like. How it should function as a community, the common values that are held, and the overall direction are all areas that should be agreed upon. By involving everyone, people gain a sense of ownership in the organization and a sense of responsibility towards it. It would also help to encourage dialogue and to develop a common understanding of issues and concerns of people at all levels of the organization.

Communications issues: Both highly and less committed people perceived problems with communications within COMPANY A. Problems in communications were noted in several areas including:

1. General communications effectiveness;
2. Lack of informing people of policy changes;
3. Approachability of upper management;
4. Sharing of information between departments

It was noted in the survey that people in the TDG group feel especially isolated from communications within COMPANY A, especially on events that are going on or soon to take place. This isolation is due to the physical arrangement of the department as well as its history. The group came over from COMPANY B as an intact group. Thus social relations were already developed within the TDG and perhaps even strengthened through this move.

Communication channels include formal and non-formal communication patterns. They also include the communications that are modeled by people. Bandura (1977a) developed his social learning theory based on actions people see and learn from. The actions people make are noted by others and this is a form of learning those actions that are rewarded and those that are not. People learn corporate values through the action's managers make and through the policies they instill. It is imperative that formal or informal communications are clear as people are continuously analyzing actions and interpreting

their significance. Values the company supports, such as equality, teamwork, community, and accomplishment, are all based upon how we interpret the actions of people within the organization especially the people in senior positions.

COMPANY A, as in most other organizations, has a very active rumour mill. Comments made off the cuff often get circulated. For example, a senior manager recently stated he would lay-off people for short periods of time if they were not busy. This statement, although never publicly made, created tremendous animosity amongst the people and reflected the lack of importance of people to that manager.

There was also a strong correlation between people who were committed and the quality of communications they experienced. This would make sense given that the more informed someone is, the more in control that person would feel. Lack of communication leaves a person feeling left alone. Communications are the glue that holds the organization together, and the grease that improves organizational efficiency.

Implications: A thorough investigation of areas of poor communication should be made, in order to improve the effectiveness of communications within COMPANY A.

Managers play a key role in information transfer (corporate information, policy changes, recognition, feedback, etc.) to non-management staff. An examination of the strengths and weaknesses of each manager may identify issues of poor transmission of information.

Allowing people to participate in decision making (e.g., policy changes) and other activities would benefit the transmission of information.

In order to help integrate the TDG within the rest of the organization and improve communications, events that involve the TDG socializing, getting to know others, and integration of work amongst others within COMPANY A should be encouraged. Team building events, visioning processes, joint strategic and operational planning, are all ways in which the TDG can become more familiar with the operations of other groups.

Short-term preoccupation versus long term goals: Changing people and developing a certain set of values takes time. COMPANY A needs to focus on the long term in order to do this. Unfortunately, people focus on the short term as the current goals are understandably more important than long term ones. People are usually rewarded on short-term goals and not longer term ones (more than one year). People make decisions on a daily basis with little pre-occupation of what the long-term impact will be. These decisions can impact people in negative ways. For example, if a person needs to cut expenses to meet a goal, they may choose a quick and easy cut without thinking how it will impact others.

Implications: Decisions people make must be thoroughly thought through for their impact on others.

Accountability: Through observation by the author, it was clear that within COMPANY A, there is a low level of accountability below upper management (i.e. people do not take responsibility for their actions). The problem with this is that decision making is minimal and decisions may not relate to corporate strategy.

Implications: People need to be made more accountable for their domain and understand clearly the impact of not achieving their objectives in their immediate domain and in higher levels within the organization.

Are People Committed to COMPANY A

The results of this study provides ample evidence that there are varying levels of commitment of employees to COMPANY A. There are those who could be defined as highly committed to the organization and there are others who are less committed (see Table 3). This finding is not based solely on the self-perceptions of individuals within the group, but based also on perceptions of others, and the objective observation of people's actions and level of identification with COMPANY A.

Demographic Analysis

Commitment varied significantly between individuals and also by age, by position, and by department (see Table 15). While the number of people evaluated in this study was low several findings stood out.

- Managers, older employees, and those people with a longer length of service within COMPANY A were more committed;
- The TDG and instructional designers in particular showed a higher relative proportion of less committed people.

To better understand why there is a difference in levels of commitment by these two groups, the following provides a qualitative comparison of them. These two groups were chosen as their group size was large enough to study and because they were located, on average, on both ends of the commitment scale.

In terms of level of commitment both groups were very different. The managers had an average commitment score of 2.1 (S.D.: 0.5) ranking them as highly committed, whereas those in the TDG had an average commitment score of 2.9 (S.D.: 0.9). The two groups when compared together had a p-value of .025.

When we look at the manager group, it is easy to see why the majority of members in this group classify themselves as highly committed. Managers are probably more committed than others due to some or all of the following reasons:

REASON	IMPACT
<ul style="list-style-type: none"> managers already have a sense of recognition due to their position in the company i.e. legitimate power (French and Raven, 1959) 	⇒ increased recognition, status,
<ul style="list-style-type: none"> through yearly or more often strategic planning sessions, managers are provided opportunities to participate in the direction and strategies of the company, 	⇒ greater responsibility and ownership in COMPANY A's success
<ul style="list-style-type: none"> managers have to make public positive statements about the plans, policies, procedures, and strategies the organization implements especially if they have helped to formulate them 	⇒ public statements encourage ownership
<ul style="list-style-type: none"> managers must publicly promote and defend COMPANY A in various situations internally and externally 	⇒ public statements encourage ownership
<ul style="list-style-type: none"> managerial positions usually have increased flexibility and a certain sense of control in them, as well they can be perceived as more entrepreneurial 	⇒ greater sense of control over the environment
<ul style="list-style-type: none"> managers have greater access to internal information and an increased understanding of the overall problems, concerns, and opportunities facing COMPANY A 	⇒ greater sense of belonging to the organization as they act as gatekeepers for key information.
<ul style="list-style-type: none"> managers receive more perks, salary, and bonus than non-management personnel 	⇒ increasing recognition and status

On the other end of the commitment spectrum people in the TDG classified themselves as much less committed to COMPANY A than others. The reason for this is quite easy to understand. The following describes the various reasons why people in the TDG classify themselves as less committed. People in the TDG:

REASON	IMPACT
<ul style="list-style-type: none"> over the past few years have been constantly bounced around from location to location within COMPANY A and COMPANY B and they have been through significant downsizing 	<ul style="list-style-type: none"> ⇒ low sense of belonging ⇒ low sense of importance and recognition ⇒ reduced self-worth
<ul style="list-style-type: none"> are physically separated from most of the rest of COMPANY A and has little interaction with them including visits by senior management 	<ul style="list-style-type: none"> ⇒ low sense of belonging and reduced participation with others in COMPANY A
<ul style="list-style-type: none"> receive very little communication concerning COMPANY A situation 	<ul style="list-style-type: none"> ⇒ low sense of knowledge of the organization and what it is about
<ul style="list-style-type: none"> receive tremendous communication from COMPANY B 	<ul style="list-style-type: none"> ⇒ increases sense of identity with COMPANY B
<ul style="list-style-type: none"> have had significant instances where they as a group have been treated overtly as unimportant (eg. people from marketing have downplayed the expertise of the group to clients; management has threatened people's lay-offs if they are not busy 	<ul style="list-style-type: none"> ⇒ low sense of importance and recognition ⇒ reduced self-worth
<ul style="list-style-type: none"> receive feedback on their status only once a year during their performance reviews 	<ul style="list-style-type: none"> ⇒ low sense of recognition and importance ⇒ reduced self-worth
<ul style="list-style-type: none"> perceived inequity of bonus system 	<ul style="list-style-type: none"> ⇒ lower sense of recognition and importance ⇒ perceived inequity in the organization

By looking at these two groups one can begin to understand why there are differences in level of commitment between them.

Managers have more opportunity to receive recognition, they participate in company affairs, they have increased opportunities to make committing acts and comments, and they have greater flexibility and control in their jobs.

The major reasons why the people in the TDG show less commitment than others is due to:

Organizational issues

- Past affiliation with COMPANY B;
- Constant downsizings and re-organizations;
- Isolation from the company which impacts the level of integration of people within the TDG with others in COMPANY A.
- Lack of opportunity to publicly commit ones-self to the company;
- Poor sense of identification with COMPANY A.
- Short-term focus on goals;

Individual issues

- Perceived lack of recognition and sense of importance; and,
- Lack of opportunity for personal growth and self-actualization.

CONCLUSIONS AND RECOMMENDATIONS

As a result of the previous analysis, the following is a list of improvement recommended in order to increase the level of commitment of the TDG towards COMPANY A:

- 1. Improve the basic working environment in which people work, i.e. basic respect for people and human values;**
- 2. Increase the clarity and effectiveness of communications systems;**
- 3. Increase people's sense of responsibility, ownership and sense of identification with COMPANY A and its community;**
- 4. Increase people's sense of self worth and recognition;**
- 5. Increase opportunities for personal growth.**

It should also be noted, that while this study focuses on ways to increase employee commitment, it does not preclude the fundamental importance of the organization's need to generate a profit. In other words, if the company does not survive then addressing workers needs is a moot point.

In order to address the areas above, several different approaches could be undertaken, they include:

- Active participation;
- Clear communications;
- Focus on basic human values;
- Develop a vision for COMPANY A that motivates everyone;
- Teambuilding;
- Coaching;
- Reward Systems;
- Control of information flow;
- Selection process;
- Personal development;
- Job structure.

Active Participation

Active participation is a process that allows people an opportunity to participate in discussions pertaining to the operations and strategies of the organization (Armenakis, Harris, & Mossholder, 1993). It is an activity rich in information pertaining to the

difficulties and opportunities facing COMPANY A and helps to promote greater universal ownership over decisions that are made (often difficult ones). Some of the areas (and this is only a partial list, as the more involvement people have the greater their sense of ownership) in which active participation could be encouraged are the following:

- In developing COMPANY A's vision;
- In improvement of COMPANY A and their own team operations;
- In developing strategies to deal with a crisis or in creating new opportunities for COMPANY A;
- In the development of meaningful reward systems;
- In creating a general understanding of people's fears and hopes for COMPANY A.

In order to help people to participate in the operations and development of strategies for COMPANY A, training may be required for people in understanding COMPANY A's financial statements and the way in which the company operates.

Opportunities should be provided for people to discuss issues and listen to people's concerns. This will increase the importance people feel and also allow them to recognize the importance of management concerns. It is an opportunity to increase communications between management levels.

Clear Communications

Clear explicit communications that help people to understand and become motivated in the desired direction are required within COMPANY A. People surveyed and interviewed in this study were concerned about the clarity of communications within COMPANY A. Confusing communications can lead to discontentment and poor execution of mandates.

Lack of communication also sends certain messages, such as:

- You, as an employee are not important enough to keep informed;
- The situation is not good;
- We, management, have everything under control, we are looking after you (paternalistic approach);

Communications should also be clear about what is expected of people within COMPANY A, i.e. what does a commitment to COMPANY A mean? Employees should be able to freely discuss issues that are impeding them from achieving what is expected.

Focus on Basic Human Values

In certain areas of COMPANY A improvement is required in how people are treated.

Basic human values such as trust, cooperation, team orientation, problem solving, conflict resolution, equality, clear communications, diversity issues, etc., all decrease when people are trying to protect their sense of self-importance and to gain recognition. Are we trying to defeat one another for recognition, self-esteem, and to protect our selves

and egos or are we really trying to improve the situation or decision? COMPANY A needs to focus on developing a cooperative environment. Clarity and effectiveness of communications are key to group performance.

People make choices based upon their environments (Bandura, 1977a) and these choices are motivated by their needs. Further, people's beliefs are formed, based on cues in the work setting, about what will be rewarded, and what won't be rewarded (Porras & Robertson, 1992).

People need to focus on common goals (cooperative environment) rather than the self (competitive environment). Competition by necessity requires winners and losers. Unfortunately there are always many more losers than winners. Everyone should be able to share in the accomplishment of common goals.

The basic question then becomes: Are we really interested in the people in the organization or is the only goal the company's profit? In the survey it was found that company profits were perceived as more important than people were.

Sometimes, difficult decisions need to be made, but these decisions should not be taken lightly as they may have a dramatic impact upon all involved. Lay-offs and letting people go have been an integral part of COMPANY B strategy over the past several years. This is especially true for the way that the TDG was formed and because of this, animosities have developed and continue.

The actions that are taken and the policies that are made by significant people within COMPANY A have a direct impact upon people's feelings about how much the

organization really cares about them. Many actions are taken, probably with little thought about their impact, that imply COMPANY A does not care about the employee, for example:

- Casual remarks, like COMPANY A will lay-off people for short periods of time if they are not busy. What is the meaning of this remark? Is it so that one person can make their individual bonus? Is there really a crisis in the organization and are we over-staffed? Is there a problem with sales not providing enough work for the group? And if so why not?;
- People are not given a say in how to deal with problems in their areas or in problems with the company. Does management really want to listen?;
- Rewards are perceived as inequitable: Does this promote fairness? Does the reward system need to be explained to the employees? Why is it managers get bigger bonuses than lower ranks? This needs to be addressed with the people or altered;
- People see little opportunity for growth in the COMPANY A. Is this feeling a perception or is there a plan that has not been explained? This concern is in terms of personal development, training, promotion, and/or by increasing job scope. Does COMPANY A really care if people improve and grow?;
- People do not get salary increases, yet there is still an inflation rate. Perhaps there is a need to explain why salary increases do not happen;

- Are people allowed to be creative in their jobs? Are people's interests and skills aligned with their jobs? This needs to be investigated further;
- People are not provided with detailed explanations of what is going on with the company. It would be good to provide regular reviews of the financial situation of the company and of issues and concerns. People need to be listened to and allowed to participate in company concerns. This is important to build a sense of ownership and concern for the problems facing COMPANY A;
- People in COMPANY A need a greater say in how operations are run or in how resources are allocated. People are often not told about changes in their jobs or maybe given mandates without participating in their development and then are expected to achieve its goals. With more involvement comes personal accountability and responsibility;
- COMPANY A's hierarchy creates importance and recognition based upon the chain of command. The more hierarchy can be removed the greater the opportunity for people to feel their positions are important and the more they will become accountable and responsible.

Every decision, every action, every policy must be made in alignment with shared values and with an understanding of how it will impact others. Is the decision made to benefit the individual making it or is it made to benefit the company? This will only happen if people believe in cooperation rather than competition. This orientation is based on

ensuring that benefits are accruing to everyone equally when corporate or team goals are achieved.

Develop a Vision for COMPANY A that Motivates Everyone

According to Hughes, Ginnett, and Curphy (1999), the vision of the organization is the element that provides the glue that binds everyone in the organization together. A good vision provides direction for the organization, it creates a sense of tension to move towards, and it helps to align everyone in the organization. The vision creates a sense of passion and identity towards the organization. In interviews with COMPANY A personnel, it was found that the vision held by COMPANY A did not appear to elicit this kind of reaction.

Active participation: The vision can be developed by the leader alone or through a visioning process that includes people at all levels of the organization. When the vision is developed in a participatory approach there is a greater potential for broader employee acceptance of it (Beer & Walton, 1990)

Persuasive communications: Once goals have been set, their importance to people and their benefit needs to be clearly communicated. Strong leadership commitment is important to increase believability (Armenakis, Harris, & Mossholder, 1993).

Change requires people to give up the security and the benefits of the past. Whenever something changes, it is always important to examine what people are losing in the process (these are the things that hold them back). This is why people need a clear vision of where they are going and what they will be gaining in the process.

Teambuilding

In order to develop trust and the ability to work together, people need to develop skills to work together. Conflict resolution, communication skills, team problem solving, are all skills that will impact the way teams work together. People should be rewarded for the use of the skills and senior people should model them.

Coaching

According to Whetton and Cameron (1998) after reviewing the management literature, they found that it was employee management skills that had the greatest impact upon organizational performance.

Management is responsible for ensuring non-management employees achieve organizational goals and strategies. Management also establishes the values and behaviors that are rewarded and held. Therefore, management needs to have the skills and time to provide support and guidance to employees.

Management should not be an “authority figure” rather they should be more of a coach. Coaching focuses on the importance of developing the person. It focuses on providing regular feedback, encouragement and appreciation, direction, communications and information, and personnel development. It is a supportive role rather than an authoritative role. The goal of the coach is to increase the effectiveness and self-efficacy of the employee.

Management people should be rewarded for the use of these skills and senior people should model them, as well.

Reward Systems

Currently rewards are not perceived as equitable. In order to assure rewards are equitably allocated they should be reviewed against the values and goals that are deemed as important. Individual achievement is important but team goals and corporate goals are more important. There should be a focus on rewarding these types of goals and the values that support them. For example, are growth opportunities provided for people who want them? Are team goals rewarded? Are corporate goals rewarded between departments?

Reward systems have been studied and it has been found that equitable reward systems, where everyone receives the same amount (not proportional amounts e.g., based on amount of effort put in or based upon salaries), are the most effective in generating successful outcomes for the organization (Rothwell, 1998). This approach may seem difficult to implement given our societal norms, but other approaches, such as winner take all and proportional systems, focus on subjective evaluation of individual contribution and increase competition for the bigger proportions of the total.

Participation in the development of reward systems may be another approach to gaining acceptance from a larger proportion of the staff.

Control of Information Flow

In order to prevent people from getting confused and perhaps even angered by making comparisons to COMPANY B or other outside COMPANY A sources, removal of this and other types of information would increase the focus on COMPANY A.

Selection Process

In order to build an organization where commitment is high the selection process should focus on selecting people with similar values and ideals as COMPANY A. Organizational fit as well as task competency are both important factors in ensuring a corporate culture that works effectively and efficiently.

Personal Development

This factor did not separate people in terms of commitment level but it was an area that caused significant dissatisfaction with employees in general. Opportunities for people to improve their technical skills as well as to grow in their own personal development as humans, should be a priority. The more people see opportunities for growth the more they will be committed to the organization (needs satisfaction). Opportunities for promotions and technical training appeared limited and this created a sense of discouragement. This should be an activity undertaken by managers, employees, and human resources.

Job structure: Bureaucratic Versus Entrepreneurial Jobs

In order for people to have greater ownership in what they do, greater say by employees of how their jobs are undertaken should be considered. Both committed and less committed people said their jobs were bureaucratic with those less committed indicating a greater sense of bureaucracy.

Managers should discuss with subordinates this issue to identify areas of concern and then attempt to resolve them. If the problems are more global i.e. impacting other departments, then a participative approach to resolving them could be envisioned.

Final Notes

Commitment can be assured through a strong motivational goal, in an organization in which people feel they can participate fully, and where their own personal needs are satisfied. Unfortunately, distractions, from within the person, within the organization, and outside of it, pull people away from this focus. Changes are required at all levels of the organization in order to transform it.

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APPENDIX 1 – INTERVIEW GUIDE FOR PERSONAL INTERVIEWS

1. **What are your general feelings towards COMPANY A as an organization to work for?**
 - **Vibrant vs dull, pride in organization, negative vs positive, What does it represent? Place to work, importance of goals, good social environment, interesting work?**
2. **How do you think others perceive COMPANY A as an organization to work for?**
3. **Do you believe that people are committed to helping COMPANY A achieve it's goals? Why/why not?**
4. **What does commitment mean at COMPANY A?**
5. **How do you measure commitment at COMPANY A?**
6. **What are the things about COMPANY A that promote Commitment? [Social, rewards (Rewards/Salary), recognition, treatment of people (inclusion, equal, listened to), job, responsibility for outcomes (control over environment), personality, positive environment]**
7. **What are the things that take away people's level of commitment?**
8. **What groups of people support (encourage)/negate commitment at COMPANY A?**
9. **How do you believe we can improve the level of commitment at COMPANY A?**

APPENDIX 2 – INTERVIEW GUIDE FOR FOCUS GROUP

- Definition of Commitment. Do people agree with this?
- Do you believe there is a strong link between your job and COMP. A's success?
- What are things which prevent you from making things happen on your job ie. to deliver what is expected (High quality, low cost, within the timelines, good customer service) managing resources and people, project management)?
 - Clarity of job expectations, goals, and objectives
 - Environment: too distracting
 - Motivation: expectations of rewards: negative feedback, lack of support
 - Support: technical support lacking, managerial support lacking, services
 - Projects: not appropriate, time lines too short, managing resources eg. SME, managing customers expectations/changes, developing proposals
 - Social Interaction/communication: clarity of project objectives/expectations, difficulty in working with internal services, etc.
 - Skills: ID skills, Project management, customer service, team building
 - Administrative tasks time consuming
 - knowledge of COMPANY A and its needs
 - What would make your job perfect?

APPENDIX 3 – SURVEY QUESTIONNAIRE

ATTITUDINAL SURVEY

Questionnaire Purpose

David Lloyd developed the following questionnaire as partial fulfillment of the requirements for the Master of Arts Degree in Educational Technology. In essence, this study is an attempt to understand what drives people's actions and their level of commitment to organizations, in this case, commitment to COMPANY A. The definition of commitment to be used in this study will be:

"Commitment to COMPANY A is defined as a desire to do all you can, in order for COMPANY A to achieve its desired 1999 organizational goals."

This questionnaire is purely for educational research purposes and will, in no way, be used to evaluate employee performance.

The questionnaire is voluntary and anonymous, you have the option to participate or not. All information received will be treated confidentially and anonymously.

Directions: Throughout this questionnaire, questions are asked which make use of rating scales with six places. Mark an "X" in the place that best describes your opinion.

Two types of rating scales will be used:

- Bi-polar questions as in example 1 below.
- Six point rating scales as in example 2 below.

Example 1 - Bi-Polar scale:

Questions	Response
Feelings towards my work environment <i>Please define your feelings toward your work environment:</i>	
	Stressed 1 <input checked="" type="checkbox"/> 2 3 4 5 6 Relaxed

Example 2 - Six point rating scale:

Questions	LEVEL OF AGREEMENT	
	Agree very much	Disagree very much
I like the people I work with.	1 <input checked="" type="checkbox"/> 2 3 4 5 6	

Please read through each question carefully and provide the answer which best describes your feelings, there are no right or wrong answers.

Fill out only the gray areas.

This questionnaire should take approximately 25-30 minutes to complete. Feel free to do it in more than one sitting. Complete as much of the questionnaire as possible, if you do not want to answer a question, no problem, skip it and go to the next one.

Note:

- If you have any others comments, you would like to add, concerning this questionnaire and its subject matter, please comment in the space provided on Appendix 1. Attach this form to the questionnaire.
- If you would like to discuss this questionnaire and its subject matter in person, please fill out your name and telephone number on Appendix 2. Please hand this form in separately from the questionnaire in order to keep your other responses anonymous.

Thank-you for your participation in this study.

Directions: Mark an "X" in the place that best describes your opinion.

PART A.

For the following questions please rate them based on the rating scales below them.

As an employee of COMPANY A, how would you rate COMPANY A and your working environment:

dynamic	1	2	3	4	5	6	stable
boring	1	2	3	4	5	6	exciting
people act ethically	1	2	3	4	5	6	people act unethically
improving	1	2	3	4	5	6	worsening
profit oriented	1	2	3	4	5	6	people oriented
dull	1	2	3	4	5	6	fun
supportive of employees	1	2	3	4	5	6	lack of support for employees
confused	1	2	3	4	5	6	focused
meaningful	1	2	3	4	5	6	unimportant
loser	1	2	3	4	5	6	winner
bureaucratic	1	2	3	4	5	6	entrepreneurial
communicates clearly	1	2	3	4	5	6	communicates poorly
nurturing of people	1	2	3	4	5	6	neglectful of people
stressful	1	2	3	4	5	6	relaxed
everyone helps each other	1	2	3	4	5	6	everyone acts for themselves
people are unreliable	1	2	3	4	5	6	people are reliable
people display good values and behaviours	1	2	3	4	5	6	people do not display good values and behaviours
people act inconsistently	1	2	3	4	5	6	people act consistently
people treat each other fairly	1	2	3	4	5	6	people do not treat other fairly
people trust each other	1	2	3	4	5	6	people do not trust each other
worse than others	1	2	3	4	5	6	better than others
old fashioned	1	2	3	4	5	6	progressive
no different from COMPANY B	1	2	3	4	5	6	different from COMPANY B

As an employee of COMPANY A, how would you rate your job:

stable	1	2	3	4	5	6	dynamic
exciting	1	2	3	4	5	6	boring
stagnant	1	2	3	4	5	6	plenty of opportunities to learn
the work I do is meaningful	1	2	3	4	5	6	the work I do is trivial
worsening	1	2	3	4	5	6	improving
unimportant	1	2	3	4	5	6	important
fun	1	2	3	4	5	6	dull
I dislike my job	1	2	3	4	5	6	I like my job
there is too little variety	1	2	3	4	5	6	there is too much variety
challenging	1	2	3	4	5	6	easy
stressful	1	2	3	4	5	6	relaxed
like a small business	1	2	3	4	5	6	like a bureaucracy
ample intellectual stimulation	1	2	3	4	5	6	little intellectual stimulation
not respected by others	1	2	3	4	5	6	respected by others
unobtainable goals	1	2	3	4	5	6	obtainable goals
paid well for what I do	1	2	3	4	5	6	paid too little for what I do
I have too much work to do	1	2	3	4	5	6	I have too little work to do
I have a lot of responsibility	1	2	3	4	5	6	I lack job responsibility
enjoyable	1	2	3	4	5	6	unenjoyable
demanding	1	2	3	4	5	6	undemanding
I do not have the equipment and support I need to do my job	1	2	3	4	5	6	I have all the equipment and support I need to do my job
my work environment is perfect for doing my job	1	2	3	4	5	6	my work environment is not perfect for doing my job

PART B.

Directions: Mark an "X" in the place that best describes your opinion.

Questions	LEVEL OF AGREEMENT					
	Agree very much					Disagree very much
1. I am strongly committed to helping COMPANY A achieve success in its organizational goals and objectives in 1999.	1	2	3	4	5	6
2. My level of commitment to COMPANY A has increased over the past year	1	2	3	4	5	6
3. What happens to COMPANY A is really important to me.	1	2	3	4	5	6
4. I don't care what happens to COMPANY A so long as I get my paycheck	1	2	3	4	5	6
5. When I am asked by others where I work, I am proud to tell them I work for COMPANY A.	1	2	3	4	5	6
6. I regard my working at COMPANY A as being a good fit between the organization and me.	1	2	3	4	5	6
7. I would recommend to others to work for COMPANY A.	1	2	3	4	5	6
8. I could be more committed to helping COMPANY A achieve success in its organizational goals and objectives in 1999.	1	2	3	4	5	6
9. I do all I can to protect the good reputation COMPANY A has.	1	2	3	4	5	6
10. Most people who are important to me support my being committed to helping COMPANY A achieve success in its organizational goals and objectives in 1999.	1	2	3	4	5	6
11. Others in COMPANY A are not committed to helping COMPANY A achieve success in its organizational goals and objectives in 1999.	1	2	3	4	5	6
12. Most of my close friends support my being committed to helping COMPANY A achieve success in its organizational goals and objectives in 1999.	1	2	3	4	5	6
13. Most members of my family are not supportive of my being committed to helping COMPANY A achieve success in its corporate goals and objectives in 1999.	1	2	3	4	5	6

PART C.

Questions	LEVEL OF AGREEMENT					
	Agree very much			Disagree very much		
1. The responsibilities and expectations placed upon me in my job are very clear.	1	2	3	4	5	6
2. There are few rewards for those who work here.	1	2	3	4	5	6
3. I work hard on my job.	1	2	3	4	5	6
4. My job is very important to COMPANY A.	1	2	3	4	5	6
5. When problems or issues arise in COMPANY A, people are quick to resolve them.	1	2	3	4	5	6
6. If a mistake is made on the job it is easily forgiven.	1	2	3	4	5	6
7. People listen t when I have concerns or something to say.	1	2	3	4	5	6
8. Employees are always made aware of changes in policies and procedures that may affect them before they go into effect.	1	2	3	4	5	6
9. In COMPANY A, project proposals are not well thought out.	1	2	3	4	5	6
10. COMPANY A's organizational goals are not clear to me.	1	2	3	4	5	6
11. Management sets high standards for my performance.	1	2	3	4	5	6
12. The level of bonus that people receive from COMPANY A is a good representation of the efforts people put into their jobs.	1	2	3	4	5	6
13. I don't have enough time in the day to do all that is expected.	1	2	3	4	5	6
14. I am able to meet all my basic financial needs.	1	2	3	4	5	6
15. From the people I work with, I receive the support I need to carry out my job responsibilities.	1	2	3	4	5	6
16. Overall as an employee at COMPANY A, I am treated fairly.	1	2	3	4	5	6
17. Communications, within COMPANY A, seem good.	1	2	3	4	5	6
18. Management keeps us well informed of what is happening within COMPANY A and how it is doing.	1	2	3	4	5	6
19. I usually do not have a big enough say in how most projects I undertake are carried out and this affects my ability to produce professional results.	1	2	3	4	5	6
20. Work assignments are not fully explained.	1	2	3	4	5	6
21. My job and goals motivate me.	1	2	3	4	5	6
22. There is really too little chance for promotion on my job	1	2	3	4	5	6
23. If I could do something else and make as much money doing it, I would.	1	2	3	4	5	6
24. People respect the skills I bring to a project and allow me to use them the best way I see fit.	1	2	3	4	5	6
25. Too often people I depend upon fail to deliver.	1	2	3	4	5	6
26. All departments within COMPANY A are treated equally.	1	2	3	4	5	6
27. There are good opportunities for me to communicate upwards within the organization when I need to.	1	2	3	4	5	6
28. People work well together in COMPANY A.	1	2	3	4	5	6
29. In COMPANY A, people usually work well together.	1	2	3	4	5	6
30. I have a significant amount of freedom to manage my job the way I see fit.	1	2	3	4	5	6
31. I am given a high level of responsibility on my job.	1	2	3	4	5	6
32. I am not satisfied with the benefits I receive.	1	2	3	4	5	6
33. I feel a sense of pride in doing my job.	1	2	3	4	5	6
34. People treat the services/work I provide as important.	1	2	3	4	5	6
35. I have all the equipment and resources I need to fulfill my job responsibilities.	1	2	3	4	5	6
36. I am proud of the things I have accomplished on my job.	1	2	3	4	5	6
37. Upper-management is very approachable and easy to talk to.	1	2	3	4	5	6
38. When planning projects, all those who are involved are asked for their opinions on how best to implement them.	1	2	3	4	5	6
39. At the beginning of projects, people usually do not meet to discuss how it will be implemented.	1	2	3	4	5	6
40. I receive regular feedback on my performance	1	2	3	4	5	6
41. My personal goals are achievable.	1	2	3	4	5	6
42. I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
43. Versus others outside of COMPANY A doing similar work, I am satisfied with my pay.	1	2	3	4	5	6

Questions	LEVEL OF AGREEMENT					
	Agree			Disagree		
	Very	much		very	much	
44. I have people I can turn to to get guidance if I need to.	1	2	3	4	5	6
45. Within COMPANY A, people sometimes take advantage of me in order to get their own jobs done.	1	2	3	4	5	6
46. When my workload gets overwhelming, I can re-arrange it and negotiate my priorities without people considering me unreliable.	1	2	3	4	5	6
47. I often feel that I do not know what is going on within COMPANY A.	1	2	3	4	5	6
48. Within COMPANY A we freely share information.	1	2	3	4	5	6
49. There is a lot of opportunity for me to grow and develop professionally.	1	2	3	4	5	6
50. There are a lot of things out of my control that affect the results I produce.	1	2	3	4	5	6
51. In COMPANY A, I get the recognition and respect I deserve for what I produce.	1	2	3	4	5	6
52. My job is challenging.	1	2	3	4	5	6
53. There is too much stress in my job for me to function at my highest potential.	1	2	3	4	5	6
54. I am not given the proper support to make my deliverables look professional.	1	2	3	4	5	6
55. People in COMPANY A, tend to be slow to praise and overly critical of my work.	1	2	3	4	5	6
56. I like the people I work with.	1	2	3	4	5	6
57. I get along well with clients (internal and external).	1	2	3	4	5	6
58. I am included in all discussions, meetings, communications, or decision making which affects my job and projects.	1	2	3	4	5	6
59. My skill sets are well used on the projects and work I undertake at COMPANY A.	1	2	3	4	5	6
60. I feel in total control of what is expected of me in my job.	1	2	3	4	5	6
61. Versus others in my work group doing similar work, I am satisfied with my pay.	1	2	3	4	5	6
62. COMP. A's bureaucracy make doing a good job difficult.	1	2	3	4	5	6
63. I like doing the things I do at work.	1	2	3	4	5	6
64. The quality of support I receive from other groups within COMPANY A is very good.	1	2	3	4	5	6
65. Managers in COMPANY A model the values and behaviours, which they advocate.	1	2	3	4	5	6
66. The people at COMPANY A are concerned about me and what happens in my life	1	2	3	4	5	6
67. Clients (both internally and externally) are usually happy with the results of my efforts.	1	2	3	4	5	6
68. In COMPANY A, projects are well planned.	1	2	3	4	5	6
69. Employee training and development is taken seriously.	1	2	3	4	5	6
70. The quality of the results I produce on my job are a direct result of the efforts I make.	1	2	3	4	5	6
71. My accomplishments at work often go unnoticed.	1	2	3	4	5	6
72. It would be very hard to find another job if I wanted to.	1	2	3	4	5	6
73. I sometimes feel my job is meaningless.	1	2	3	4	5	6
74. My current skill level in the following areas is very good:						
• planning projects	1	2	3	4	5	6
• managing project budgets and time lines	1	2	3	4	5	6
• team building and managing people resources	1	2	3	4	5	6
• developing accurate project proposals	1	2	3	4	5	6
• managing internal and external customers	1	2	3	4	5	6

PART D.

Directions: Mark an "X" in the place that best describes the level of improvement required in this area.

JOB SATISFACTION AREA In order for you to increase your level of commitment towards COMPANY A, to what level do the following job satisfaction areas require improving?	LEVEL OF IMPROVEMENT REQUIRED					
	OK as is					Improvement greatly needed
1. level of job challenge	1	2	3	4	5	6
2. the way co-workers treat you	1	2	3	4	5	6
3. clarity of goals & job expectations	1	2	3	4	5	6
4. attainability of job expectations	1	2	3	4	5	6
5. level of compensation	1	2	3	4	5	6
6. opportunities for promotion	1	2	3	4	5	6
7. the level of job security	1	2	3	4	5	6
8. the amount of work you have to do	1	2	3	4	5	6
9. opportunities for learning	1	2	3	4	5	6
10. the respect you receive from others for your skills and abilities	1	2	3	4	5	6
11. training opportunities to improve your skills and abilities	1	2	3	4	5	6
12. the importance others place on your job	1	2	3	4	5	6
13. COMPANY A's image	1	2	3	4	5	6
14. the level and quality of support you receive from others	1	2	3	4	5	6
15. the level of responsibility you have in your job	1	2	3	4	5	6
16. the meaningfulness of the work you do	1	2	3	4	5	6
17. the equipment you use to accomplish your work	1	2	3	4	5	6
18. the trust between people in the organization.	1	2	3	4	5	6
19. the functionality of the work environment	1	2	3	4	5	6
20. the amount and quality of the feedback you receive on your performance	1	2	3	4	5	6
21. the level of stress on your job	1	2	3	4	5	6
22. the level of recognition you receive for your efforts	1	2	3	4	5	6

PART E.

Directions: In this section of the questionnaire, we ask you questions pertaining to values held by you and others in the workplace.

This section aims to identify if COMPANY A's corporate values differ from your own. Values are principles, which guide our actions and behaviours. People's values can often be interpreted through the behaviours and actions they make.

In the second column (column 2) RATE, on a 6-point scale, how important the values in column 1 are to you. Mark an "X" in the spot that best describes the IMPORTANCE you place on this VALUE to guide your actions and behaviours.

In the third column (column 3), RATE, on a 6-point rating scale, how well the values in column 1 are supported, promoted, modeled and/or portrayed within COMPANY A.

Example:

VALUES	Column 2	Column 3
	IMPORTANCE OF VALUE TO YOU	DOES COMPANY A SUPPORT/PROMOTE THESE VALUES?
	Extremely important Extremely unimportant	Supports very much Supports very little
Trust between people	1 2 3 4 5 6 X	1 2 3 4 5 6 X

VALUE		Column 2						Column 3					
		IMPORTANCE OF VALUE TO YOU						DOES COMP. A PROMOTE THESE VALUES?					
		Extremely important			Extremely unimportant			Supports very much			Supports very little		
		1	2	3	4	5	6	1	2	3	4	5	6
1.	A COMFORTABLE LIFE (a prosperous life)	1	2	3	4	5	6	1	2	3	4	5	6
2.	AN EXCITING LIFE (a stimulating, active life)	1	2	3	4	5	6	1	2	3	4	5	6
3.	A SENSE OF ACOMPLISHMENT	1	2	3	4	5	6	1	2	3	4	5	6
4.	EQUALITY (brotherhood, equal opportunity for all)	1	2	3	4	5	6	1	2	3	4	5	6
5.	FAMILY SECURITY (taking care of loved ones)	1	2	3	4	5	6	1	2	3	4	5	6
6.	FREEDOM (Independence, free choice)	1	2	3	4	5	6	1	2	3	4	5	6
7.	ENJOYMENT (enjoy what you do)	1	2	3	4	5	6	1	2	3	4	5	6
8.	INNER HARMONY (freedom from inner conflict)	1	2	3	4	5	6	1	2	3	4	5	6
9.	KNOWLEDGE (learned, expert)	1	2	3	4	5	6	1	2	3	4	5	6
10.	COMMUNITY (sense of belonging to the organization) unconditional	1	2	3	4	5	6	1	2	3	4	5	6
11.	HIGH MORALS (Respect for others)	1	2	3	4	5	6	1	2	3	4	5	6
12.	PLEASURE (an enjoyable, leisurely life)	1	2	3	4	5	6	1	2	3	4	5	6
13.	SELF-RESPECT (self-esteem)	1	2	3	4	5	6	1	2	3	4	5	6
14.	SOCIAL RECOGNITION (respect, admiration)	1	2	3	4	5	6	1	2	3	4	5	6
15.	SUCCESS (achievement)	1	2	3	4	5	6	1	2	3	4	5	6
16.	TRUE FRIENDSHIP (close companionship)	1	2	3	4	5	6	1	2	3	4	5	6
17.	WISDOM (a mature understanding of	1	2	3	4	5	6	1	2	3	4	5	6

Directions: In this section of the questionnaire, rate the values as you did in the previous section.

VALUE		Column 2						Column 3					
		IMPORTANCE OF VALUE TO YOU						DOES COMP. A PROMOTE THESE VALUES?					
		Extremely important			Extremely unimportant			Supports very much			Supports very little		
		1	2	3	4	5	6	1	2	3	4	5	6
1.	AMBITIOUSNESS (hard working, aspiring, achieving)	1	2	3	4	5	6	1	2	3	4	5	6
2.	BROADMINDEDNESS (tolerant, open-minded)	1	2	3	4	5	6	1	2	3	4	5	6
3.	CAPABLE (competent, effective)	1	2	3	4	5	6	1	2	3	4	5	6
4.	ENTREPRENEURIAL (initiative, risk-taking)	1	2	3	4	5	6	1	2	3	4	5	6
5.	ENTHUSIASTIC (interested, fascinated, excited)	1	2	3	4	5	6	1	2	3	4	5	6
6.	COMPETITIVE (competing)	1	2	3	4	5	6	1	2	3	4	5	6
7.	DECISIVE (can make decisions)	1	2	3	4	5	6	1	2	3	4	5	6
8.	INTEGRITY (standing up for your beliefs)	1	2	3	4	5	6	1	2	3	4	5	6
9.	FORGIVING (willing to pardon others)	1	2	3	4	5	6	1	2	3	4	5	6
10.	HELPFUL (working for welfare of others)	1	2	3	4	5	6	1	2	3	4	5	6
11.	HONEST (sincere, truthful)	1	2	3	4	5	6	1	2	3	4	5	6
12.	IMAGINATIVE (daring, creative)	1	2	3	4	5	6	1	2	3	4	5	6
13.	CONSTANTLY LEARNING (always learning new things)	1	2	3	4	5	6	1	2	3	4	5	6
14.	LISTENING (hearing & paying attention)	1	2	3	4	5	6	1	2	3	4	5	6
15.	INDEPENDENT (self-reliant, self-sufficient)	1	2	3	4	5	6	1	2	3	4	5	6
16.	INTELLECTUAL (Intelligent, reflective)	1	2	3	4	5	6	1	2	3	4	5	6
17.	LOGICAL (consistent, rational)	1	2	3	4	5	6	1	2	3	4	5	6
18.	LOVING (affectionate, tender)	1	2	3	4	5	6	1	2	3	4	5	6
19.	OBEDIENT (dutiful, respectful)	1	2	3	4	5	6	1	2	3	4	5	6
20.	ORGANIZED (well planned)	1	2	3	4	5	6	1	2	3	4	5	6
21.	PROFESSIONALISM (expert, high skill standard)	1	2	3	4	5	6	1	2	3	4	5	6
22.	RESPONSIBLE (dependable, reliable)	1	2	3	4	5	6	1	2	3	4	5	6
23.	SELF-CONTROLLED (restrained, self-disciplined)	1	2	3	4	5	6	1	2	3	4	5	6
24.	ASSERTIVE (positive, affirming, confident)	1	2	3	4	5	6	1	2	3	4	5	6

VALUE		Column 2						Column 3					
		IMPORTANCE OF VALUE TO YOU						DOES COMP. A PROMOTE THESE VALUES?					
		Extremely important			Extremely unimportant			Supports very much			Supports very little		
		1	2	3	4	5	6	1	2	3	4	5	6
25.	FLEXIBLE (adaptable)	1	2	3	4	5	6	1	2	3	4	5	6
26.	SELFLESSNESS (giving of one's self)	1	2	3	4	5	6	1	2	3	4	5	6
27.	CURIOUS (interest, inquiring)	1	2	3	4	5	6	1	2	3	4	5	6
28.	COLLABORATIVE (work well with others, share)	1	2	3	4	5	6	1	2	3	4	5	6
29.	SUPPORTIVE OF OTHERS (nurturing, caring)	1	2	3	4	5	6	1	2	3	4	5	6
30.	TRUSTING (do what you say you will do)	1	2	3	4	5	6	1	2	3	4	5	6
31.	COMMITTED (to do what is entrusted to you)	1	2	3	4	5	6	1	2	3	4	5	6
32.	POWER (control over others)	1	2	3	4	5	6	1	2	3	4	5	6
33.	PRIDE IN WORK (high standards, excellence)	1	2	3	4	5	6	1	2	3	4	5	6
34.	RESPECTED BY OTHERS (personal recognition and importance)	1	2	3	4	5	6	1	2	3	4	5	6
35.	RESPECT FOR OTHERS (treating others as important, understanding)	1	2	3	4	5	6	1	2	3	4	5	6
36.	RISK-TAKING (level of exposure to loss)	1	2	3	4	5	6	1	2	3	4	5	6

PART F. - DEMOGRAPHICS

In this section of the questionnaire, we ask questions to identify your current demographic status. Mark an "X" in the place that best describes your current status.

1. Are you? [1] Male [2] Female
2. What is your education level?
 - [1] Some elementary school (grades 1-6)
 - [2] Completed elementary school (7 grades)
 - [3] Some high school (grades 7-11)
 - [4] Graduated from high school
 - [5] Some college, CEGEP, or technical training beyond high school (1-3 years)
 - [6] University degree
 - [7] Post graduate
3. How old were you on your last birthday? _____
4. What was the size of the community in which you spent the largest portion of your life up to the time you finished high school?
 - [1] On a farm or ranch
 - [2] In a rural area, not on a farm or ranch
 - [3] A suburban town next to a city
 - [4] A small city (less than 100,000)
 - [5] A large city (more than 100,000)
5. Is your income the primary source of financial support for your immediate family?
 - [1] Yes
 - [2] No
6. How many dependents do you have (others who depend on your income for their financial support)? _____
7. What year did you start working at COMPANY A? _____
8. How many years did you work in COMPANY B prior to coming to COMPANY A? _____
9. Which position most closely resembles yours:
 - [1] Administrative staff
 - [2] Instructor
 - [3] Analyst
 - [4] Instructional Technologist
 - [5] Manager
 - [6] Coordinator
 - [7] Clerk
 - [8] Translation
 - [9] Other, please specify _____
10. Which dept. of COMPANY A do you work in?
 - [1] Training Development
 - [2] Training Delivery
 - [3] Training Performance and logistics
 - [4] Transportation Services
 - [5] Marketing & Sales
 - [6] Human Resources
 - [7] International
 - [8] Information Technology
 - [9] Accounting
 - [10] Support Services
 - [11] Other, please specify _____
11. Which of the following salary ranges is nearest to your total income from your job last year?
 - [1] Under \$20,000
 - [2] \$20,000 - \$30,000
 - [3] \$30,000 - \$40,000
 - [4] \$40,000 - \$50,000
 - [5] \$50,000 - \$60,000
 - [6] Greater than \$60,000