Employees' experience of job satisfaction within a successful organisation

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ABSTRACT

In the present organisational climate characterised by intense competition, the success of an organisation is increasingly dependent on its employees' expertise and knowledge (Carrel, Elbert, Hatfield, Grobler, Marx & Van der Schyf, 1997). Employees need to be motivated to contribute to the organisation's goals, for their knowledge and expertise to benefit an organisation (Lawler III, 1994). Organisations need to foster a situation in which employees have a positive attitude towards work and are able to benefit personally through directing their effort towards organisational goals. (Robbins, 2000)

This study focuses on an organisation that has managed to link job satisfaction with organisational gain, and explores the link between these two subjects. A case study of a South African mining operation is reported on, and examined in-depth. The mine, a successful operation in terms of productivity, is recognised by its holding company as exemplary and is competing with the best base metal producers in the world.

The research was conducted in two stages. The first stage consisted of 20 semi-structured individual interviews. Ten employees were selected from both the lower employee-levels and the higher employee-levels. The individual interviews focused on the experience of working at the mine with particular reference to interpersonal dynamics, job satisfaction, leadership style, and reward systems. During the second stage of the research, focus groups were conducted with two groups of seven employees each, one group from the lower-levels and one from the higher-levels. The focus groups aimed at obtaining a deeper understanding of the issues that emerged from the individual interviews. Grounded theory analysis was used during both the first, and second phase of the study.

The results indicated that the mine's employees experience a high level fulfilment of higher-order needs, and that this experience is a reaction to the mine's performance enhancing culture. It is further shown that the same factors that create job satisfaction, when applied in excess, or in certain circumstances may lead to dissatisfaction within the same context.

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CHAPTER 1. INTRODUCTION

The environment in which organisations are currently functioning is characterised by intense competition. As a result of globalisation, organisations are being faced with a greater number of competitors than previously encountered, verging on overcapacity. Within this environment, technology is advancing at a rapid rate and capital is readily available. As a result, organisations can no longer rely on these resources as the sole factors determining their success (Ghoshal & Barlett, 1994; Kotter & Heskett, 1992). The success of an organisation is becoming more and more dependent on its employees (Carrel, Elbert, Hatfield, Grobler, Marx & Van der Schyf, 1997). Organisations need to develop increasingly new and innovative ways of doing business in order to be competitive – this is almost impossible to achieve without the knowledge and expertise of their employees. To stay ahead and to maintain a competitive advantage it is essential that organisations find a way to exploit this knowledge and expertise (Ghoshal & Barlett, 1995).

Employees need to be motivated to contribute to the organisational goals for their knowledge and expertise to benefit an organisation (Lawler, 1994). The extent of knowledge and expertise becomes irrelevant if employees do not make use of these skills in the work environment (Carrel *et al.*, 1995). As such, with the focus of attaining organisational success shifting toward employees, it is vital that organisations understand how to motivate effective individual performance.

Traditionally, employees are given external rewards such as salaries, vacations and pensions as an attempt to motivate their behaviour toward organisational goals. However, although these rewards do motivate employees, it has been shown that these rewards are not sufficient to motivate exceptional employee behaviour. Firstly, they are not dependent on superior performance by the employees, and secondly, some of these rewards can only be used once employees leave the working environment. (McGregor, 1966)

To motivate employees effectively, organisations should find ways to satisfy employee needs within the working environment. Employees should be able to gain satisfaction from making use of their knowledge and expertise at work. Organisations need to foster a work environment in which employees have a positive attitude towards their jobs, and are

able to benefit personally through directing their effort toward organisational goals.
(Robbins, 2000)

If one accepts that an organisation needs to ensure employee job satisfaction in order to be successful over the long term, job satisfaction research done in successful organisations allows one to gain an understanding of how to go about satisfying employees and motivating them to perform positively, towards organisational goals. For this reason, it is important to look at employees' experiences of job satisfaction within successful organisations, as is attempted by this research.

This report is structured as follows: Chapter 2 provides a context for the research. It addresses the concept of job satisfaction using two bodies of theory, namely, motivation theory, and organisational culture theory. It is argued that for employees to experience job satisfaction, the organisation should value its employees and provide opportunities for higher-order need fulfilment through its behaviour patterns.

Chapter 3 sets out the steps taken in the research process and focuses on the research design, the participants, the data collection, and the analysis.

The results and discussion follow in Chapter 4. This chapter presents the results of the study and addresses the points raised in the Literature Review. The results show that employees are experiencing a high level fulfilment of higher-order needs, and that this experience is a reaction to the organisation's performance enhancing culture. In addition, the chapter addresses the implications of employees' experience of job satisfaction for organisations.

The study ends with a brief summary of the main findings.

CHAPTER 2. LITERATURE REVIEW

The purpose of this Chapter is to provide a context for the present research and a basis for the discussion in Chapter 5. It starts by addressing employee job satisfaction. It then deals with motivation theory to illustrate employees' experience of job satisfaction, and organisational culture theory to show the role that organisational culture plays in employee satisfaction.

2.1. Job Satisfaction

Job satisfaction as defined by Locke is "a pleasurable or positive emotional state resulting from the appraisal of one's job, or job experiences" (1983, p.1300). It refers to employees' general attitudes towards their job; a high level of job satisfaction indicates a positive attitude towards their job, whereas, dissatisfaction indicates a negative attitude towards their job (Robbins, 2000).

Employees' job satisfaction is a central concern for an organisation as it is linked to the amount of effort an employee will be willing to exert toward organisational goals. Research conducted by Johnson (1996), shows that a significant positive relationship exists between employees' experience of job satisfaction and positive performance. Employee job satisfaction has been shown to increase profits and lower grievances, absenteeism, and decreased safety incident rates. Bateman and Organ (1983), have shown that employees who are more satisfied tend to be better corporate citizens, in that they are more compliant, more altruistic, more dependable, more co-operative, less critical of others, less argumentative, and more punctual. Research has further established a positive link between job satisfaction and organisational success (Johnson, Ryan & Schmit, 1994; Brown & Mitchell, 1993; Schmit & Allscheid, 1995; Ostroff, 1992; Tornow & Wiley, 1991; Schneider, Parkington & Buxton, 1980).

Job satisfaction arises from the fulfilment of needs. This process is presented in Figure 1. A need is a physiological or psychological deficiency that makes one outcome more desirable over another. Individuals with unsatisfied needs are in a state of tension. To alleviate this tension, individuals search for opportunities to fulfil their needs. The act of searching is referred to as motivated behaviour. Once the means for need fulfilment
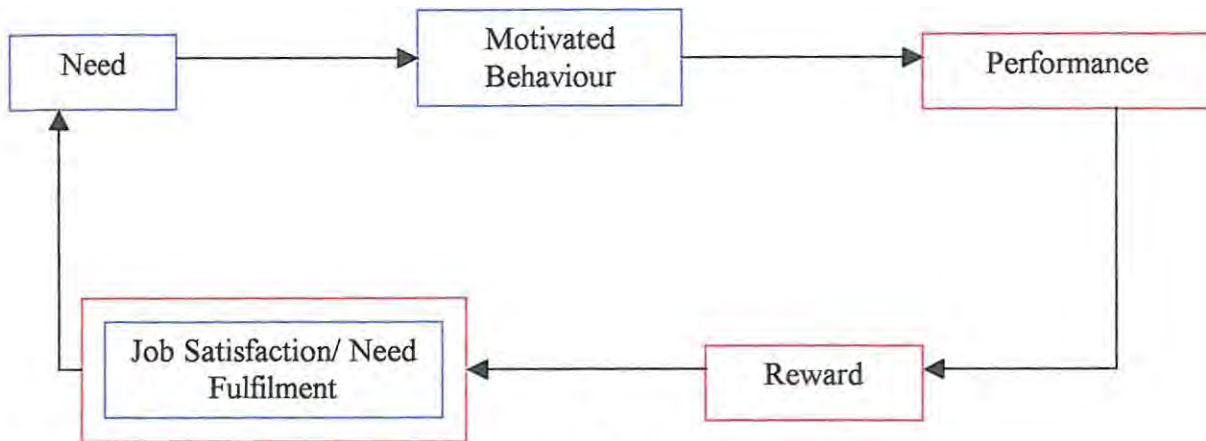
Figure 1 – Process of achieving job satisfaction

has been identified, individuals will perform in a particular manner in the hope of receiving rewards that will satisfy their needs. Receiving rewards fulfil the employees' needs. Job satisfaction is the result of individual needs being satisfied in the work environment. (Herzberg, Mausner & Snyderman, 1959)

Whether or not employees are satisfied in their jobs can provide insight into how well the organisation is doing in rewarding its employees, according to the relative quantity and quality of their performance (Porter & Lawler, 1970; Robbins, 1996). To benefit from job satisfaction, organisations should link favourable performance with individual needs being met. To achieve this, organisations are required to firstly reward positive performance and ensure that as employees' performance increases, they receive increasing rewards, allowing for greater satisfaction. Employees need to see and believe that favourable performance is rewarded. Rewards offered should be viewed as fair and equal in order to motivate people towards organisational goals, and they need to be seen as linked with the behaviour that the organisation is trying to reinforce. If rewards are gained haphazardly, they will not act as motivation for employees to increase performance (Porter, Lawler & Hackman, 1975).

Secondly, organisations should ensure that the rewards for positive performance fulfil the needs of the employees. For employees to be motivated toward positive performance they not only need to see and believe that positive performance will be rewarded, they also need to experience that the rewards they expect to receive will fulfil their needs. As such,

within an organisational context, motivation can be defined as "an individual's willingness to exert effort to achieve the organisation's goals, conditioned by this effort's ability to satisfy individual needs" (De Cenzo and Robbins, 1996, p296).

This need for negotiation between the organisation and employee is based on the assumption that conflict is both rational, and inevitable, between organisations and employees. This inherent conflict arises from the differing roles and interests of organisations and employees. Managers are responsible for the organisation's effectiveness and productivity as well as coordinating the activities of others towards these goals. Conversely, employees are more concerned with the fulfilment of their individual needs. In order for the organisation to achieve its goals, managers have to negotiate between the needs of the organisation, and employees' individual needs. (Salamon, 2000)

There are a number of theories, which attempt to provide an organisation with insight into employees' experiences of job satisfaction; two of these are motivation theory, and organisational culture theory. Motivation theory explains individuals' needs and the motivation of behaviour toward need fulfilment or job satisfaction (Blue on Diagram 1). Organisational culture theory focuses on the relationship between positive performance and rewards, and links these to job satisfaction (Red on Diagram 1).

2.2. Motivation Theories

This section does not provide an exhaustive overview of motivational theory. It focuses however on two theories, namely: Maslow's Hierarchy of Needs and McGregor's Theory X and Theory Y. These theories have been chosen for their broad application within organisations, their holistic nature in dealing with individual motivation, and their applicability to this particular research setting. Maslow's Hierarchy of needs explains individual needs and motivation in psychological terms, and McGregor's Theory X and Theory Y, addresses motivation from an organisational point of view, focusing on how managers should motivate employees.

2.2.1. Maslow's Hierarchy of Needs

Maslow's hierarchy of needs has been the most widely used classification system in the study of motivation in organisations, and has impacted a great deal on the thinking in this

field (Lawler III, 1994). As a clinical psychologist and humanist, Maslow's theory of motivation is part of a larger theory of human behaviour, which holds that individuals have a capacity to improve the quality of their lives (Steers & Porter, 1991).
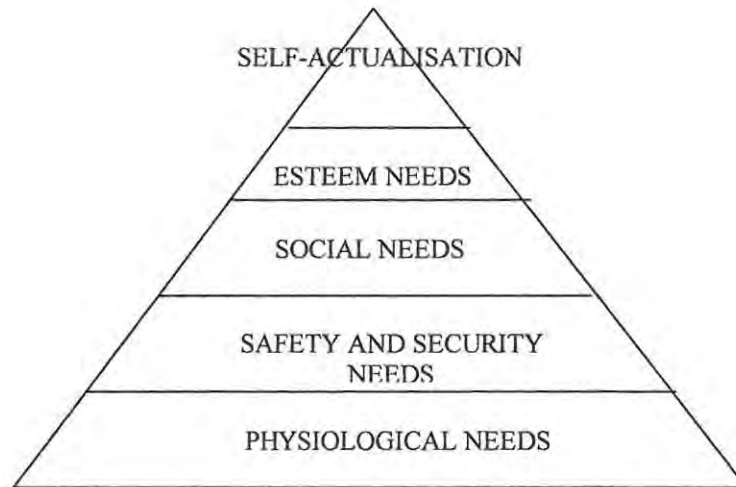
Figure 2 – Maslow's Hierarchy of Needs
Source: Boeree, C. G. (1998). *Abraham Maslow 1908-1970.* www.ship.edu/~cgboeree/maslow.html

Maslow developed a hierarchical model (Figure 2), made up of five categories of needs, which are arranged in order of prepotency (hierarchy of importance), from the lowest basic needs through to the highest order needs (Stephens, 2000). The model consists of the following categories:

1. Physiological needs. These are the most basic needs and encompass elements needed for survival such as food, water and shelter. The fulfilment of physiological needs is of primary concern to individuals.

2. Safety and security needs. Once physiological needs are reasonably satisfied, safety and security needs such as stability, dependency and protection, will emerge.

3. Social needs. When both the physiological and safety needs are substantially satisfied, social needs will come to the fore. These include the need for love, affection and belongingness.

4. Esteem needs. These needs can be divided in two sets, internal and the external. The internal set is made up of the desire for strength, achievement, adequacy, confidence in the face of the world, independence and freedom. The external set consists of the desire for reputation or prestige, recognition, attention, importance and appreciation.

Satisfaction of esteem needs leads to the feelings of self-confidence, self-worth, strength, capability, and adequacy.

5. Self-actualisation. This need is the highest in the hierarchy and refers to the process of striving towards one's full potential, which includes the needs for personal development and growth.

In terms of Maslow's hierarchy, physiological needs are most prepotent and self-actualisation the least prepotent need. According to Maslow, higher-order needs will not manifest themselves until the lower level needs have been substantially satisfied. The most prepotent need monopolises the individual's behaviour and less prepotent needs are minimized, even forgotten or denied (Boeree, 1998). Once a need at a certain level has been satisfied, needs at the next highest level will come to the fore - the satisfied lower level need no longer a motivator. The exception to this is self-actualisation, which is described as a process rather than an end state, as people do not stop striving towards this goal. Individuals are continually in the process of developing their true potential to the fullest extent. The importance of self-actualisation tends to increase as individuals engage in self-actualising behaviour; as such, people can be viewed as continually 'wanting' beings. (Steers & Porter, 1991)

Maslow further clarifies his theory by highlighting three points. Firstly, the various needs categories are not to be rigidly separated: needs can overlap, meaning that individuals can strive to satisfy more than one need simultaneously (Steers & Porter, 1991). Secondly, although most often needs are experienced in the order shown by the hierarchy, needs do not always occur in this order. Thirdly, there are many determinants of behaviour other than needs and desires (Stephens, 2000).

2.2.2. McGregor's Theory X and Theory Y

McGregor argues that there are two alternative sets of assumptions that managers hold about an individual motivation: one, labelled Theory X, which is based on negative assumptions about an individual's motivation, and is seen as the conventional approach; the other, labelled Theory Y, is based on positive assumptions about individual's motivation. (De Cenzo and Robbins, 1996)

Theory X refers to management's conventional conception of its role in aligning human energy to organisational requirements:

1. The average person is believed to be indolent by nature, and as such, will work as little as possible.
2. Individuals lack ambition, dislike responsibility and prefer to be led.
3. Employees are self-centered and unconcerned with organisational goals.
4. Individuals are inherently resistant to change.
5. People are gullible and lack intelligence.
6. Management is responsible for organising the elements of productive enterprise, including money, materials, equipment and people.
7. Management needs to direct employees' efforts, to motivate them, to control them, and to modify their behaviour to fit in with the needs of the organisation.
8. If managers do not actively intervene, people are passive or resistant to organisational goals.

McGregor (1966), relying largely on Maslow's hierarchy of needs, argues that this conventional conception is flawed and will hinder individual motivation. Managers working within Theory X focus primarily on lower-level needs, in order to control, rather than motivate their employees. Although he does not deny that individual behaviour, as set out in Theory X, is present in organisations, he argues that this behaviour is not a consequence of one's inherent nature, but rather a consequence of the nature of organisations. Ghoshal and Barlett (1995), reinforce this theoretical view by pointing out that those systems, which ensure control and conformity, restrict creativity and initiative, strip employees of individuality, and results in employees conforming to behaviour the system is designed to control.

In reaction to the inadequacies of conventional conceptions, McGregor (1966) proposes what he has labelled Theory Y:

1. People are not passive and resistant to organisational goals by nature, but have become so as a result of organisational pressures.

2. The potential for motivation and development, the capacity for assuming responsibility, and the readiness to direct behaviour towards organisational goals is present in all individuals.

3. Management is responsible for organising the elements of productive enterprise, including money, materials, equipment, and people.

4. It is the responsibility of management to provide opportunities for individuals to recognise and to develop the above-mentioned attributes.

5. Management needs to create an organisational environment in which people can achieve their goals best by directing their efforts toward organisational objectives.

Theory Y can be defined as the process of creating opportunities, releasing potential, removing obstacles, encouraging growth and providing guidance. Essentially, Theory Y assumes that higher order needs dominate individuals in organisations (Robbins, 2000).

When the core elements of Maslow's and McGregor's theories are compared, it becomes evident that they uphold the same concept of motivation. Maslow states that there are five levels of needs, which he places into a hierarchy of importance, making a distinction between lower-level and higher-order needs. Once a need becomes satisfied, it will no longer act as a motivator. Maslow points out that, for most people lower level needs are easily satisfied, and therefore, organisations should focus on providing opportunities for employees to satisfy their higher order needs. McGregor suggests a movement away from management's conventional conception of their role in employee motivation. He argues that employees do not need to be controlled by giving and withholding access to lower-level need fulfilment, as these needs should automatically be met within the work environment, and will no longer be motivators. Employees should be provided with opportunities for higher-order need fulfilment in order to be motivated. It is important to note, that employees will only respond to opportunities for higher-order need fulfilment, in so far as their more basic needs are being fulfilled.

Both these theories are put forward, that in order to motivate people within an organisational setting, managers need to provide opportunities for the fulfilment of higher-order needs, over and above, by ensuring that lower order needs are being fulfilled. This does not mean however, that lower-order needs can be ignored; as soon as lower-order

needs are no longer fulfilled, they will once again become the focus of individual motivation.

It has been said that once needs are met, they no longer act as primary motivators. If applied without qualification, managers could believe that they should avoid the situation where employees' higher-order needs are fully satisfied, as this would result in these needs no longer being motivators – leaving managers without a way to motivate employees. This, however, is not necessarily the case.

If favourable performance and need satisfaction are linked effectively, a situation will arise where employees will be required to perform consistently in order to ensure that their needs are continuously met. Once prepotent needs have been met, individuals will strive to meet higher-level needs. At the same time, if previously met needs are no longer being fulfilled, these needs will once again become the focus of motivation. To avoid being in such a situation, employees will continue to perform so that their fulfilled needs will not be thwarted, and, at the same time will strive to meet higher needs. For an organisation to gain the most benefit from employee motivation, it needs to ensure that higher-order need satisfaction is subject to positive performance.

In addition to this, Maslow highlights that, the need for self-actualisation can never be fulfilled, and as a result, individuals will continuously strive towards the fulfilment of this need. In an ideal situation, organisations will provide opportunities for fulfilment for the higher-order 'social', 'esteem', as well as 'self-actualisation' needs, by ensuring that satisfaction of these needs is linked with positive performance. Opportunities for satisfaction of 'social' and 'esteem' needs, will act to maintain the level of employee performance, while opportunities for self-actualisation will continually motivate employees.

2.3. Organisational Culture

Motivation theory clearly demonstrates that employees' experience of job satisfaction is dependant on opportunities for higher-order need satisfaction. Organisational culture theory provides organisations with guidance in motivating employees towards organisational goals. It also offers insight into the process by which organisations can

negotiate between its needs, and those of individual employees by creating the crucial link between positive performance and job satisfaction through opportunities for higher-order need satisfaction, within the organisation.

The culture of an organisation can be described as the relatively stable characteristics and enduring traits of an organisation. These traits provide insight into and can be used to predict attitudes and behaviours of the organisation's employees. This means, organisational culture is often referred to as an organisation's personality (Ball & Asbury, 1989; Robbins, 2000). It denotes the system of shared meanings held by group members that distinguishes one organisation from another (Robbins, 2000).

Employees' experience of the organisation's culture directs their degree of motivation – a pleasurable experience results in performance and job satisfaction (Clark, 2000). The way in which organisational cultures utilise this, is to ensure that employees are performing optimally, and this will become explicit in the discussion that follows.

Organisational cultures are formed as a result of the founders, Chief Executive Officers and managers, who impose their personal values, and assumptions upon their employees. Founders start organisations with a clear vision of what the organisation is about, what it is trying to achieve, and how it is going to go about achieving this. Organisations usually start on a small scale, which enables management to have direct contact with all its employees. This contact allows for the organisation's employees to be socialised into these values and assumptions. (Ball & Asbury, 1989; Kotter & Heskett, 1992; Schein, 1992; Robbins, 2000).

Through the organisation's endeavours, these values and assumptions are tested over time. If they prove to be successful through the group's endeavours, they will be upheld by the employees and regarded as 'the way things should be done' (Schein, 1992; Robbins, 2000). For example, if management were to believe that increasing advertising would increase sales when profit is low, and this is shown to be continuously effective, advertising would be upheld within that organisation's culture. (Ball & Asbury, 1989; Kotter & Heskett, 1992; Schein, 1992; Robbins, 2000).

Once a culture has been developed within an organisation it is maintained in several ways. Its leaders, through their behaviour, continually communicate the organisation's vision in that they are the embodiment of the desired cultures as envisioned (Kotter & Heskett, 1992). The selection process upholds the culture, as potential employees will inevitably be assessed according to whether their values and behaviour fits within the culture (Jackson, Peacock & Holden, 1982). Through induction courses, new employees are actively taught what is expected of them. Also, organisations tend to provide recognition for those employees who behave in accordance with the culture. The performance appraisal criteria, reward practices and promotion procedures will reflect this. Finally, success stories of employees who supported the culture are reinforced to remind employees of the organisation's values. In short, culture is upheld through organisations, by ensuring that they hire people who fit the culture, reward those who support it, and penalise those who do not. (Ball & Asbury, 1992; Kotter & Heskett, 1992; Robbins, 2000)

The shared meaning and vision, which characterises organisational culture, is an important and invaluable organisational resource. Organisational culture provides an organisation with its identity. It creates a distinction between one organisation and another, by taking on the role of boundary definition (Robbins, 2000). Each organisation has its own particular set of values and behaviour.

The creation of a shared meaning among employees also creates goal alignment across the organisation, and goes a long way in overcoming the various ethnic and political subgroups that are inevitable within organisations (Ball & Asbury, 1989; Kotter & Heskett, 1992). People are brought together to work towards a common goal, that is separate from their individual affiliations.

Organisational culture provides employees with information about what is expected of them and maintains structure and control without the need for specific formal processes of control (Ball & Asbury, 1989; Kotter & Heskett, 1992; Ghoshal & Barlett, 1995; O'Reilly & Chatman, 1996; Robbins, 2000). Organisational culture defines what positive performance is and makes this known to employees; who then use this as a guide for their work behaviour.

Organisational culture creates a unified group of the individual employees through creating an organisational identity, aligning employee goals and bridging ethnic and political differences. In addition to this, organisational culture places behavioural expectations on its employees, through its definition of positive performance.

Reference has been made to the fact, that organisational cultures reward employees who support such cultures and penalise those who do not. This means that, not only does organisational culture unify employees' efforts and define positive performance - it also reinforces expected behaviour through reward and punishment. As such an organisation's culture provides the crucial link between positive performance and the individual's need satisfaction, that is required to motivate employees to exert effort towards organisational goals. For organisational culture to make this link successfully, it is essential that the rewards it provides, are those that will fulfil employees' requirements for need satisfaction. (Wilderom, Glunk & Maslowski, 2000)

Kotter and Heskett (1992) use a framework for culture in which culture is regarded as having two levels, a deep level, and a surface level (Kotter & Heskett, 1992). At a deep level, culture refers to the shared values of a group of people that persist, even when group membership changes. As group members are often unaware of these values, it is very difficult to change them. At a surface level, organisational culture is concerned with those behaviour patterns that employees are encouraged to follow within the organisation. At this level, organisational culture is a set of norms that shapes individual responses to the organisational environment. It supplies employees with information as to what the organisation is about, and how things are done within the organisation; in other words, it informs employees of what is expected of them. Behaviour patterns are the operationalisation of values, and is extremely difficult to describe and understand an organisation's values without making mention of its behaviour patterns. O'Reilly and Chatman (1996), support this view, in that they define culture as "a system of shared values that [outlines] what is important (deep level) and norms that [determine] appropriate attitudes and behaviours (surface level), for organisational members."

Within organisations, these two cultural levels work together to create the organisation's internal environment. The organisation's values (deep level), stipulate the type of

behaviour patterns (surface level), present within the organisation. Similarly, if one analyses an organisation's behaviour patterns, the values that it upholds will become clear. Organisational cultural values act together to create behaviour patterns. Although behaviour patterns may not uphold each and every cultural value, a behaviour pattern should never contradict any of the values. (Schein, 1992; Kotter & Heskett, 1992)

2.3.1. Culture of successful organisations

The culture of successful organisations will be discussed according to the two levels of culture as set out by Kotter and Heskett (1992), utilising examples to illustrate how successful organisations provide opportunities for higher-order need fulfilment.

2.3.1.1. Organisational Values

Three types of organisational value systems linked to successful organisations can be distinguished, these are, a strong culture, a strategically appropriate culture and an adaptive culture (Kotter & Heskett, 1992). It has been shown that none of these systems are sufficient on their own, required for organisations to be successful. In response, Kotter and Heskett (1992), have proposed that a combination of the three systems is more appropriate. The combined approach promoted by Kotter and Heskett (1992) is known as the 'performance enhancing culture'. A discussion of these four systems follows.

A Strong Organisational Culture

This approach argues that it is the strength of a culture that will determine the organisation's success or failure. A strong culture is characterised by an organisation's values being held intensely, and being widely shared throughout the organisation (O'Reilly & Chatman, 1996). Strong organisational culture is realised when most managers share a set of values, assumptions and behaviours. New employees are socialised into the culture rapidly, because of the consistency and strength of the values that are upheld. Within a strong culture, these values will remain consistent even when a new Chief Executive Officer takes over the organisation, as the culture is upheld, and enforced, by all members in the organisation. It is likely that employees will even reprimand managers if they feel that they are not behaving in accordance with the cultural values. (Kotter & Heskett, 1992; Robbins, 2000)

Strong cultures are viewed as the determinants of organisational success due to the high behavioural control that arises, from the extent to which values are shared, and the intensity with which they are upheld. This high degree of behavioural control allows for the alignment of goals across the organisation, without the need for formal bureaucratic systems.

Strong cultures are also associated with practices that increase employee motivation, for example, the concept of participatory management and recognition. Within a strong culture, it is possible to allow staff to be part of decision-making and to give them responsibility, as the extent to which values are shared, and upheld, will ensure that employees act in accordance with the organisation's goals. A strong culture ensures that all employees work towards the same goals and creates an environment in which individuals find work intrinsically rewarding. (Kotter & Heskett, 1992; Robbins, 2000)

The theory of strong organisational culture, however, does not provide direction of goal alignment. If the values of a strong culture are not aligned with the organisation's environment, the culture will not enhance performance. A real threat of a strong culture is the alignment of employee efforts towards counter productive goals, creating a situation in which the entire work force acts to defeat the organisations goals (Kotter & Heskett, 1992; O'Reilly & Chatman, 1996). A further threat is highlighted by O'Reilly and Chatman (1996), who explain that within a strong culture, questioning the organisation's norms and values, may be interpreted as a lack of confidence in the group's abilities and, as such, is considered disloyal. Morgan (1997), warns against the development of a culture, which leads to the 'organisation man or woman', where a 'tall poppy syndrome' may take root. In this type of culture, the one who stands out above the rest is quickly reduced to size.

Strategically Appropriate Culture

Within the strategically appropriate culture approach, the specific content of the values an organisation upholds, is viewed as more important than its value strength. This approach provides direction for the alignment of organisational goals by stating that, in order for an organisation to be successful, its cultural values need to be appropriate for its context. The

better its values fit the context, the more successful the organisation will be. Success is dependent on values best fitting the organisation's context. (Kotter & Heskett, 1992)

The central weakness of this approach lies in the fact, that it does not address the changing nature of organisational contexts (Kotter & Heskett, 1992). To remain appropriate to its context an organisation's culture needs to continually adapt its values to fit within its environment. If an organisation's culture stays static while its environment changes, its performance will decline, as its values will no longer fit with its context. A further difficulty arises, if the environment in which the organisation finds itself, requires values that go against what is viewed as morally correct by the organisation. Within this situation, an organisation may find it difficult to adapt its values to its environment.

Adaptive Culture

The adaptive culture approach argues that in order to achieve success over an extended period of time, an organisation's cultural values need to allow it to anticipate and adapt to environmental change. In order to be adaptive, organisational cultures need to uphold two central values: the first is to embrace change, and the second is to appreciate the key constituencies of the organisation, namely, its shareholders, its customers and its employees (Kotter & Heskett, 1992).

An organisation that upholds these values will not only ensure that it is able to adapt, but also, that it will adapt in the correct direction. Kotter (1990), argues that if an organisation values its key constituencies and stays close to their needs, it will stay aligned with its environment. It can be argued, that in order to remain appropriate for its environment, an organisation would only have to value two of its key constituencies namely, shareholders and consumers. The logic behind Kotter (1990), including the focus on employees, is as follows: valuing only shareholders and customers may result in success in the short term, however, if an organisation does not focus on its employees, they may start to feel exploited - resulting in a decline in performance. Employees produce the product or provide the service, and without their co-operation the organisation will be unable to meet customers' and shareholders' needs.

The adaptive culture theory provides solutions to the difficulties experienced both by the strong culture, and the strategically appropriate culture approach, as it addresses direction of goal alignment, as well as the changing nature of organisational environments.

Performance Enhancing Culture

Kotter and Heskett (1992), propose an alternate theory regarding the kind of culture required to create organisational success. They conducted research on several organisations and found that all three of the above mentioned organisational cultures can explain successful organisations, although not fully, as can be seen by the limitations of each. Through their research, Kotter and Heskett (1992), concluded that the strong culture, the strategically appropriate culture and the adaptive culture in themselves, are not contradictory. In order to explain fully the values of successful organisational cultures a combination of these three cultures is required. When combined, the weaknesses of each are overcome, while their strengths are upheld. Kotter and Heskett (1992) call this combination 'the performance enhancing culture'.

In order for an organisation to be successful it needs to value its key constituencies, namely employees, customers and shareholders, embrace change (adaptive culture theory) to ensure that its values are appropriate for its environment (strategically appropriate culture theory), and create an environment in which these values are held strongly across the organisation (strong culture theory).

The benefits of the performance enhancing culture are numerous. Over and above, providing for strength and direction of goal alignment within the organisation, and for adaptation of values to the external environment, the performance enhancing culture approach provides a single framework through which research on the cultural values of successful organisations can be understood and compared. Research conducted by Ball and Asbury (1989), on 24 top performing South African companies will be utilised in order to illustrate this strength. Ball and Asbury (1998), identified seven primary cultural values of successful organisations, which can be seen to support the values identified within the performance enhancing culture framework. These are:

1. Performance ethos. There is a focus on the outputs at every level, from individual to organisational.

2. An orientation towards customers. Customers are regarded as extremely important.

3. Respect for the individual. Attention is paid to each employee's personal needs, aspirations and feelings. A participatory approach to management is used in which individual dignity is respected, with time, money and energy invested on the development of employees.

4. Supportiveness. Support structures and safety nets are provided and there is sanctioning of imperfect decisions that were made in good faith.

5. An obsession with quality. There is a focus on the quality of the product created by the organisation.

6. Innovation. Creative innovations are seen as increasingly important within the current turbulent organisational environment characterised by rapid change.

7. Participation. It is believed that a group of people will arrive at a better decision than one person on their own.

In order to illustrate how these seven primary values are equitable with the values identified by the performance enhancing culture framework, namely that of upholding the key constituencies and embracing change, a discussion of behaviour patterns is necessary, as values can only be seen through the behaviours of organisation's employees.

Of the seven values identified by Ball and Asbury (1989), respect for the individual, supportiveness and participation, in particular, when grouped together, are equitable with the importance placed on the valuing of employees in the performance enhancing culture approach. This is achieved through the following behaviour patterns. Employees are recognised as playing a crucial role in the organisation's success and, as such, their needs are viewed as important. Through a participatory management style they are included in decision-making, and are given a great deal of autonomy and responsibility, enabling them to be creative. Furthermore, employees are given a great deal of leeway and support by the organisation.

The valuing of customers, which is upheld in the performance enhancing culture, can be seen as equitable with two of Ball and Asbury's (1989) primary values, they are, an orientation towards the customer and an obsession with quality. These values mean that the customer is viewed as important and that customer feedback is utilised to improve the quality of the product.

Ball and Asbury's (1989), value of performance ethos, as well as the values that uphold employees and customers, are equitable with the value that is placed on shareholders within the performance enhancing culture framework. A focus on performance upholds shareholders' interests as it ensures that the organisation is producing at full capacity and making the most amount of profit possible. Simultaneously, values that uphold employees and customers, contribute to shareholders' interests, as employees will be more productive, and customers will be more likely to purchase the product, increasing the company's income and profit margin.

The embracing of change, which is seen as a core value of a performance enhancing culture, is equitable with Ball and Asbury's values of innovation and participation. Within an organisation that emphasises innovation and participation there is a continuous incorporation of new ideas and ways of doing things as a means of ensuring that the organisation remains successful. (Ball & Asbury, 1989)

The above-mentioned example illustrates how the performance enhancing culture theory can be utilised to explain and understand the values of successful organisations. It also shows the close relationship between organisational cultural values and behaviour patterns, i.e., the value of participation that can be upheld through a participatory management style.

In the next section, organisational behaviour patterns will be discussed paying specific attention to the valuing of employees, perceivably an essential value for successful organisations, within the performance enhancing culture approach. Although all the values in the performance enhancing culture theory are crucial to achieving organisational success, the nature of the research question requires an understanding of how valuing employees, is manifested in an organisation through its behaviour patterns.

2.3.1.2. Organisational Behaviour Patterns

Organisational behaviour patterns form the surface level of organisational culture, which mirrors and reinforces the deep level of cultural values. At this level, culture is the visible behaviour of the organisation and incorporates the processes through which this behaviour is routinised (Schein, 1992). An organisation's cultural values are put into practice at this level and manifest themselves in a number of ways; the behaviour patterns promoted through these various processes will be very different, depending on the cultural values upheld by the organisation. It is at this level that changes in the culture will occur in order to adapt to a new organisational environment. Employees' reaction to, or experience of this level will determine whether they are satisfied in their jobs (Robbins, 2000).

Within organisations, behaviour patterns are routinised through various processes or behaviour systems. Processes that make behaviour patterns routine include work design, management style, performance appraisal and reward systems, promotion policies, and organisational structure (Ghoshal & Barlett, 1995; Robbins, 2000). The purpose of this section is to illustrate how these behaviour patterns are implemented within organisations, to uphold the value that the performance enhancing culture places on employees, as well as to define how such organisational behaviour patterns are able to provide opportunities for employee need fulfilment.

Work Design

Hackman and Oldman (De Cenzo & Robbins, 1996), developed a model that identifies five factors to ensure the fulfilment of higher-order needs in employees. These are as follows:

1. Skill variety. This relates to the degree to which a job requires a variety of activities so that one can use a number of different skills and talents.

2. Task identity. This relates to the degree to which a job requires completion of a whole and identifiable piece of work.

3. Task significance. This relates to the degree to which the job has a substantial impact on the lives or work of others.

4. Autonomy. This relates to the degree to which the job provides substantial freedom, independence and discretion to the individual, both in scheduling the work and in determining the procedures to be used in carrying it out.

5. Feedback. This relates to the degree to which carrying out the work activities required by the job results in the individual obtaining direct and clear information about the effectiveness of his or her performance.

Within this model, skill variety, task identity, and task significance, are combined to create meaningful work, which refers to the employee viewing his or her job as important, valuable and worthwhile. When meaningful work is combined with autonomy, and results in employees feeling personal responsibility for their results, and feedback, the model creates an environment in which higher order needs can be fulfilled.

Hackman and Oldman's (De Cenzo & Robbins, 1996) model translates into practices such as job enlargement, job enrichment, and the implementation of work teams.

Job enlargement or multi-tasking are the terms given to the introduction of a variety of tasks and duties to employees job description, for example, instead of carrying out a single task in the manufacturing of a product, the employee may be able to manufacture the entire product (Clark, 2000). Herzberg *et al.* (1959), warns that in order for job enlargement to be an effective motivator, the tasks need to be of such a nature that the individual is able to integrate the various activities into achievements that have meaning for him or her. Care needs to be taken that job enlargement is not used as a form of exploitation, where employees are required to perform greater volumes of tasks for the same salary. Job enlargement is a move away from the practice of specialisation within organisations. Specialisation is defined as an employee being responsible for one task only, and which is performed repetitively. The practice of job enlargement provides employees with opportunities for the experience of ownership, achievement and immediate feedback, which all serve higher-order needs. (Herzberg *et al.*, 1959; McGregor, 1966; Syptak, Marsland & Ulmer, 1999)

Job enrichment is similar to job enlargement in that it also allows employees to manufacture an entire product. In addition to this, job enrichment provides the employee

with more freedom and independence in planning, executing, and evaluating the complete activity (Clark, 2000). Employees experience a greater degree of responsibility and are able to assess and correct their own performance. (Robbins, 2000)

Teamwork allows individuals to participate in operating decisions, which results in employees experiencing a greater degree of responsibility, challenge, and feelings of self-worth and ownership of the task. Employees are also made to feel that they are making an important contribution toward the organisation (Robbins, 2000).

Management Style

According to Ghoshal and Barlett (1994), if an organisation wants to meet its employees' higher-order needs, managers should follow three guidelines. Firstly, management needs to recognise employees' contributions and treat them as valuable assets, so as to allow for the fulfilment of esteem needs. This view is supported by Herzberg *et al.* (1959), who suggest that, if managers wish to motivate their employees, they will have to learn to recognise and acknowledge positive performance appropriately, while maintaining optimal working relationships with their staff.

Secondly, management should commit itself to maximising opportunities for employees' personal growth and development, by providing opportunities for the satisfaction of self-actualisation needs. Management should ensure that work is organised and distributed so that the possibility for personal growth on the part of the employee is increased (Herzberg *et al.*, 1959; Gravett, 2002; Bevandam, 2003).

Finally, management needs to ensure that employees not only understand their role in the organisation's overall purpose, but also, how they might contribute personally to achieving it. This creates a situation in which employees feel ownership of tasks, allowing for feelings of achievement, and satisfaction of esteem needs.

There are several ways in which managers can achieve the potential of these guidelines. One technique that is particularly useful to managers who want to provide employees with opportunities to fulfil higher-order needs, is what is termed 'Management by Objectives'.

Management by Objectives (MBO), focuses on using goals to motivate, rather than control employees (Robbins, 2000).

Management by Objectives has four basic characteristics, they are, goal specificity, participative decision-making, an explicit time period, and performance feedback. Within MBO, it is not sufficient to have vague goals such as, for example, to decrease costs. Specific goals need to be set, for instance, decreasing costs by a tenth. These goals are not set by management in isolation and assigned to employees. Employees actively participate in setting goals and in deciding how performance will be measured. A time period in which the goal will be achieved, will also be decided upon. Usually the time period is three months to a year. An important characteristic of MBO is continuous feedback on performance, which allows employees to monitor and correct their performance. Feedback refers to both informal daily feedbacks, to a formal yearly feedback through performance appraisals. In order for employees to modify their performance, it is essential that they receive continuous feedback. Therefore, it is not recommended that information regarding the performance of employees be kept aside until it is time for performance appraisals. (Robbins, 2000)

When making use of MBO as a technique, managers need to consider whose goals are being worked towards; the organisation's, the employees' or the customer. Careful attention should be paid to which stakeholders participate in goal identification. Difficulties may arise if various stakeholders have conflicting goals, for example, the goals of producing high quality goods and producing goods at competitive prices. Managers need to determine how goals will be negotiated, so that both can be achieved as far as possible. In addition to this, managers should ensure that short and long-term goals are congruent with one another.

Performance Appraisal and Reward Systems

There are several ways in which organisations assess employee performance. For performance appraisals to motivate effective employee behaviour, it needs to be viewed as fair and accurate. Also, it should be linked to a reward system which links employees' positive performance to opportunities for need fulfilment. Examples of rewards that could

act to motivate employees are monetary bonuses, public recognition, and training and development. (Robbins, 2000)

Organisations need to be very careful when establishing criteria by which employee behaviour will be appraised as it could serve to reinforce behaviour that is counter-productive to positive performance. Ideally, performance appraisal criteria include accurate indicators of the various behaviours required for employees to perform tasks successfully. For example, if an organisation were to evaluate the time it takes to complete a task, a situation could arise where the task would be completed quickly, but inappropriately. (Robbins, 2000)

The appraisal system can also be used to provide employees with opportunities for need satisfaction. The implementation of a participatory performance appraisal encourages individuals to take greater responsibility in the work environment, thus providing employees with opportunities to fulfil self-actualisation needs. Performance appraisals can be used to provide employees with feedback on their behaviour, and about how well they are doing at acting in accordance with what is expected of them (Bethanis, 1998). Furthermore, it allows for the identification of areas in which the employee may need further training and support in order to perform at his or her full capacity. (McGregor, 1966; Ribeaux & Poppleton, 1978; Robbins, 2000)

Promotion policies

For an individual to be motivated by promotion opportunities, it needs to be linked to positive performance, and the actual ability of the individual to perform in the new position. This will most likely be the case if promotions were to be based on an appraisal system that is viewed by the employees as fair and accurate (Bevandam, 2003). If promotion were to be based on favouritism or age, it would not motivate employees to increase performance, as superior performance would not be seen as influencing opportunities for promotion. Promotion allows for the fulfilment of the need for esteem (Ribeaux & Poppleton, 1978).

Organisational structure

Organisational structure includes the chain of command and span of control, the degree of centralisation, and the degree of formalisation apparent in organisations. The chain of command and span of control within organisations, refers to who gives the orders and the number of reporting levels; centralisation refers to the degree to which decision-making is concentrated in a central point within the organisation; and formalisation refers to the extent to which jobs within the organisation are standardised. (Robbins, 2000)

Research has shown that organisations with fewer reporting levels, decentralised decision making, and less standardised jobs, are more able to motivate positive performance in individuals, as these conditions provide opportunities for higher-order need fulfilment. Employees in such organisations are given a greater degree of freedom and responsibility to decide how to complete their tasks, and they are included in the decision-making processes (McGregor, 1966; Ribeaux & Poppleton, 1978; Huff, 1997; Robbins, 2000).

CHAPTER 3. METHODOLOGY

This chapter sets out the steps taken in the research process and focuses on the research design, the participants, the data collection and the analysis process.

3.1. Research Design

The present research project was conducted within a qualitative methodology, making use of an interpretivist perspective. An interpretivist perspective entails understanding and interpreting the meanings, and intentions, that underlie everyday human action. It is based on the belief that reality can be best understood by interpreting the meanings that people in a specific setting attach to it. Within an interpretivist approach, individuals' experiences, or the meaning that they ascribe to phenomena needs to be studied by taking the context into account. This is to say that the results obtained can be seen as setting-specific. (Schurink, 1998)

Within the interpretivist perspective, the grounded hermeneutic approach was used. This approach is concerned with the generation rather than the testing of theory. The benefit of such an approach is that it allows for the theory to be developed from contextualised empirical data. It therefore provides a more holistic picture of the processes involved in that context. (De Vos and van Zyl, 1998)

The research was conducted in a South African mining operation, which is experiencing a great degree of success. The mine is a relatively new operation and has been recognised by its holding company as an example of how an operation should be implemented. It is performing exceptionally well and competes with the best base metal producers in the world, in terms of productivity. Currently, there are 72 employees working at the mine. The employee structure of the mine is made up of four levels: the first level consists of the heads of department and a geologist; the second level is made up of the superintendents and, the final two levels are made up of skilled and semi-skilled workers respectively. A Senior General Manager heads the mine.

The mine has a small remaining economic life of about four years. In response, a feasibility study on a large-scale expansion has been carried out. The intention is to continue mining the high-grade ore body to the end of its life and, in addition, to mine a lower-grade ore body through both underground and open-pit methods. This would necessitate an increase in employee numbers by approximately six times the existing number.

The study was conducted in two stages. During the first stage, individual interviews were conducted with employees selected from the various employee levels. Data from these interviews were analysed using the grounded theory approach (Glaser & Strauss, 1967).

The second stage consisted of two focus group interviews. These aimed to verify and deepen the themes obtained from individual interviews.

3.2. Participants

Twenty-six employees took part in the study.

To select the participants for the study an employee list was obtained from the mine. The employees were then divided into their various levels and placed in alphabetical order. The higher two employee levels and the lower two employee levels were then grouped together.

For the first stage of the research, ten employees were selected from both the lower employee-level and the higher employee-level. In order to obtain the required ten participants from each level, every forth employee on the employee list out of the 42 employees at the lower levels was chosen, and every third employee on the employee list out of the 30 at the higher levels was chosen. Where selected participants were not available, the researcher made use of convenience sampling to replace employees. Replacement participants were chosen from employees working in the same department, at the same employee level, as the participant they replaced. Table 1 presents a breakdown of the participants at stage one.

Department	Lower-levels	Higher-levels
Plant	4	3
Mining	1	2
Engineering	2	1
Geology	1	1
Surveying	1	1
Administration	1	1
Head Office (HR)	0	1
Total	**10**	**10**

Table 1: Breakdown of participants involved in the individual interviews

Of the employees interviewed at the lower-levels, nine were male and one was female. At this level, four participants are in their twenties, four are in their thirties, one is in his forties and one in her fifties. At the higher employee levels, eight males and two females were interviewed. Of these participants, one was in his twenties, eight were in their thirties and one was in their forties. Six of the participants at the lower-levels and three at the higher levels had been retrenched from other mines prior to starting work at the present mine.

During the second stage of the research, focus groups were conducted with two groups of seven employees each, one group from the lower-level and one from the higher-level. To enable the operation to continue functioning effectively, those employees who could afford to leave their jobs for the required time were interviewed. In both focus groups, four of the seven participants had taken part in the individual interviews. The breakdown of the employees who took part in stage two is represented in Table 2.

All the employees who participated in the focus groups were male. At the lower-levels, six participants are in their thirties and one is in his forties, whereas at the higher-levels, three participants are in their twenties and four in their thirties.

Department	Lower-levels	Higher-levels
Plant	4	2
Mining	1	3
Engineering	1	0
Geology	1	1
Surveying	0	0
Administration	0	1
Total	**7**	**7**

Table 2: Breakdown of participants involved in the focus groups

3.3. Data Collection

The first stage of data collection consisted of 20 semi-structured individual interviews. The interview questions, as set out in Appendix 1, focused on the experience of working at the mine, with particular reference to the interpersonal dynamics, job satisfaction, leadership style, and reward systems. The interviews ranged from three quarters of an hour to an hour and a half in length.

During the second stage of data collection, two focus groups were conducted. The focus groups were conducted in order to gain a deeper understanding of the data, which had been collected during the individual interviews, as well as to validate the themes that had arisen during analysis of the initial findings. Focus groups are useful for such a purpose, as the various participants act as catalysts for each other's thoughts, providing a broader understanding of the phenomenon under study (Schurink, Schurink and Poggenpoel, 1998). The specific themes put to the participants for discussion are shown in Appendix 2. Both focus groups spanned over a period of an hour and a half in duration. The data collected at this stage reinforced, and deepened, the themes that had emerged from the individual interviews.

All interviews and focus groups were audio taped and transcribed.

Before each interview and focus group, the researcher explained to the participants what was expected of them, as well as the purpose of the research. Each participant was asked

to fill in a consent form (shown in Appendix 3) that deals with issues of confidentiality, and permission to audio tape the interviews and focus groups. The consent form was reinforced by a letter from the mine's Senior General Manager (Appendix 4) which explained that he would not be able to gain access to the transcripts, and that the participants should feel free to talk about both the positive and the negative aspects, of their experiences. He reinforced that for the research to be valuable, the participants needed to be honest in their replies, and feel comfortable knowing that there would be no consequences to discussing negative experiences.

3.4. Data Analysis

Data analysis of the individual interviews and focus groups was carried out by making use of a grounded hermeneutic approach as based on Glaser and Strauss (1967). This approach is concerned with the generation, rather than the testing of theory. Grounded theory stresses the idea that theory emerges from, and is grounded in data. This is done through careful analysis of data using methods of coding and constant comparison. Constant comparison entails the continuous movement between the development of theory and the text being analysed. This process helps develop a more valid theory, in that the data and its analysis are constantly being checked. Constant comparison allows for the emergence of conceptual categories that describe and explain the phenomena under study. Conceptual categories are coded (labelled), and several conceptual categories are then integrated around a core category, and in this way the theory is developed. Data collection and analysis occur side by side until the core category emerges and is saturated. The final step in grounded theory analysis is the development of integrative diagrams that capture the theory. (Melia, 1997)

The benefit of such an approach is that it allows for the theory to be grounded within a particular setting, and by doing so, provides a more holistic picture of the processes involved in that context (De Vos & van Zyl, 1998).

Within the present study, the analysis was conducted by making use of three techniques: immersion in data, coding, and the development of core themes, a discussion of which follows.

3.4.1. Immersion in Data

In preparation for analysis, the researcher immersed herself in the data. This was achieved by reading and rereading the interview and focus group transcripts until a holistic feel for the data was achieved.

3.4.2. Coding

Analysis was conducted by systematically identifying conceptual categories in the data and coding them. Words and sentences, known as indicators, were grouped in categories according to similarity and then coded (provided with a label). The researcher then compared the various indicators and checked them with the categories that they represented in order to ensure a sound fit between the categories and the data. An example of the various conceptual categories and their relevant indicators are set out in Appendix 5.

3.4.3. Core Themes

From the coded categories, core themes were identified on the basis of their ability to explain the interaction between the various categories.

After data analysis had been completed, it was checked by an independent coder to account for any possible variations or disagreement.

Once the study had been completed, written and verbal feedback of the results were provided to the mine's Senior General Manager, and, through a series of presentations, to the mine employees. Within this process, the employees' comments were treated as an additional source of information. This acted to deepen understanding and ground the developing theory more firmly, thereby increasing the validity of the study.

CHAPTER 4. RESULTS AND DISCUSSION

This chapter will present the results of the study and address the points raised in the Literature Review.

The aim of this study was to explore employees' experience of job satisfaction within a successful organisation, and in doing so, to identify the organisational cultural characteristics that create opportunities for job satisfaction.

The research results are set out as follows:
Firstly, the needs identified by the participants are presented. Secondly, the behaviour patterns existing within the organisation and how these are linked by the participants to need fulfilment are presented. Thirdly, the values of the organisation underpinning the behaviour patterns are presented. Finally, it will be illustrated that the organisation has a 'performance enhancing culture'.

In addition, this chapter addresses the implications of employees' experience of job satisfaction for organisations.

It is important to note that participants 1 to 10 are lower-level (LL) employees and that participants 11 to 20 are higher-level (HL) employees.

4.1. Employee need fulfilment

The employees identified various needs, which they experience as being met in different ways by the organisation. Table 3 categorises the employees' needs according to Maslow's hierarchy of needs (Stephens, 2000).

From the table, it can be seen that employees experience the fulfilment of all five levels of needs. More specifically, employees working within the organisation are experiencing the fulfilment of higher-order social, esteem and self-actualisation needs. According to Maslow (Stephens, 2000) and McGregor (1966), the fulfilment of higher-order needs

within the work environment leads to the experience of job satisfaction. A discussion of Table 3 follows.

Physiological needs	• Financial gain[1]
Safety and security needs	• Security • Lack of stress
Social needs	• Care/individual attention • Working relationships
Esteem needs	• Ownership[2] • Appreciation • Self-worth • Recognition • Pride • Trust
Self-actualisation	• Personal development • Challenge • Responsibility

Table 3: Categorisation of employees' needs according to Maslow's Hierarchy of Needs

4.1.1. Physiological needs

Within a modern society the attainment of basic needs is dependent on finances. Food, water and shelter need to be paid for, and the need for financial gain can be viewed as a synonymous with physiological needs (Carrel *et al*; 1997).

• **Financial Gain**

Monetary rewards are viewed by the employees as contributing towards the experience of job satisfaction. The following quotes indicate this.

- "...modifiers are linked to the bonus so it is a very good motivator." (Participant 3 - LL)

- "...I think most people are motivated by money, so if you can make it really viable for people money wise, I think it will be so much more positive." (Participant 15 - HL)

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[1] Financial Gain refers specifically physiological needs that are met through remuneration e.g. food, water and shelter.

[2] Ownership refers to an individual's experience of identification with the outcome of labour or the work object.

- "...I think it is necessary, you have that incentive which is linked to the money. That is one of the best ways to motivate people." (Participant 18 - HL)
- "...[Money] is a good motivator, well for me anyway." (Participant 1 - LL)

4.1.2. Safety and security needs

Safety and security needs include stability, dependency and protection (Stephens, 2000). At this level employees' needs are met through the company as employees feel secure within their working environment and experience a lack of stress.

● **Security**

The employees feel secure in two ways, namely through job security and a safe working environment.

The following quotes indicate that employees feel secure in their jobs.
- "...it (the mine) has a tremendous amount of security, you just have to look around you and listen to the media." (Participant 3 - LL)
- "...a lot of people I have spoken to say they like the stability of working here, normally on a mine you are afraid of retrenchment." (Participant 5 - LL)
- "...it (the mine) has a tremendous amount of security." (Participant 8 - LL)
- "...you're not going home today wondering if you'll have a job tomorrow." (Participant 12 - HL)

The organisation is viewed as a safe environment in which to work. This is made evident by the following quotes.
- "...I like that the underground environment is safe to work in." (Participant 2 - LL)
- "...it is a very important issue that an employee feels that he is safe." (Participant 3 - LL)
- "...you feel safe." (Participant 5 - LL)

● **Lack of Stress**

The experience of working within the organisation is viewed by the employees as being relaxed and not very stressful. This is made evident by the following quotes:

- "...its (the working environment) fairly relaxed." (Participant 14 - HL)
- "...that tension is not here." (Participant 10 - LL)
- "...that takes a lot of stress away." (Participant 15 - HL)
- "...relaxes people a bit." (Participant 7 - LL)

4.1.3. Social needs

Employees experience the fulfilment of social needs. They feel cared for and engage in positive working relationships. Maslow (Stephens, 2000), states that employees' social needs are characterised by the needs for affection and belongingness.

- **Care/Individual Attention**

Employees feel that their individual well-being is cared for. The following quotes illustrate this.
- "...you know you can get individual attention [from Management]." (Participant 1 - LL)
- "...[Management] actually cares for the staff." (Participant 3 - LL)

- **Working Relationships**

Employees experience fulfilment through their close relationships with other staff members. This is illustrated by the following quotes.
- "...we have open relationships here which makes you feel more comfortable to work here." (Participant 17 - HL)
- "The relationships on the mine as a whole are also very good." (Participant 17 - HL)
- "Small close knit group of people, everyone knows each other really well, good teams that you work in so communication here is not a hassle." (Participant 19 - HL)
- "The guys I work with [is my favourite thing about the mine]." (Participant 19 - HL)

4.1.4. Esteem needs

Employees experience the fulfilment of ownership, appreciation, self-worth, recognition, pride and trust. This indicates that employees experience the fulfilment of esteem needs. Esteem needs relate to the employees feeling of importance, both internally, which is characterised by the personal feeling of importance and externally, which is characterised by the employee feeling that others view him, or her, as important (Stephens, 2000).

- **Ownership**

Employees feel ownership of the products they complete. This is illustrated by the following quotes.
  - "...here you do everything, you present it, it is yours." (Participant 13 - HL)
  - "...you can implement something and look back and say I have actually done something and it is working." (Participant 14 - HL)

- **Appreciation**

Employees on the mine feel that they are appreciated. The following quote indicates this.
  - "...you feel you are making a contribution, that feeling that your opinion actually counts." (Participant 19 - HL)

- **Self-worth**

Employees have a feeling of self-worth. This is illustrated by the following quote.
  - "...it promotes a form of self-worth." (Participant 7 - LL)

- **Recognition**

Employees experience the fulfilment of their need for recognition. The following quotes indicate this.
  - "...then [Management] give awards to the person who has recognised safety more than others." (Participant 2 - LL)
  - "...for other people to recognise what good he is doing." (Participant 2 - LL)
  - "...on a good day my boss is going to praise me." (Participant 6 - LL)
  - "...they (Management) tell me that I work well." (Participant 8 - LL)

- "…we get recognised for what we do." (Participant 15 - HL)

- **Trust**

Employees experience trust in their capacity. This is illustrated by the following quotes.

- "…you feel trusted, you feel he can depend on you and therefore you do give your best." (Participant 3 - LL)
- "…people are trusted here, we are not forced to do our job." (Participant 5 - LL)

- **Pride**

Employees express a sense of pride towards their work and towards the organisation. This is illustrated by the following quote.

- "…here most of the guys take a lot of pride in what they do." (Participant 18 - HL)
- "…I like to brag about it (the mine)." (Participant 5 - LL)
- "…I take a lot of pride in what I do." (Participant 17 - HL)

4.1.5. Self-actualisation

The need for self-actualisation encompasses the striving towards ones full potential, and can be viewed as an employee's process of growth (Stephens, 2000). Within the company, employees experience personal development, variety and responsibility, all of which contribute to positive employee growth and personal development.

- **Personal Development**

The organisation provides individuals with opportunities for personal development. Employees experience this in a positive light. The following quotes illustrate this.

- "…ja, in fact management encouraged me to go on all these management courses and I really enjoyed that and was developing new talents." (Participant 19 - HL)
- "…the mine has been an excellent learning experience for me and I have had wonderful opportunities at the mine and gained a lot of experience from my work." (Participant 20 - HL)
- "…you grow with the mine, you grow with ideas." (Participant 3 - LL)
- "…I can gain experience here." (Participant 7 - LL)
- "…the mine allows you to develop a lot, there is actually a lot of emphasis on personal development." (Participant 8 - LL)

- **Challenge**

Employees experience the variety in their work as exciting and challenging. The following quotes illustrate this.

- "…it's (my work) a challenge to me every day, no day is the same." (Participant 4 - LL)
- "…actually I have a great job, it varies all the time." (Participant 16 - HL)
- "…it's quite a variety of jobs in one, it is challenging and fulfilling." (Participant 19 - HL)

- **Responsibility**

The opportunity to exercise responsibility is described by employees as a positive experience. This is illustrated by the following quotes.

- "…there is quite a bit that is our responsibility." (Participant 1 - LL)
- "…you have to be responsible." (Participant 7 - LL)
- "…I try to handle as much as I can." (Participant 3 - LL)
- "…it has been my best working experience because it is here where I have had a lot responsibility." (Participant 10 - LL)
- "…I am responsible for a lot of things that is why I actually enjoy work." (Participant 16 - HL)

4.2. The relationship between employee need fulfilment and organisational behaviour patterns

Employees experience job satisfaction as a reaction to the way things are done within the organisation, and how they are treated. These factors have been termed behaviour patterns, which make up the surface level of organisational culture (Kotter & Heskett, 1992). Behaviour patterns include employees' behaviour as well as the processes through which this behaviour is routinised. Clark (2000), suggests that employees' motivation is directed by the organisation's culture, with an outcome of performance and individual job satisfaction. The relationship between the experience of need fulfilment and behaviour patterns is displayed in Table 4, a discussion of which, follows.

4.2.1. Small Scale/Flat Structure

The organisation's size and structure distinguishes it from other organisations in its industry. Currently, the organisation has 79 permanent staff members, with only four reporting levels.

- The participants describe the organisation's size and structure as being small and flat. This is illustrated by the following quotes.
  - "…because of the small group on the mine." (Participant 2 - LL)
  - "…I suppose with it being such a small group" (Participant 7 - LL)
  - "…it's a very flat structure, mainly because it is so small." (Participant 11 - HL)
  - "…the flat structure…" (Participant 12 - HL)

- The employees felt that the organisation's size and structure aids the people-orientated management style, as well as making it possible to effectively implement multi-tasking. The following quotes illustrate this.
  - "…you are not shy or afraid to approach management, it's because of the small group on the mine." (Participant 2 - LL)
  - "…mainly because of the structure we have and it not being so big, it makes it easier to work with and be heard [by management]." (Participant 11 - HL)
  - "…I suppose me being in such a small group I have been exposed to a lot of different aspects." (Participant 8 - LL)

All participants identified the specific size and structure of the organisation as a core positive feature.

- The size and structure is greatly valued by the staff as it allows opportunities for **personal development**. Individuals are able to do the majority of the tasks involved in the work themselves, resulting in on-the-job-learning. The following quote illustrates this.
  - "…here because there are so little of us and there's not many of us so you do a lot of the work yourself, I've learnt a lot." (Participant 1 - LL)

	Small scale/Flat structure	Multi-tasking	Teamwork	Management style	Physical environment	Remuneration package	Experimental approach	Racial Policy	Safety regulations
Financial Gain						●			
Security									●
Lack of stress	●			●	●				●
Care/ Individual attention	●			●					
Working Relationships	●		●					●	
Ownership	●	●		●					
Appreciation			●	●		●		●	
Self-worth			●	●		●		●	
Recognition				●					
Trust				●					
Pride					●		●		
Personal Development	●	●	●	●			●		
Challenge		●	●				●		
Responsibility				●					

Table 4: Relationship between need fulfilment and behaviour pattern

- Being given the opportunity to carry out the majority of the tasks involved in the work themselves, further allows employees opportunities for the fulfilment of the need for **ownership**. Employees gain a sense of achievement on the completion of an entire task. This is illustrated by the following quotes.
  - "…because of the small group I am able to finish a job and know that I have done that." (Participant 7 - LL)
  - "…we can see that we have achieved something, we can do anything because there are so few of us." (Participant 10 - LL)

- The size and structure creates a relaxed environment, characterised by informal interaction between employees, fulfilling the need for **working relationships**. The following quote illustrates this.
  - "…you've got a good relationship with everyone, because we are a small group." (Participant 8 - LL)

This is consistent with research conducted by Whyley and Callender (2003) who found that employees appreciate a small organisational structure, as it enables them to develop close working relationships.

- Due to the flat structure, employees also receive a great deal of **individual attention**, which engenders a sense of being cared for. This is illustrated by the following quote.
  - "…first hand attention and you can do it with so few people." (Participant 18 - HL)

- An implication of the small size is that on any given level, higher-level employees are responsible for only a few people with regard to health and safety, placing noticeably **less stress** on these employees, than if they would be responsible for a large group. This is shown by the following quotes.
  - "…at the mine it is less stressful as well, you only have one person to report to you." (Participant 15 - HL)
  - "…it's a smaller mine and you have less people working under you and that takes a lot of the stress away." (Participant 14 - HL)

Although employees experience the small scale and flat structure of the organisation as predominately positive, it is also viewed as thwarting employees' needs.

- A limitation of the small scale as experienced by the employees is the **lack of opportunity for promotion** which acts to thwart employees' esteem needs. This is illustrated by the following quotes.
    - "...cases where we are limited in scope is, we like to get more involved in project work and stuff because it always carries on. We are working on small projects and stuff, but you get the guys that just brush it off, you did it while you were working there it is not a big deal." (Participant 18 - HL)
    - "...there's no where else I can go, there's only one surveyor. There's no upward path that motivates you." (Participant 9 - LL)
    - "...we are very limited in our position, the three of us are extremely limited. There's not scope in the company for bettering ourselves at all." (Participant 1 - LL)

4.2.2. Multi-tasking

Multi-tasking[3] is evident within the organisation in two ways: firstly, staff do not have set routines with regard to specific day to day tasks and, secondly, each employee's job description includes a variety of tasks.

- The lack of set daily routines is illustrated by the following quotes.
    - "...well no day is the same, not on this mine. Every day is something new." (Participant 1 - LL)
    - "...each shift differs." (Participant 1 - LL)
    - "...different things crop up on a daily basis, we don't always have the same things coming up." (Participant 3 - LL)
    - "...flexibility and it's never the same." (Participant 9 - LL)

- The variety of tasks carried out by each employee is illustrated by the following quotes.
    - "...at the mine I do everything, everything I have learnt you get an opportunity to do it." (Participant 12 - HL)
    - "...it's quite a variety of jobs in one." (Participant 14 - HL)
    - "...my average day includes a lot of very diverse activities." (Participant 20 - HL)

Employees view multi-tasking in a positive light as it fulfils higher-order needs.

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[3] Multi-tasking refers to routine and task variety. It should be noted that employees are trained to equip them with skills that enable them to perform different tasks competently.

- Multi-tasking provides employees with opportunities for **personal development**. Individuals are able to utilise their various talents as well as develop new skills. This is illustrated by the following quotes.
  - "...the variety of things that I do, I have learnt a lot." (Participant 5 - LL)
  - "...I have learnt so much since coming to the mine, I do so many different things." (Participant 3 - LL)

- By being given the opportunity to do more than only one facet of a task, employees gain a sense of **ownership**. The following quotes illustrate this.
  - "...here you do everything, you present it, it's yours." (Participant 13 - HL)
  - "...I can fix machines as well. I can see where I have worked, maybe there wasn't work for that machine because today it wasn't working, but from that time when I worked on it there were no problems." (Participant 4 - HL)

- Multi-tasking is experienced by employees as fulfilling their need for **challenge**. This is illustrated by the following quotes.
  - "...it's like a wider spectrum, just coming to work everyday I would say is a challenge." (Participant 7 - LL)
  - "...I like the variety of jobs that I do because it is a challenge." (Participant 12 - HL)

Clark (2000), states that multi-tasking allows employees greater control, responsibility and discretion with regards to their jobs, and as a result fulfils higher-order needs. Hackman and Oldman (De Cenzo & Robbins, 1996), further highlight that, in order for employees to feel satisfied work needs to be arranged in such a way that employees are able to conduct a variety of tasks, experience ownership of a task, and have responsibility toward that task.

Multi-tasking in certain instances, is experienced by employees as overwhelming.

- Employees experience multi-tasking as **restricting them from achieving the daily tasks**. This acts to negate employees' esteem needs. The following quotes illustrate this.
  - "I spend the whole day running around with minor issues, having to deal with various complaints. At this mine you are almost a human resources manager as

well. You can spend a lot of time dealing with such issues and conflict resolution just to keep the morale of the employees high. I won't have achieved my daily task." (Participant 14 - HL)

- "But they are busy with a lot of things so don't spend that much time making sure people are happy. I feel they could spend more time on that. The mine is small so they have to do the work themselves and don't have time." (Participant 9 - LL)

- When faced with a high degree of multi-tasking employees experience **increased stress**. This is illustrated by the following quotes.
  - "We don't really have very bad days, the stress of too much work load." (Participant 8 - LL)
  - "The way that she works puts a lot of stress on the guys; believe me I feel the pressure. But it depends how you handle it, sometimes it does get too much. You have to do a lot more, put it that way." (Participant 18 - HL)

Gravett (2002), points out that for employees to experience job satisfaction, they need to have a good understanding of what is expected from them at work. High degrees of multi-tasking result in uncertainty among employees regarding what is expected of them.

4.2.3. Teamwork

The majority of tasks within the organisation are conducted in teams.

- Teamwork plays an important role in the functioning of the organisation, as can be seen from the following quotes.
  - "...I never worked as closely to a team on any other mine." (Participant 1 - LL)
  - "...it's like we are one team, the mine." (Participant 4 - LL)
  - "...I don't see him and I as a team, I see us as an entity." (Participant 9 - LL)
  - "...this is the best teamwork I have ever seen." (Participant 9 - LL)
  - "...people working together as a big family, we are not working in small little units." (Participant 12 - HL)

Employees experience teamwork in a positive light as it allows opportunities for higher-order need fulfilment.

- A key positive aspect of teamwork is the sense of **being appreciated** as an equal member of the team. This is illustrated by the following quote.

- "…the top guy is not different from the bottom guy, it's respect all across the board, because of the teamwork too." (Participant 8 - LL)

- Teamwork cultivates a feeling of **self-worth** and self-appraisal. The following quotes illustrate this.
  - "…I am an important part of the team, we all need each other." (Participant 7 - LL)
  - "…I feel confident about my performance, I compare it with the other members of the team." (Participant 14 - HL)

- Teamwork further provides opportunities for **personal development**. This is illustrated by the following quotes.
  - "…we learn from each other." (Participant 1 - LL)
  - "…I watch what the other members in my team are doing so that I can learn from them." (Participant 4 - HL)

- The close interaction that occurs among team members allows employees opportunities to foster close **working relationships**. This occurs both across, and within, employee levels. This is illustrated by the following quotes.
  - "…there's no fear of the boss, I also work actively with the team. In that sense it is a very relaxed atmosphere." (Participant 11 - HL)
  - "…on this mine I am part of the team, even though I am a manager." (Participant 13 - HL)
  - "…we are working very well in our group." (Participant 2 - LL)
  - "…I actually like the guys I work with. Over here we have a really nice bunch of guys, they are clever, they're motivated, they're dynamic, they're always prepared to listen to what you have to say, come up with new plans. If you are feeling down they will motivate you, if they're feeling down they expect you to motivate them." (Participant 19 - HL)

Employees in some circumstances, experience teamwork negatively.
- An implication of teamwork is that employees **do not have control over others' performance**. This impacts on employees' needs for financial gain, appreciation, and self-worth. This is illustrated by the following quotes:

- "My personal opinion is that there are some guys that aren't pulling their weight." (Participant 17 - HL)

- "So if these guys aren't pulling their side it is frustrating a lot of times. If you trying to, if everything is right in your department but these guys cannot deliver so you can't deliver in the old end as well which is a bit frustrating. Which you know is uncontrollable for us in that way so." (Participant 1 - LL)

- "The one time we had to go onto 12 hour shifts to make call and then we move back to the normal shifts again, sometimes you have got to come work weekends, which can all be prevented if some people would just start pulling their weight." (Participant 15 - HL)

4.2.4. Management Style

The management style used within the organisation is described as informal in terms of the hierarchy, and being participative and 'open-door'. Research has shown that employees working for organisations that set aside formal systems as an attempt to control employees, and develop a management style that includes them in decision-making, results in highly satisfied employees (Tobias, 2000).

- The management style at the mine places very little emphasis on hierarchy and is experienced by employees as relaxed and democratic. This is illustrated by the following quotes.

  - "...less formal you know, it's not this 'yes sir, no sir' kind of situation." (Participant 1 - LL)

  - "...the management is much less autocratic than on other mines." (Participant 9 - LL)

  - "...it's not the autocratic leadership I am used to, everyone gets a chance to say his say." (Participant 12 - HL)

  - "...the management style on this mine is much more relaxed but at the same time we take our responsibilities very seriously." (Participant 13 - HL)

- The employees perceive the management style as being participatory[4]. All staff members are involved in decision-making and are asked to provide feedback on various matters. This is illustrated by the following quotes.
  - "...the top management let you feel part of the system, that is why I suppose everyone does their share and nobody complains about the work." (Participant 5 - LL)
  - "...you are all independent, you can make decisions on your own." (Participant 15 - HL)
  - "...they give opportunities for other employees to give their inputs before decisions are made." (Participant 20 - HL)
  - "...I tend to tell them everything about the operation; informed people make better decisions at the end of the day." (Participant 16 - HL)

- The communication on the mine is relaxed and open. There are no formal avenues that need to be followed, employees can approach any member of staff and know that they will be heard.
  - "...this is an open door communication. You can talk to anyone about anything, they will help and it will stay secret if it needs to be." (Participant 5 - LL)
  - "...open door policy, we can talk to the General Manager if we want to." (Participant 12 - HL)
  - "...they can come anytime and talk to me about any issue." (Participant 14 - HL)
  - "...we have a very open door policy." (Participant 18 - HL)
  - "...they are very open, they listen, I like that. We use this people approach, that's it. It makes people feel heard." (Participant 18 - HL)

Employees experience management in a favourable light. The management style allows for higher–order need fulfilment.

- Management is recognised as providing employees with the opportunity to take initiative and **responsibility** for their own actions. The following quotes indicate this.
  - "...I try handle as much as I can. My boss gives me a lot of rope." (Participant 3 - LL)

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[4] Employees engage in task-centred participation as well as in limited degrees of decision-making participation. (Hersey & Blanchard, 1977)

- "...they expect you to be responsible and do your own thing." (Participant 11 - HL)
- "...with them it's always 'come up with a solution' or 'we need to get this done, sort it out'; it's nice." (Participant 18 - HL)

- The management style provides employees with the fulfilment of **ownership** in that staff are left to get on with their work. This is illustrated by the following quotes.
  - "...I don't just do what the manager says, I can do it the way I want, the outcome is something I have done." (Participant 7 - LL)

Employees experience high levels of job satisfaction when they are given adequate freedom, responsibility and ownership to enable them to do their jobs (Huff, 1997; Bevandam, 2003; Syptak et al., 2003).

- Management is viewed as going out of its way to meet employee needs, resulting in employees feeling **appreciated**. This is illustrated by the following quote.
  - "...my opinion is, I think he (mine manager) did it out of, because he thinks we deserve it." (Participant 1 - LL)

- Managers treat employees as experts in their own right and do not continuously monitor their performance. In this way employees' need for **self-worth** is fulfilled. The following quote illustrates this.
  - "I know that if they don't come check I have worked well." (Participant 6 - LL)
  - "...your opinion counts, it makes you feel good about yourself." (Participant 5 - LL)

Gravett (2002), highlights that for employees to experience job satisfaction they need to know that their opinion counts.

- Being allowed to continue with one's work without being continuously monitored provides employees with a sense of **trust**. This is illustrated by the following quotes.
  - "...he (the manager) can go away and know that everything is going to be fine, they actually trust us." (Participant 3 - LL)
  - "you don't have anyone breathing down your neck, they trust that we will do our jobs." (Participant 11 - HL)

- Employees experience the management style as **alleviating stress**. This is illustrated by the following quotes.
  - "...the management style here makes you more relaxed." (Participant 13 - HL)

- The fulfilment of employees' need for **personal development** is viewed as a priority by management. This is illustrated by the following quotes.
  - "...they (management) actually care for the staff, they are very involved in encouraging the staff to study, to grow with the company, which is very important." (Participant 3 - LL)
  - "...if there is someone who is not sure about what he is doing they (management) will definitely give him chance to develop, I think they are definitely there to help us, not to help themselves." (Participant 5 – LL)
  - "...our (management) aim is to empower the guy right on the bottom in terms of getting him to that educational level, getting him the qualifications that he needs. You want a guy to see something that is wrong and realise the implications. If I look at South Africa as a whole I think we have a social obligation." (Participant 18 - HL)

Research has shown that management commitment towards employees' personal development increases job satisfaction (Ghoshal & Barlett, 1994; Bethanis, 1998).

- Management are perceived as providing employees with **individual attention**. This is illustrated by the following quotes.
  - "...it's quite individual you know, we can go up and speak to the manager any time we please; you get individual attention." (Participant 1 - LL)
  - "...those guys they look after you and whenever you have a problem you speak to them and they will help you and they sort it out." (Participant 17 - HL)

Bethanis (1998) and Gravett (2002), suggest that, the relationship between employees and their supervisor, is viewed as a key differentiator in employee job satisfaction.

- Management is further described as providing employees with **recognition** for their achievements. This is illustrated by the following quotes.
  - "...my boss is going to praise me." (Participant 4 - LL)

- "...we get recognition for what we do." (Participant 10 - LL)

Ghoshal and Barlett (1994) and Bethanis (1998), argue that, for employees to experience job satisfaction, managers should recognise employee contributions and treat them as valuable assets.

In some situations, employees experience the management style negatively.

- Employees experience management as being **inconsistent with decisions** regarding discipline, education opportunities, and promotion opportunities. This negates employees esteem and self-actualisation needs. The following quotes illustrate this.

    - "Its basically staying out of working and lying about what was wrong and the same day the guy was seen and nothing was wrong with him. I don't know if top management had a chat with him. If they had it would not have happened again and it did." (Participant 15 - HL)

    - "And there were only certain individuals going on courses. I don't, a lot of times it felt like it was maybe a personal thing, that's the felt to me. We are the most disliked people in the mining industry in my eyes, I think." (Participant 1 - LL)

    - "Top management and our middle management have double standards." (Participant 15 - HL)

    - "To tell you the truth another thing is that there's one thing on this mine that I am seeing that they take the guys that came after us so it makes you feel like you don't know the job, you don't know what's going on here because they take another guy and they put him in a position that you know he's capable of doing it but he doesn't really know what is going on. I feel sometimes it's a buddy-buddy thing, maybe I'm wrong." (Participant 17 - HL)

- Employees feel that in certain circumstances management **does not allow them to voice their concerns**, impacting on their esteem needs. The following quotes illustrate this.

    - "...but if I had to complain about that I would probably be considered a someone who complains a lot, so I just take it as it comes you know." (Participant 1 - LL)

    - "...management, like if something happens then, if nobody sees it, leave it, let's just carry on. You voice it sometimes and its just leave it for two days or something

and they might forget about it. But it comes up time and again." (Participant 15 - HL)

- "...you start feeling like you are the moaner in the group and after a while you think just leave it. Then you must take on the same attitude." (Participant 15 - HL)

4.2.5. Physical Environment

The organisation is nestled in a forested valley, approximately 50km from the nearest town.

- As shown by the following quotes, the organisation's employees find it's setting aesthetically pleasing.
  - "...I would say this is probably the prettiest mine I have ever seen." (Participant 1 - LL)
  - "...but the environment is beautiful, it's clean." (Participant 5 - LL)
  - "...my favourite thing about the mine is the view, nature." (Participant 9 - LL)
  - "...the mine is in such a beautiful setting, when I came for the interview I immediately liked it." (Participant 15 - HL)

Employees experience the organisation's setting as fulfilling.

- The beauty of the company's environment instils a sense of **pride** in the employees. This is illustrated by the following quote.
  - "...I am proud to work on this mine, it is so beautiful." (Participant 5 - LL)

This is in accordance with Syptak *et al.* (2003), who suggests, that the environment in which people work plays a tremendous role in the pride that employees feel for themselves, and towards the work that they do.

- Employees experience the organisation's setting as contributing to a **relaxed atmosphere**. The following quote illustrate this.
  - "...I think the environment we work in is very beautiful and I think in a sense it contributes to the sense of freedom of working in a very nice environment makes people a lot more productive I think. It relaxes people a bit." (Participant 11 - HL)

Employees also experience the organisation's setting negatively.

- Employees experience the organisation's setting as negative as they have to **travel long distances on deteriorated, and dangerous roads,** to get to work, thwarting employees' safety and security needs. The following quotes illustrate this.
  - "…get up in the morning, drive a hell of a distance to work on a very bad road, that's the only thing I've got against the whole set up." (Participant 1 - LL)
  - "…the thing I would say against this mine is the distance you have to travel; its not your average mine, where you drive ten minutes to get to work." (Participant 11 - HL)
  - "…the distance from our homes. The first time I came here I actually lifted my arms in celebration when I saw the mine. The other thing I struggled with when I got here was housing but I understand why, we don't want to go into that area. My personal situation doesn't allow me to buy a house." (Participant 13 - HL)

- As a result of the organisation's setting, **housing is difficult to obtain and there is a lack of facilities** such as adequate schooling and medical services, negating employees' physiological, and safety and security needs. This is illustrated by the following quotes.
  - "…there are no facilities where I live." (Participant 10 - LL)
  - "…it's far from everything." (Participant 11 - HL)
  - "…it is actually quite hard these days because there is simply a lot less housing available." (Participant 1 - LL)
  - "…I struggled with housing when I got here." (Participant 13 - HL)

4.2.6. Remuneration Package

Employees are paid set monthly salaries, and qualify for quarterly bonuses depending on performance. The bonus is worked out through a participatory performance appraisal system, which takes both individual and teamwork into account. The bonus system is applied equally to all employees.

- Employees' salaries are substantially higher than those awarded by other organisations in the industry. This is illustrated by the following quotes.

- "...well obviously salary wise we differ considerably from other mines. Anyone in my position on another mine would probably be earning half my salary, as well as our bonus systems." (Participant 1 - LL)
- "...the salary is brilliant." (Participant 9 - LL)

- Bonuses are based on performance indicators as well as how well the employee upholds the organisation's values over the period of a three months. The following quotes indicate this.
  - "...for us to benefit from the bonus we must keep the system going." (Participant 1 - LL)
  - "...normally it gets calculated on a quarterly basis. It gets calculated on your work performance over the quarter. We get points; we score percentages in the different categories of the main categories of our work place. Anything that is over one hundred percent you get a certain amount of bonus according to the percentage that you've got. If you get over a certain percentage, which is at the discretion of the mine manager, your points are doubled, which actually gives you a bigger reward at the end of the day." (Participant 3 - LL)
  - "...what I like about the modifiers is that they do not only include hard performance criteria like tons milled, they also include the core values of the mine e.g. I promote a working environment void of discrimination. Values are just as important." (Participant 20 - HL)

- Performance appraisals on which bonuses are calculated are conducted in a participatory manner. This is illustrated by the following quotes.
  - "...we (management) now ask guys to rate themselves and it is amazing how honest they are." (Participant 18 - HL)
  - " ...we (management) sit down and decide on the target that needs to be achieved. I allow them to rate themselves and tell me why, mostly they rate themselves correctly." (Participant 13 - HL)

- The bonus system applies to all employees equally. The following quotes illustrate this.

- "...it's money that influences the guy's performance. What's also good about the system is that it applies to everyone." (Participant 18 - HL)

The remuneration package allows for employee need fulfilment.
- There is unanimous acknowledgement by the participants that their remuneration package is the best in the industry, bringing about a sense of **appreciation.** This is illustrated by the following quote.
  - "...they (management) pay us really well; we know that they appreciate us." (Participant 5 - LL)

- Bonuses are paid in recognition of achievement fulfilling employees' need for **self-worth**. The following quote illustrates this.
  - "...things like our bonuses promote a form of self-worth because each quarter they give the guy that scored the most a prize." (Participant 7 - LL)

- The remuneration package fulfils employees' need for **financial gain**. This is illustrated by the following quote.
  - "...financially it has also been a benefit to us, certainly our standard of living has improved." (Participant 11 - HL)

Employees also experience the remuneration package negatively.
- It is felt by the employees that the **performance appraisal system on which bonuses are calculated may lead to favouritism**. This thwarts employees' social and esteem needs. The following quotes illustrate this.
  - "If the system is run fairly it is a fair system. It may be influenced by friendship amongst people." (Participant 17 - HL)
  - "I like the way we are doing it here, its just sometimes we feel maybe the way its applied by my manager and myself is not done consistently across the mine." (Participant 18 - HL)

- Employees feel that although their salaries are comparatively higher than other organisations within the industry, the fact that housing is not provided for, compounded with the costs of commuting, places the **salaries on an equal footing with those**

mines offering lower remuneration packages. This tends to impact on employees physiological and esteem needs. This is illustrated by the following quotes.

- "But you must not be confused by our salaries being a lot higher, at other mines you get housing and you don't travel so far to work and back, you overheads are considerably less. So there is some advantage to it but it is not as big as it sounds like to someone from the outside. You know your situation is a lot different compared to other mines." (Participant 1 - LL)

- "Perhaps in a way its true, the money we've been earning at the mine compared to the industry is good but if you look at the situation you're getting more but you are actually getting less. If you compare to the other mines where housing and transport are supplied to you. At the mine you must still pay for that so you are either even with them or you are getting less." (Participant 15 - HL)

4.2.7. Experimental Approach

This behaviour pattern refers to the introduction and use of new machinery and innovative processes within the organisation in order to improve and increase production.

- The organisation is viewed by employees as being exceptionally open and responsive to technological advancements, in the various disciplines involved within its industry. The following quotes illustrate this.
  - "...I would say the mine is quite unique technology wise, our way of working, I would say what also happens here is that we are very experimental." (Participant 1 - LL)
  - "...also technology based stuff which you can't get anywhere else. The mine is a leading operation in technology." (Participant 9 - LL)

Employees experience the organisation's experimental approach positively as it allows for need fulfilment.

- The participants feel **proud** to be working for such an organisation. The following quote illustrate this.
  - "...when the guys say they are working on the smartest mine in South Africa, I like to brag about it and show people that this is the way it is done." (Participant 12 - HL)

- The continuous introduction of new technology and ways of doing things provides employees with opportunities for **personal development**. This is illustrated by the following quotes.
  - "...I've learnt a lot because of all the technology involved." (Participant 1 - LL)
  - "...you are always learning because you are able to experiment with things." (Participant 12 - HL)

- Employees experience the organisation's experimental approach as **challenging**. The following quote illustrate this.
  - "...always coming in with new ideas, new policies. You really have to think about how you are going to deal with this, it is very challenging." (Participant 3 - LL)

Research has shown that employees want to be constantly intellectually challenged and have opportunities to learn state of the art technology and to participate in new and interesting projects (Gravett, 2002; Bevandam, 2003).

4.2.8. Racial Policy

- According to employee perceptions there is an absence of racism within the organisation. This is illustrated by the following quote.
  - "...here we are called by our names, there is no racism." (Participant 2 - LL)

Employees experience the organisation's racial policy in a positive light as it allows for higher-order need fulfilment.

- In reaction to the organisation's racial policy employees expressed a feeling of being **appreciated**. This is illustrated by the following quote.
  - "...ones in authority in other mines do not treat us as human beings, but here we are appreciated as people and human beings." (Participant 2 - LL)

- In reaction to the positive interracial interactions organisation employees feel **worthy** and equal to other employees. The following quote illustrates this.
  - "...here I am equal to everyone else, that makes me feel important." (Participant 6 - LL)

- The absence of racism allows for close **working relationships** to develop. This is illustrated by the following quote.
    - "...not hampered by issues like race and all kinds of personal stuff." (Participant 16 - HL)

In order to ensure employee job satisfaction organisations should eliminate rudeness, inappropriate behaviour, and offensive comments between staff members (Syptak et al., 2003).

4.2.9. Safety Regulations

The organisation's industry is often extremely dangerous which makes safety regulations essential.

- As the following quotes indicate, the organisation is recognised as a safe place to work.
    - "...we don't have major disasters like the gold mines that have to be continuously attended to." (Participant 9 - LL)

Employees view the organisation as being a great deal safer than other organisation's within the industry.

- The employees experience this **safe** environment as **alleviating stress**.
    - "...and the safety that the mine recognises, the underground environment is safe to work in." (Participant 2 - LL)
    - "...you don't feel stressed because of your safety." (Participant 4 - LL)

4.3. The relationship between behaviour patterns and values

Values emphasise what people see as important and explain what they perceive as essential for achieving success (Schein, 1992). In the research, it was found that behaviour patterns uphold these values and put them into practice. Schein (1992), supports this finding as he states that values predict the behaviour that will be observed in an organisation. Each behaviour pattern will not necessarily uphold every single one of the organisation's values. However, it is important that behaviour patterns do not undermine any of the organisation's values (Kotter & Heskett, 1992; Schein, 1992). Values work together to

create behaviour patterns. The relationship between the company's behaviour patterns is displayed in Table 5, a discussion of which follows.

4.3.1. Productivity Orientated

Productivity orientation refers to the strong focus on outputs.

- The productivity orientation value is strongly held throughout the organisation. This is illustrated by the following quotes.
  - "…everybody has the same aim and that is to achieve the best results for the best amount of money in the best amount of time." (Participant 3 - LL)
  - "…management's aim is largely I would say production to improve the systems in place." (Participant 10 - LL)
  - "…to be the best and stay the best. The lowest priced producer in the world. Today's achievement is tomorrows target." (Participant 3 - LL)
  - "…and save costs as far as possible and produce the best metals as possible as well and we try to remunerate accordingly." (Participant 13 - HL)

The productivity orientation value is implemented and upheld within the organisation in a number of ways.

- The small number of employees working within the organisation as a result of its **small scale,** ensures that all employees are filling crucial roles. As a result, the organisation is not paying out unnecessary salaries. This is illustrated by the following quotes.
  - "…there is no fat in the system." (Participant 19 - HL)
  - "…there aren't people to hold tools." (Participant 11 - HL)

- **Multi-tasking** emphasises productivity orientation in a similar way in that because employees fulfil a variety of tasks, fewer staff members are required. In addition to this, multi-tasking, further supports the value by enabling tasks to be completed in a shorter period of time, as employees do not have to wait for someone else to do part of the task before they can continue. The following quote illustrate this.

	Productivity orientated	Informality	Focus on the individual	Support	Participation	Interpersonal relationships	Innovation
Small scale/Flat structure	●	●	●		●	●	
Multi-tasking	●		●		●		
Teamwork	●	●		●	●	●	
Management style		●	●	●	●	●	●
Physical environment	●						
Remuneration package	●		●		●		
Experimental approach	●		●		●		●
Racial policy			●			●	
Safety regulations	●		●				

Table 5: Relationship between Values and Behaviour Patterns.

- "…also you don't have to sit around and wait for somebody to come and do their job, that would be a waste of time." (Participant 17 - HL)

- Productivity orientation is further reinforced through **teamwork**. This behaviour pattern enables tasks to be completed in a shorter period of time than if employees were working in isolation. Employees also perceive teamwork as specifically directed towards production, as it is felt that a team effort is required to ensure that the organisation maintains a level of peak performance. This is illustrated by the following quotes.
  - "…you cannot work on your own because it doesn't work like that, you would never achieve your goals if you did it alone." (Participant 1 - LL)
  - "…it (teamwork) is good because the work is finished quickly, if we are working together the mine will never stand still." (Participant 6 - LL)

- The **physical environment** reinforces the productivity orientation value as costs are being kept to a minimum. There are no elaborate office blocks within the organisation. All employees, including the Senior General Manager work out of caravans. This is illustrated by the following quote.
  - "…I was impressed with what I saw from a cost point of view, I am working in a caravan." (Participant 9 - LL)

- Productivity orientation is directly supported and upheld by the **remuneration package,** as the bonus system is based on performance indicators. This is illustrated by the following quotes.
  - "…for us to benefit from the bonus we must keep the system up and running." (Participant 1 - LL)
  - "…the bonus system makes it clear that the mine is serious about performance, that we want to establish a performance driven culture." (Participant 20 - HL)

- The organisation's **experimental approach** reinforces productivity orientation as it enables employees to introduce new technology, and processes, in order to increase production.

- "...they will allow you to go out and find new technology and if it's worth while they'll allow you to try it." (Participant 9 - LL)

4.3.2. Informality

The value of informality refers to the organisation's deliberate avoidance of a hierarchical structure and systems of control.

- The following quotes provide evidence for the existence of the value of informality.
  - "...no rank stuff." (Participant 7 - LL)
  - "...less autocratic." (Participant 10 - LL)
  - "...open door policy." (Participant 12 - HL)
  - "...its more of a relaxed culture." (Participant 14 - HL)
  - "...it is an informal, young and energetic organisation." (Participant 20 - HL)

The value of informality is manifested within the organisation in three ways.

- The **small scale and flat structure** of the organisation allows for informal interactions and places less emphasis on hierarchy. The following quotes illustrate this:
  - "...you're not afraid to approach management, it's because of the small group on the mine." (Participant 2 -LL)
  - "...mainly because of the structure we have and it not being so big, it makes it easier to work with and be heard." (Participant 11 - LL)

- **Teamwork** places a lesser focus on hierarchy in that managers are viewed as equal members of the team. This is illustrated by the following quotes.
  - "...the top guy is no different from the bottom guy, it's respect across the board, because of the teamwork." (Participant 8 - LL)
  - "...on this mine I am part of the team, even though I am a manager."(Participant 13 - HL)

- The participatory **management style** allows for relaxed and democratic interaction between the various employees. The following quotes illustrate this.
  - "...it's not an autocratic style, it is very open." (Participant 11 - HL)

- "…less autocratic style, it is not this 'yes sir, no sir' kind of situation." (Participant 1 - LL)

4.3.3. Focus on the Individual

Attention is paid to each employee's personal needs, and employees are valued as contributing to the organisation's success.

- Individuals within the organisation are valued as people and not just employees. The following quotes indicate this.
  - "…treated as human beings." (Participant 2 - LL)
  - "…you aren't just a number." (Participant 7 - LL)

The value 'focus on individual' is upheld by several behaviour patterns.

- Employees receive individual attention as a result of the **small size** of the organisation. This is illustrated by the following quote.
  - "…you really get that personal attention, they can because there are so few of us." (Participant 15 - HL)

- Employees are treated as people rather than mechanistic cogs in a machine through the practice of **multi-tasking**. The following quote illustrates this.
  - "…you aren't expected to do the same thing everyday. They recognise that we are people." (Participant 7 - LL)

- The **management style** ensures that employees are treated fairly and receive encouragement. Management also goes out of their way to address employees' needs and provide them with individual attention. Another way in which the organisation's management style reinforces the focus on individuals is through the open communication system, which allows employees' concerns to be heard. The following quotes illustrate this.
  - "…I would say from the management side there is definitely some loyalty back." (Participant 1 - LL)

- "...They (management) want to help you and they want to make people happy. They do extra's for the people here, that's what makes it different." (Participant 5 - LL)

- "...you should always have the persons interests at heart. We care about our employees not only as employees but also as people." (Participant 16 - HL)

- Employees are valued through the **remuneration package** in that they are treated fairly and are given the opportunity to share in the mine's success by receiving financial rewards. The following quotes illustrate this.

  - "...the mine is trying to remunerate people as far as possible." (Participant 13 - HL)

  - "...the fun thing is the mine is a commercial enterprise and we have the bonus system and the better we do the better our share of the pie is." (Participant 16 - HL)

- The **experimental approach** emphasises this value, as the mine would rather make use of new technology, than retrench employees in times of financial difficulty. The following quote illustrates this.

  - "...they (management) would rather apply new technology to save money than cut people." (Participant 9 - LL)

- Focus on individuals is upheld through positive **interracial interactions**. This is illustrated by the following quote.

  - "...here we are called by our names, there is no racism." (Participant 2 - LL)

- **Safety regulations** appreciate employees as people and a real concern is shown regarding their safety. This is illustrated by the following quote.

  - "...it's a very important issue that as an employee you feel safe and that you know your health is being monitored constantly." (Participant 3 - LL)

4.3.4. Support

Support, refers to support regarding personal difficulties, support with employees work, as well as the reasonableness regarding employees' failure to perform.

- Employees within the organisation uphold the value of support within their interactions with one another. This is illustrated by the following quotes.
  - "...they (management) accept mistakes and try to develop the employee." (Participant 3 - LL)
  - "...he (manager) gives me his one hundred percent support." (Participant 3 - LL)
  - "...assist each other where possible." (Participant 1 - LL)
  - "...it's not always our problem but we help the guys." (Participant 8 - LL)

Teamwork and the management style uphold the value of support.

- **Teamwork** puts the value of support into practice in that the various team members care about each other's work and help each other; this is also seen between various teams.
  - "...the one is caring about the other one's work." (Participant 5 - LL)
  - "...they (management) are very helpful, we are always helping each other." (Participant 8 - LL)
  - "...it's not always our problem but sometimes we help the guys." (Participant 8 - LL)

- The **management style** reinforces this value by allowing employees to make mistakes and providing support on personal issues. The following quotes illustrate this.
  - "...what happens is the problem is discussed, it is addressed and we are asked in what way we feel we can make it better or how it can be improve. You help the person and they work on it." (Participant 3 - LL)
  - "...leadership is exercised in a very subtle manner, you have to encourage the person to see what the fault is." (Participant 3 - LL)
  - "...they (management) will help you even if it is a personal thing." (Participant 5 - LL)

4.3.5. Participation

Participation refers to employees being actively involved in the functioning of the organisation.

- A central value within the organisation is that of participation. The following quotes illustrate this.
  - "...top management allows you to be part of the system." (Participant 5 - LL)
  - "...form part of the decision making and be actively involved in finding solutions." (Participant 12 - HL)
  - "...everyone must buy in." (Participant 13 - HL)

Participation as a value is put into practice by a number of the behaviour patterns present within the organisation.

- The small numbers and lack of hierarchy characteristic of the **size and structure** of the mine makes it possible for employees to be included in the running of the organisation. This is illustrated by the following quote.
  - "...you can be involved because there is only a small group." (Participant 18 - HL)

- **Multi-tasking** provides opportunities for employees to participate in various activities across the organisation by not confining employees to one particular task. The following quote illustrate this.
  - "...you feel like you are a part of everything because you do more than one thing." (Participant 8 - LL)

- **Teamwork** supports the participation value in that all employees, including managers, work together to tackle tasks. This is illustrated by the following quotes.
  - "...everyone is basically depending on each other to get their jobs done." (Participant 1 - LL)
  - "...on this mine I am part of the team even though I am the manager." (Participant 13 - HL)

- The value of participation is upheld through **management style**, which encourages employees to take responsibility and initiative, and includes them in the decision-making process. The following quotes illustrate this.
  - "...all levels are involved, our aim is that everyone must buy in." (Participant 12 - HL)

- "...they (management) give opportunities for other employees to give their inputs before decisions are made." (Participant 20 - HL)
- "...he must understand the rationale behind the job otherwise you won't really try hard because you might think it is dumb." (Participant 19 - HL)
- "...be as fair as possible and consistent and tell the guys the good and the bad of every situation." (Participant 14 - HL)

- Performance appraisals are conducted in a participatory manner, and in this way the **remuneration package** acts to reinforce the value of participation. The following quote illustrate this.
  - "...we sit down and decide on the target that needs to be achieved. I allow them to rate themselves and tell me why, mostly they rate themselves correctly." (Participant 13 - HL)

- **Experimental approach** expects employees to be innovative and come up with new and better ways of doing things allowing employees to participate in how things are done. This is illustrated by the following quote.
  - "...they will allow you to go out and find new technology." (Participant 9 - LL)

4.3.6. Interpersonal Relationships

The value of interpersonal relationships refers to the strong focus of positive working relationships through which, tolerance for fellow employees is emphasised.

- There is a large focus on interpersonal relationships within the organisation. This is indicated by the following quotes.
  - "...we (management) are also trying to encourage interpersonal relationships." (Participant 13 - HL)
  - "...it is not only how well he works, but also how well he interacts with other staff." (Participant 16 - HL)
  - "...since I got here I have been very interested in the relationship between the employees." (Participant 2 - HL)

Interpersonal relationships are valued within the organisation through the size and structure, teamwork, management style, and racial policies.

- The **small group** within the organisation and the lack of hierarchy allows for employees to get to know each other on a personal level. The following quotes illustrate this.
  - "...and then the whole set up of how the structure works, you know, the whole interaction between people. A lot less formal than other mines." (Participant 1 - LL)
  - "...so far I have had a good experience, the interpersonal relationship is fine because of the small group." (Participant 2 - LL)

- **Teamwork** furthers interactions by requiring employees to work closely with one another and placing managers and other staff on 'equal' footing. This is illustrated by the following quotes.
  - "...I never worked as closely to a team on any other mine." (Participant 1 - LL)
  - "...people working together as a big family." (Participant 12 - HL)
  - "...there's no fear of the boss, I work actively with them." (Participant 11 - HL)

- The lack of emphasis on hierarchy and the open door communication that characterises the mine's **management style** supports favourable interpersonal interactions. The following quotes illustrate this.
  - "...no they act good to me, they show me very well. They don't harsh me or like that dictate style." (Participant 4 - LL)
  - "...they are not bosses, they always listen." (Participant 5 - LL)

- The **lack of racism** within the organisation goes a long way to improve interactions between employees. The following quote illustrates this.
  - "...not hampered by race and all kinds of personal stuff." (Participant 16 - HL)

4.3.7. Innovation

The value of innovation focuses on continuous change through new ideas, policies, and technology to ensure a good organisational-environment fit.

- Innovation is highly valued as a means of remaining competitive. This is illustrated by the following quotes.

- "…there are always new ideas and policies." (Participant 3 - LL)
- "…the culture allows people to be more innovative, to think of new ways of doing things." (Participant 10 – LL)
- "…the culture promotes creativity." (Participant 15 - HL)
- "…we are trying to encourage change instead of avoiding it." (Participant 13 - HL)

The value of innovation is maintained through the management style and the experimental approach.

- The **management style** provides employees with responsibility and expects them to take the initiative and in this way, upholds the value of innovation. This is illustrated by the following quotes.
  - "…they (management) expect you to be responsible and do your own thing and to a large extent make your own decisions." (Participant 11 - HL)
  - "…with them (management) it is always come up with a solution." (Participant 18 - HL)

- The **experimental approach** supports innovation by encouraging employees to come up with, and implement new technology and new processes. The following quote illustrates this.
  - "…it is very pleasant because you are able to experiment with things." (Participant 12 - HL)

4.4. The organisation's culture is a performance enhancing culture

According to the performance enhancing culture, for an organisation to be successful, it needs to value its employees, customers and shareholders, embrace change, and create a situation in which these values are held strongly across the organisation (Kotter & Heskett, 1992).

Within the organisation in this study, several values congruent with the performance enhancing culture are strongly upheld within the organisation. Table 6 categories the organisation's values according to the performance enhancing culture approach (Kotter & Heskett, 1992). A discussion of Table 6 follows.

- **Valuing Employees**

When grouped together, the organisation's values of informality, focus on the individual, support, participation and interpersonal relationships are equitable, with the importance placed on the valuing of employees in the performance enhancing culture approach.

The avoidance of hierarchy and lack of formal systems of control that characterise **informality,** values employees, as they are viewed as equal to other staff and are treated as responsible adults. Through the value of **focus on the individual** employees are

Performance Enhancing Culture Values	Organisation's Values
Valuing Employees	• Informality • Focus on the individual • Support • Participation • Interpersonal Relationships
Valuing Customers	• Productivity Orientation
Valuing Shareholders	• Productivity Orientation • Informality • Focus on the individual • Support • Participation • Interpersonal Relationships
Valuing Change	• Informality • Participation • Innovation

Table 6. Categorisation of organisation's values according to Performance Enhancing Culture.

recognised as playing a crucial role in the organisation's success, and their needs are viewed as important. The value of **participation** upholds employees, as it allows them to be included in decision-making and provides them with a great deal of autonomy and responsibility. The focus on **interpersonal relationships** ensures that a tolerance for fellow employees exists within the organisation. Furthermore, employees are given a great deal of leeway and **support** by the organisation.

- **Valuing Customers**

The emphasis that performance enhancing culture approach places on customers is upheld within the organisation through the value of **production orientation,** as there is a focus on providing the best quality product, at the lowest possible price.

- **Valuing Shareholders**

Within the organisation the value placed on shareholders by the performance enhancing culture is realised by the value of production orientation, as well as by the values that enhance the employee and the customer.

The value of **production orientation** upholds shareholders' interests as it ensures that the organisation is producing at full capacity, at the lowest cost possible. The **values that uphold employees and customers** contribute to shareholder importance, as employees will be more productive, and customers will be more likely to purchase the product.

- **Valuing Change**

Change is emphasised within the organisation through the values of **informality, participation** and **innovation**. These values work in conjunction to maintain a continuous incorporation of new ideas and ways of achieving this in order to maintain the alignment between the organisation and its environment. Employees' ideas are taken seriously and are not hindered by formal control systems.

6. CONCLUSION

This study describes employees' experience of job satisfaction within a successful organisation, and in doing so; it identifies the cultural characteristics within that organisation, which create the opportunities for employee need satisfaction.

Within the present macro-environmental climate characterised by overcapacity and fierce competition, employees' experience of job satisfaction is of utmost importance as it determines the degree of effort employees will be willing to exert towards fulfilling organisational goals. Employees are only motivated towards positive performance in so far as this behaviour provides opportunities for the fulfilment of their needs.

Employees reported experiencing the fulfilment of various needs by the organisation. It is interesting to note that both lower and higher-level employees experienced the fulfilment of both lower and higher-order needs. From this it can be established that the mine has created a working environment where it employees all have there lower-order needs fulfilled, and are therefore able to be motivated towards the fulfilment of higher-order needs. The fulfilment of these is experienced in reaction to the organisation's behaviour patterns, which make up the surface level of organisational culture (Kotter & Heskett, 1992). Furthermore, the behaviour patterns present within the organisation, are a reflection of the organisation's values, which make up the deep level of organisational culture. The organisation's values have been equated to those of a performance enhancing culture, in that they are held strongly across the organisation, and empasise the organisation's key constituencies, as well as embrace change.

The research findings, indicate that employees' experience of job satisfaction involves a complex interaction between employees and the organisation's culture. The experience of job satisfaction is a context specific blend. This has three main implications for organisations in addressing employee job satisfaction. Firstly, organisations cannot simply uphold one of the behaviour patterns identified and expect employees to be satisfied with their jobs. All the organisation's values and behaviour patterns work and interact together to create job satisfaction. Furthermore, those things that motivate one person may not necessarily motivate someone else (Robbins, 2000). Organisations should take into

account their context, as well as employees' specific needs when attempting to create employee job satisfaction.

Secondly, organisations should exercise caution when attempting to change behaviour patterns, as a fragile balance exists, which needs to be maintained. This study illustrates that employees experience job satisfaction in relation to the behaviour patterns present within an organisation. If behaviour patterns are changed, employees' experience of job satisfaction will be affected.

Within the organisation, the possible expansion would be an example of how behaviour pattern change could affect job satisfaction. The proposed expansion of the organisation would entail an increase in employees, by six times the current number. With such a great increase in staff numbers, the following changes in behaviour patterns can be expected.

With the expansion there would most likely be a movement away from the present flat structure, which is highly valued, towards a more hierarchical one. Creating an environment where opportunities for need fulfilment, as currently experienced, as a result of the small scale and flat structure, would change significantly.

The expected increase in the number of staff working within the organisation and the resultant increase in work load, may make it difficult for an individual to control more than one area, and multi-tasking can be expected to decrease. This could have a negative impact on job satisfaction, as opportunities for personal development, challenge and ownership would be limited.

A real concern regarding the expansion would be the possible 'dilution' of the organisation's present culture, with the introduction of large numbers of newly recruited employees. This could pose a threat to employees' experience of job satisfaction as it is based on the organisation's culture.

The above example highlights the importance in addressing the possible impact that changing behaviour patterns could have on employee job satisfaction.

Finally, a balance needs to be maintained between the quantity and quality of opportunities for need fulfilment in order to positively maintain employees continued experience of job satisfaction. The same behaviour patterns that lead to job satisfaction when applied in excess, or in particular circumstances, may also lead to dissatisfaction, as individual needs are thwarted. Employees do not necessarily become more satisfied if they are receiving more of a positive experience.

This can be seen specifically with regard to multi-tasking, teamwork, management style, and small scale/flat structure as these behaviour patterns interact and work together to place a great deal of responsibility on individual employees.

When multi-tasking is applied in excess, employees do not necessarily become more satisfied, because they are receiving more of a positive experience. A large amount of multi-tasking becomes overwhelming for employees and a situation is created where they are unable to complete the tasks assigned, meaning that the previously fulfilled ownership need is negated. Furthermore, employees lose the security of a well-defined job description as they become unsure of what is expected of them. For employees to feel capable, and to experience a sense of achievement, it is essential that they have a clear understanding of what their job entails, and are able to complete the tasks that are assigned to them (Tobias, 2000; Gravett, 2002).

An inevitable consequence of teamwork is that individual employees do not have personal control over the outcome of tasks, resulting in the negation of appreciation, self-worth and financial gain, if tasks are inappropriately implemented.

The informality which characterises the mine's management style, and size, and structure, creates further insecurity among employees. The lack of formal policies relating to communication, promotion, and education opportunities lends itself to employees being overlooked and left feeling that these decisions are made on the basis of favouritism. In such situations, employees become demoralised and no longer view these opportunities as something to aspire towards. In order for employees to view promotion as a motivator, it is essential that they perceive it as dependent on performance, and believe that their

behaviour has an impact on their opportunity for advancement (Ribeaux & Poppleton, 1978; Bevandam, 2003; Syptak et al., 2003).

Employees experience further difficulty in this regard as it is difficult for them to voice these concerns. In an organisation, such as the mine, with a very positive, strong organisational culture, management and employees are very protective of their culture, since it is seen as the cornerstone to their economic success and provides most individuals with job satisfaction. However, the strong desire to maintain a *status quo* may stand in the way of individual dissenting voices. At the mine, some employees indicated that there seems to be an unwritten rule which makes complaining unacceptable because it would upset the positive culture. Although, this may in the short term, emphasise the positive culture, in the long term it may start to undermine the open spirit in the organisation.

O'Reilly and Chatman (1996), explain that within a strong culture, questioning the organisation's norms and values may be interpreted as a lack of confidence in the group's abilities and is considered disloyal. Morgan (1997), warns against the development of a culture, which leads to the 'organisation man or woman', where a 'tall poppy syndrome' may take root. In this type of culture, the one who stands out above the rest is quickly reduced to size.

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APPENDICES

APPENDIX 1. INDIVIDUAL INTERVIEW QUESTIONS

1. Can you please tell me a little about your experience of working at the mine?
2. How did you start working at the mine?
3. Have you worked on another mine? Comparison.
4. Could you please tell me about your average day? What are you responsible for?
5. How would you describe a good day at work?
6. How would you describe a bad day at work?
7. Could you please tell me a bit about the reward systems that are in place?
8. Do you feel as though you are able to use your talents at the mine? Is your work challenging?
9. How does working here affect your family life either positive or negatively?
10. Could you please tell me about the leadership on the mine?
11. What do see as being leadership's aim?
12. How does the communication system work? If you have a problem, whom do you speak to? Do you get satisfaction from these channels?
13. What is it like working with your team?
14. How would you describe the interaction between the various departments?
15. How would you describe the interaction with the contractors?
16. What can you tell me about the mine as an organisation?
17. How would you describe the spirit of the mine?
18. What is your favourite thing about the mine?
19. What is your least favourite thing about the mine?
20. How do you see things changing with the expansion?

APPENDIX 2. FOCUS GROUP GUIDE

1. Small scale/flat structure
2. Multitasking and teamwork
3. Management style
4. Code of silence
5. Communication
6. Promotion system vs. Culture
7. Expansion

APPENDIX 3. CONSENT FORM

I (participant's name)_____ agree to participate in the research project of Claire Milne on the experience of job satisfaction within a successful organisation.

I understand that:

1. The researcher is a student conducting the research as part of the requirements for a Masters degree in Research Psychology at Rhodes University.
2. The researcher is interested in my experience of job satisfaction.
3. My participation will involve me taking part in an interview of approximately an hour and a focus group of approximately two hours.
4. I will be asked to answer questions of a personal nature but I can choose not to answer any questions about aspects of my life, which I am not willing to disclose.
5. I am invited to voice to the researcher any concerns I have about my participation in the study and to have these addressed to my satisfaction.
6. I am free to withdraw from the study at any time – however I commit myself to full participation unless some unusual circumstances occur or have concerns about my participation, which I did not originally anticipate.
7. The report on the project may contain information about my personal experiences, attitudes and behaviours, but the report will be designed in such a way that I will not be able to be identified by the general reader.

Signed on (Date): _____

Participant: _____

Researcher: _____

APPENDIX 4. MINE MANAGER'S LETTER

To All Staff

Our holding company entered into an agreement with Rhodes University, whereby Rhodes will do research projects at several of the *holding company's* mining operations.

One of the biggest challenges facing *our mine* over the next few years, is how we will enhance and maintain *our mine's culture*, especially with the expansion when the labour complement will be increasing approximately five-fold.

To assist us in this regard, Claire Milne is carrying out a research project at *our mine* to look at our culture and how we can maintain this culture in the future with the expansion project.

Please give Claire your full co-operation. It is in the best interest of *the mine* that we understand the good and the bad practices at the mine so we can build on the good things and rectify the bad practices.

Note that the interviews are confidential between you and Claire.

Regards,
The General Manager

APPENDIX 5. EXAMPLE OF THE PROCESS OF CODING CATEGORIES

This appendix contains an example of the results of the second stage of data analysis.

CODES RELATING TO NEED FULFILMENT

CATEGORIES	INDICATORS
FINANCIAL GAIN	…modifiers are linked to the bonus so it is a very good motivator.
	…I think most people are motivated by money, so if you can make it really viable for people money wise I think it will be so much more positive.
	…I think it is necessary, you have that incentive which is linked to the money. That is one of the best ways to motivate people.
	…it's a good motivator, well for me anyway."
SECURITY	…I like that the underground environment is safe to work in.
	…a lot of people I have spoken to say they like the stability of working here, normally on a mine you are afraid of retrenchment.
	…it has a tremendous amount of security.
	…it is a very important issue that an employee feels that he is safe.
	…you feel safe.
	…you're not going home today wondering if you'll have a job tomorrow.
RELAXATION/ LACK OF STRESS	…its fairly relaxed.
	…that tension is not here.
	…that takes a lot of stress away.
	…relaxes people a bit.

CARE/ INDIVIDUAL ATTENTION	…you know you can get individual attention.
	…it actually cares for the staff.
WORKING RELATIONSHIPS	…we have open relationships here which makes you feel more comfortable to work here.
	…very good, especially when it comes to the working relationship we have here.
	…The relationships on Nkomati as a whole are also very good.
	…Small close-knit group of people, everyone knows each other really well, good teams that you work in so communication here is not a hassle.
	The guys I work with [is my favourite thing about the mine].
OWNERSHIP	…here you do everything, you present it, it is yours.
	…you can implement something and look back and say I have actually done something and it is working.
APPRECIATION	…you feel you are making a contribution, that feeling that your opinion actually counts.
SELF-WORTH	…it promotes a form of self-worth.
RECOGNITION	…then they give awards to the person who has recognised safety more than others.
	…for other people to recognise what good he is doing.
	…on a good day my boss is going to praise me.
	…they tell me that I work well.

	…we get recognised for what we do.
TRUST	…you feel trusted, you feel he can depend on you and therefore you do give your best.
	…people are trust here, we are not forced to do our job.
PRIDE	…I like to brag about it.
	…take a lot of pride in what I do.
PERSONAL DEVELOPMENT	…I've learnt a lot.
	…you know you must better yourself.
	…it is always challenging.
	…encouraging staff to study, to grow with the mine, which is very important.
	…there are a lot of little things that I knew I could do, but had never been given a chance to put into practice, which I have now.
	…you grow with the mine, you grow with ideas.
	…I can gain experience here.
	…that is why we learn, in order to have our own success as well.
	…I like to learn.
	…the mine allows you to develop a lot, there is actually a lot of emphasis on personal development.
CHALLENGE	..it's a challenge to me every day, no day is the same.
	…it's quite a variety of jobs in one, it is challenging and fulfilling.
RESPONSIBILITY	…there is quite a bit that is our responsibility.
	…you have to be responsible.
	…I try to handle as much as I can.

...it has been my best working experience because it is here where I have had a lot responsibility.

...I am responsible for a lot of things that is why I actually enjoy work.

CODES RELATING TO BEHAVIOUR PATTERNS

CATEGORIES	INDICATORS
SMALL SCALE/FLAT STRUCTURE	...a lot less formal than other mines. ...because of the flat structure, I think in general there is limited scope for most people on the mine. ...not shy or afraid to approach anyone, it's because of the small group on the mine.
MULTI-TASKING	...no day is the same on this mine. ...each shift differs.
TEAMWORK	...I have never worked as closely to the team on another mine as here. ...You cannot work on your own because it doesn't work like that. ...Everyone is depending on everyone else to have their work done. ...but as a team we work well together.
MANAGEMENT STYLE	...If you have a hassle or don't agree with something they listen. ...Its not like that's the way it works and that's it and you cannot change anything. ...There is a lot of loyalty from the management side. ...Its quite individual you know, we can go up and speak to the manager any time we please. ...can get individual attention.

...superior people tell me that I have done my job well.

...you are able to do a full days work without your boss looking over your shoulder.

...they are interested in the people themselves as well.

PHYSICAL ENVIRONMENT

...it is probably the prettiest mine you have seen.

...the environment is beautiful.

...with the mine in such a nice setting.

...the mine recognises nature and all the trees are very green.

REMUNERATION PACKAGE

...the bonus system is quite good.

...but we do have a good bonus.

...There's definitely some advantage, the salaries.

EXPERIMENTAL APPROACH

...because of the technology involved that you don't have on other mines.

...what also happens here is we are very experimental.

...the mine is unique, technology wise, the way we are working.

...it is actually very pleasant because you are able to experiment with things.

RACIAL POLICY

...but here we are recognised as people and human beings.

SAFETY REGULATIONS

...it's very dangerous because I am working with big machines but I always signal or hoot before I drive so that other people can be aware.

...if I see something underground that might hurt somebody I remove it before

someone tells me.

CODES RELATING TO CULTURAL VALUES

CATEGORIES	INDICATORS
PRODUCTIVITY ORIENTATED	...for us to benefit from the bonus we must keep the system up and running.
	...we like to solve a problem before a person gets back to us.
	...if I've done all my work then it's a good day.
	...everyone knows they must do their part.
	...everybody has the same aim and that is to achieve the best results for the best amount of money in the best amount of time.
INFORMALITY	...no rank stuff.
	...less autocratic.
	...open door policy.
	...it's more of a relaxed culture.
FOCUS ON THE INDIVIDUAL	...There's a lot of loyalty back from the companies side.
	...treated as human beings.
	...development and growth with the company.
	...They trust us.
	...management care for the staff.
	...you are able to express your feelings.
	...they are always reasonable.
	...you aren't just a number.
INNOVATION	...you can use your own initiative.
	...there are always new ideas and policies.
	...given chance to try new things.
	...the culture allows people to be more

	innovative, to think of new ways of doing things.
	...the culture promotes creativity.
SUPPORT	...they accept mistakes and try to develop the employee.
	...he gives me his one hundred percent support.
	...assist each other where possible.
INTERPERSONAL RELATIONSHIPS	...there is a good relationship, even if there was a problem.
	...extremely friendly environment.
	...we are also trying to encourage interpersonal relationships.
	...it is not only how well he works, but also how well he interacts with other staff.
PARTICIPATION	...top management allows you to be part of the system.