



JÖNKÖPING INTERNATIONAL BUSINESS SCHOOL  
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# **Empowerment, Contextual Performance & Job Satisfaction**

- A Case Study of the Scandic Hotels in Jönköping -

Paper within: Bachelor Thesis in Business Administration

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# Bachelor Thesis within Business Administration

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## Abstract

**Purpose:** The purpose of this study was to examine the relationship between job satisfaction among hotel employees as well as the relationship between employee empowerment and contextual performance behaviours.

**Background:** Most managers and scholars emphasize that an organization's most important tool for gaining a competitive advantage is its people and; in order for the firm to attain success employees must be involved and active. It has been argued that success within the hotel industry lies with customer satisfaction, of which is the result of overall job satisfaction of the employee. Most hotels strive to empower their employees in order to deliver better quality service. In addition, contextual performance behaviours are also common practice in such places where employees have a broad range of duties and tasks. Both empowerment and contextual performance behaviours are thus seen to provide overall job satisfaction.

**Method:** The research approach used was that of a single case study, using a survey instrument to collect data on facets empowerment and contextual performance behaviours. The Scandic Hotels of Jonkoping were used for this purpose. The data collected were then analysed by way of factor analysis and multiple regression methods to validate the hypotheses formed in the theoretical framework.

**Findings and Conclusions:** Based on the results of the analysis, the majority of the hypotheses were supported. Training and rewards showed a significant relationship with overall job satisfaction. Job dedication behaviours also showed similar results. In addition, information sharing and trust and training and rewards proved to have interrelationships as facets of empowerment. Interpersonal facilitation and job dedication behaviours were also proved to be distinct behaviours within contextual performance.

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# 1 Introduction

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*In this section, the problem area and the purpose as well as the corresponding research questions of this thesis will be presented. In addition a thorough description of the background of the problem will be given which will lay the foundation for the problem discussion.*

---

## 1.1 Background

It has been proved, in both theoretical and practical frames that employees are one of the most vital aspects of an organization and therefore a good human resources management policy can become a competitive advantage (Czepiel, Solomon, Surprenant & Gutman, 1985). This is especially true in the case of service organizations as they depend heavily on their front line staff to provide high quality services to their customers (Palmer, 2001).

Therefore, there is a need for managers to satisfy their employees as they in turn satisfy the most important external stakeholder – the customer. Within the service sector, the customer judges the quality of the service provided by the employees by assessing their behavioural actions. Wilson, Zeithaml, Bitner and Gremler (2008) state that customer –contact service employees are the service, the organization, the brand and the marketers in the eyes of customers. Satisfied employees will embrace enhanced behaviour that will lead to the provision of higher quality services thus raising the customers' satisfaction (Bitner, 1992). Therefore, managers must be in a position to understand and provide for the needs of their employees. Therefore an increase in job satisfaction will more than likely be the main factor employees will consider when contemplating whether to stay in their jobs or move elsewhere (Robbins, 2005).

Over the last two decades, the global hotel industry has grown considerably making it an intensively competitive industry (Kandampully & Suhartanto, 2000). Hotel owners can boost their competitiveness in several ways. Two of the most beneficial ways that a hotel owner can boost the competitiveness of their hotel is upgrading service quality and improving reputations. As indicated by a number of studies, customers will more likely be satisfied if employees are satisfied (Heskett, Jones, Loveman, Sasser, & Schlesinger, 1994). Due to this competitiveness, service firms are continuously in search of finding better ways to satisfy their customers. One of these ways is the creation of a suitable working atmosphere and environment which will satisfy the employees.

As previously mentioned, most managers and scholars emphasize that an organization's most important tool for gaining a competitive advantage is its people and; in order for the firm to attain success those people have to be involved and active (Lawler, 1996). In recent years, two concepts have gained considerable attention which closely links an organization's people to gaining a competitive advantage. Those two concepts being employee empowerment and contextual performance. Although a much more thorough explanation of each concept will be given later in our research; one can understand the basic elements of each concept as follows: *Employee empowerment* in its basic form is a term used to describe how staff can make autonomous decisions without consulting upper management. An example being giving employees the discretion to solve work related problems “on the spot” rather than consulting their immediate supervisors or upper management. *Contextual performance* is a term used to describe activities that employees partake in that are not part of their formal job duties. An example being voluntarily helping colleagues, putting in extra effort to complete tasks and working extra hours to complete tasks.

The concepts of employee empowerment and contextual performance have been closely linked to achieving organizational success. Employee empowerment and contextual performance have also been associated with employee job satisfaction. Ugboro and Obeng (2000) found that in general, empowered employees exhibit higher levels of job satisfaction in comparison with those who are not empowered. It has also been shown that empowered employees feel better on their jobs and are more eager when it comes to serving customers. This in turn quickens customer need's responses which in turn result in customer satisfaction (Bowen & Lawler, 1992). Gist and Mitchell (1992) state that empowered employees' self-efficacy levels increase as they are in a position to evaluate the best approach to perform tasks.

In addition to employee empowerment, contextual performance has also been suggested to enhance employees' job satisfaction (Podsakoff & MacKenzie, 1997). Contextual performance behaviours support the wider organizational, psychological and social environment within which the technical core functions (Motowidlo & Van Scotter, 1994). Contextual performance behaviours are normally linked to what an employee 'gives back' to the organization. If employees are satisfied with their jobs, they will more than likely reciprocate by helping others by performing extra duties, which is the essence of contextual performance. Thus, overall job satisfaction has a strong relationship with contextual performance. Podsakoff and MacKenzie (1997) have proposed that by creating an attractive work environment, contextual performance might increase employee commitment which would in turn lead to increased job satisfaction (Porter, Bigley & Steers, 2003).

## **1.2 The Scandic Hotels of Jönköping**

In order to examine the relationships between job satisfaction, employee empowerment and contextual performance, a case study was performed using a hotel. The hospitality industry is viewed as an ideal industry to test such relationships as mentioned above for two main reasons. Firstly, hotels deliver a service to their clients and thus require quite a large amount of customer contact, whether that contact is direct or indirect. Secondly, such an exchange of customer contact means that the behaviour of the employees affects the service quality as perceived by the customers. Therefore, to perform this case study, the hotel chain Scandic was used.

Two main reasons governed our decision to use Scandic Hotel in Jönköping – the brand name and accessibility. Scandic Hotels is the Nordic region's leading hotel chain that has been in operation for over 40 years. According to its online publication, Scandic employs over 6,600 staff in total and prides itself in delivering first class customer service as well as making careers for its staff and has therefore been the driving reason as to why many employees have remained loyal to the company.

Quality assurance plays an important and crucial role in all Scandic Hotels. This is extremely important as guests of Scandic hotels come from all over the world, both for holiday or business purposes. However, regardless of the purpose, the objective of Scandic is to ensure that high quality service is provided and maintained at all times to ensure a comfortable stay for its guests.

From its first hotel built in 1963, then known as the Esso Motor Hotel, Scandic has since grown at a tremendous rate. To date Scandic hotels is comprised of 139 hotels with a total of 25,253 hotel rooms in ten countries with the opening of 12 new hotels planned between 2009-2010 (Scandic 2009).



There are two Scandic Hotels in Jönköping. One is situated in the town centre and is known as Scandic Hotel Portalen. The second is situated in the eastern outskirts of Jönköping and is known as Scandic Hotel Elmia.

The two Scandic Hotels in Jönköping, Portalen and Elmia, are managed by one general manager and is in-charge of 100 employees in total. It has been reported by the manager that both hotels have experienced a very low staff turnover over the last few years which was a driving factor in choosing Scandic as a case study as this would provide us with a clearer picture of employee opinions. This has been achieved by recruiting staff who share the Scandic values: “...we are a value-driven hotel...values are much stronger than manuals...when we employ someone, we make sure they shares our values” (Personal communication, 2009-09-23). The manager also reported that each employee is assisted and encouraged to develop within their career, as continuous development is seen as a key driver in understanding, providing and maintaining a high level of service quality which caters to the needs of the guests.

At Scandic hotels, employees are encouraged to solve problems “on the spot”. Furthermore, Scandic embraces a business culture which provides regular training sessions, meetings and self evaluations which are carried out every year to assess training needs while also measuring employee performance levels. Additionally, Scandic encourages information exchange which is shared at all levels. Staff members are regularly encouraged to provide feedback on how they can help themselves and management cater to the needs of their clients. This has in turn led to more employees having opportunities to influence decisions and promote employee motivation.

### **1.3 The Problem Discussion**

The study of job satisfaction and its relationship with employee empowerment and contextual performance has aroused a great deal of interest in modern research circles as well as inspired extensive research in the area of managerial and human resource sciences. However, there still seems to be confusion, disagreement and limited research regarding these concepts of job satisfaction. Argyris (1998) states that regardless of all the “talk”, the idea of empowerment has remained an illusion:

*“...despite all the best efforts that have gone into fostering empowerment, it remains very much like the emperor’s clothes: we praise it loudly in public and ask ourselves privately why we can’t see it...”* (Argyris, 1998).

Empowerment of service employees has also been met with a great deal of scepticism. Although most organizations praise the concept of employee empowerment, the benefits, although well expressed in detail in the media, have not been well documented (Quinn & Spreitzer, 1997).

Others have stated that flexibility among employees in service firms may lead to loss of quality. Edgett and Parkinson (1993) document that service heterogeneity creates difficulties in controlling the output and its quality whereas Lee (1989) asserts that firms with a high heterogeneity of services should standardize their services so as to maintain quality in service production.

On the other hand, contextual performance and its relationship to employee job satisfaction has not been spared. Although there is a wide range of literature that distinguishes task

performance from contextual performance while defining the constructs of contextual performance (Motowidlo & Van Scotter, 1994; Organ, 1997), most of the literature has failed to take into account the relationship between job satisfaction and contextual performance. In fact, only one study (Ang, Van Dyne & Begley, 2003) has compared the relationship between direct empirical analysis of job satisfaction and contextual performance.

Therefore, we believe that the absence of sufficient research dedicated to the relationship between job satisfaction and contextual performance may be used to explore and examine both the concepts of employee empowerment and contextual performance in relation to job satisfaction.

## **1.4 Purpose**

The purpose of this thesis is to examine the relationship between job satisfaction among hotel employees and the facets of employee empowerment and contextual performance behaviours and their individual impact in determining overall job satisfaction.

## **1.5 Delimitations**

Although this study examined job satisfaction from the perspective of employee empowerment and contextual performance, there are also other factors that have an impact on job satisfaction in their own right which have been subject to various studies and research. For instance, the type of leadership embraced by managers also affects job satisfaction (Yousef, 2000). Others have stated that work-family conflicts may have an effect on an employee's job satisfaction levels (Grandey, Cordeiro & Crouter, 2005). We believe that these and other factors play a vital role in job satisfaction. However, for the purpose of this thesis, to which extent these factors affect job satisfaction within the hotel industry is out of the scope of this study.

In order to control such variables, we formulated our survey instrument based purely on previous studies (as mentioned in the method section) that strictly involved the facets of employee empowerment and contextual performance behaviours. In addition, open ended questions have been excluded from the survey instrument, whose answers could have deviated from the main objective of this thesis.

## 2 Theoretical Framework

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*In this section the frame of reference which was used to perform this study will be presented. A general overview of job satisfaction will first be presented followed by relevant definitions of employee empowerment and contextual performance as well as relevant theories related to our studies. The goal of this section is to present a theoretical model which links overall job satisfaction to the facets of employee empowerment and contextual performance behaviours. Finally, we have proposed 8 hypotheses and a revised model based on the hypotheses which becomes the basis of our analysis and discussion.*

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### 2.1 Job Satisfaction

The study of job satisfaction within the service industry has generated a great deal of research interest in modern human resource circles around the world and is an underlying motivation factor for employee performance. It is widely accepted that an employee's performance is closely related to the overall satisfaction of his or her task at hand and is thus an invaluable concept that an organization must invest in. Although there are a number of definitions which encompass employee job satisfaction, we believe it to be vital to express one which will be used consistently throughout this study. Therefore, employee job satisfaction will be expressed as *"the positive emotional state that results from an employee's appraisal of their work situation"* (Babin & Boles, 1998). Simply put, how satisfied an employee is with their current work.

- **The Importance of Service Employees**

As previously stated; front-line staff and other supporting actors behind the scenes are vital to the success of any service organization as they are the service, the organization and the marketers in the eyes of the customers (Zeithaml & Bitner, 2000). In many cases, the employees provide the service single-handedly. Employees are the first line of contact for the customers and act as service providers. The employees personify the service organization from the customer's perspective. Their behaviour, remarks, professionalism and overall attitude is under the constant scrutiny of the customer. Thus, any negative image portrayed by the employees invariably results in a negative bearing on the customer's perception of the organization. Finally, the employees market the organization. Employees physically advertise and represent the product and the organization and thus play a major role in influencing the customer's perception from a promotional viewpoint.

- **Job Satisfaction in the Service Industry**

In any service context, employee satisfaction is crucial as it is closely linked to customer satisfaction. It is therefore in the best interest of an organization to devote a substantial amount of effort examining ways to improve as well as maximise the satisfaction an employee has in the workplace.

Snipes, Oswald, LaTour, Achilles & Armenakis (2005) explain that previous research has shown that employee job satisfaction is a relevant factor in service quality improvement because employees who feel satisfied with their jobs provide higher levels of customer satisfaction. As customer satisfaction may be directly linked to encounters with staff; it is important to devote a substantial amount of effort in the way employees interact with customers. Bitner (1990) noted that employees should be seen as performers and not just as workers as their behavioural performance *is* the service quality that customers perceive.

Research in this field has therefore become an important subject area in human resource management, as the relationship between customer satisfaction and employee satisfaction becomes increasingly interrelated. There is substantial evidence in terms of the relationship between customer loyalty, profitability and employee job satisfaction, all of which build the constructs of a term known as the “service profit chain”. Although aspects of the service profit chain are out of the scope of this thesis, it has been used to explain the relationship between profitability and customer loyalty and employee job satisfaction and productivity (Heskett et al. 1994). Simply put, customer loyalty leads to increases in profitability and growth. In turn, this customer loyalty is brought about by customer satisfaction. The value of the service provided determines the level of satisfaction and finally; value is created and determined by satisfied and productive employees. However, it is the internal quality of a working environment that drives employees’ job satisfaction. This mirrors Podsakoff’s and MacKenzie’s (1997) proposal which dealt primarily with creating a suitable working environment that leads to employee job satisfaction.

- **Importance of Job Satisfaction**

The importance of job satisfaction in the service industry is an indisputable facet of overall organizational performance and success. It is widely accepted that customer satisfaction in turn translates into organizational success. In a service organization, it is possible that employee job satisfaction may have its biggest impact in the area of customer satisfaction (Snipes, et al. 2005). This notion is further substantiated by Schlesinger and Zomitsky (1991) who state that job satisfaction is positively related to employee perceptions of service quality. Therefore, satisfaction in the workplace is a crucial element which deserves a substantial amount of attention for both the well being of the employee, organization and customer. Furthermore, as recruitment and training procedures are often quite expensive, striving for a more suitable workplace which will lead to employee job satisfaction is a worthwhile investment for organizations striving to reduce their employee turnover rate and retain their current staff.

## **2.2 Employee Empowerment**

Although many factors contribute to the level of perceived satisfaction an employee experiences within the workplace, a particular concept has gained significant recognition in recent years which largely influences an employee’s job satisfaction. That being the concept of employee empowerment.

Service firms are highly autonomous in nature and vary greatly in terms of products and services offered. Therefore a great deal of situational demand is thrust upon employees in the service industry as customer demands and job tasks vary greatly. That being said, firms within the service industry depend heavily on an employee’s ability to deliver effective service even during chaotic and turbulent situations. For that reason, the study of employee empowerment within service oriented organizations is, according to Chebat and Kollias (2000) important to examine as a way of adapting employee behaviour to specific customer and situational demands.

As there are multiple dimensions and various traits of employee empowerment it is a bit difficult to set forth one definitive definition. Several inherent characteristics however can be found within employees whose organizations invest in empowerment practices, thus making it easier for one to understand. In practice, empowered employees have a high sense of self-efficacy, are given significant responsibility and authority over their jobs, en-

gage in upward influence, and see themselves as innovative (Conger and Kanungo, 1988). We have therefore decided to define employee empowerment as follows:

*“...allowing an individual to use their own discretion and take action of his or her own destiny within the workplace while making autonomous decisions when certain situations call for individual thinking..”*

- **Employee Empowerment in the Service Industry**

Chebat and Kollias (2000) describe empowerment as especially relevant and important to the delivery of heterogeneous services. Furthermore, as a result of the importance of the service encounter within a service oriented firm previously mentioned; it is imperative that service firms find ways by which they can effectively manage their customer contact employees so as to help ensure that their attitudes and behaviours are conducive to the delivery of high quality service (Chebat & Kollias, 2000).

As discussed in the previous section, employees within the service industry, most notably within a hotel setting, experience a high variation of task related activities on a daily basis. Many employees within a hotel setting are therefore expected to perform a variety of tasks that may or may not be directly related to their formal position. An example being a hotel employee working as a front line receptionist. Although their formal duties may initially entail greeting and managing customer requests, that employee may be expected to work in the breakfast hall during periods of downtime or perhaps help with invoicing and product ordering tasks when situational demands require them to do so. In such situations explains Chebat and Kollias (2000), flexibility may become clearly necessary, therefore, employees who are in constant contact with customers should be given sufficient power or latitude to adapt their behaviours to the demands of each and every service encounter.

Employee empowerment is especially important within a hotel setting because attitudes and behaviours of the staff may significantly affect a customer’s perception of the service offered. Poor interaction with guests invariably results in dissatisfied customers which can seriously damage a hotels reputation in the long run, thus deteriorating sales turnover. It is therefore imperative that employees within service industries such as the hotel industry be granted the freedom and discretion to solve problems “on the spot” using their own acumen and judgment.

- **Facets of Employee Empowerment**

With a deeper understanding of employee empowerment it is essential to gain thorough insight into the different facets of employee empowerment and explore how they lead to job satisfaction. We have chosen to examine four facets of employee empowerment as outlined by Bowen and Lawler (1992). The four facets outlined by Bowen and Lawler (1992) include receiving and sharing information, trust and having the ability to make decisions based on information received, training received on site in order to improve work performance and rewarding employees for their performance at work. In order to understand each facet, a detailed explanation will be presented in the next sections.

## **a) Information Sharing**

Empowerment within an organization can be seen as a two way process of information exchange. In order for employees to feel empowered it is important that information sharing be a mutual facet of organizational culture. The higher the degree of empowerment vested in an organization's employees, the higher the need of sharing information becomes. Conversely, when an organization shares more information with its employees, that organization is essentially granting a higher degree of empowerment. Randolph (2000) substantiates the importance of information exchange within an organization:

*"...people without information cannot be empowered to act with responsibility; once they have information, they are almost compelled to act with responsibility. Sharing information seems to tap a natural desire in people to want to do a good job and to help make things better..."*

A number of researchers have found a notably positive relationship between information sharing and job satisfaction. In a study which measured the relationship between job satisfaction and information sharing Kim (2009) concluded that employees are more likely to express higher levels of job satisfaction if they feel that they have effective communications with their supervisors.

## **b) Trust**

Trust may be a difficult notion to fully characterize as it may be viewed as highly subjective and emotional in nature, yet it is an important factor when striving for empowerment within an organization. Mayer, Davis and Schoorman (1995) have identified trust as a critical prerequisite before managers empower employees.

A high level of trust within an organization is important when striving for empowerment because without a mutual understanding of trust, employers will not give employees added responsibility and employees will not readily take on additional tasks presented from top management.

Huff and Kelley (2000) identify trust as being linked to overall employee job satisfaction and perceived organizational effectiveness as well as a critical ingredient to enhance organizational effectiveness and competitive advantage in the competition for human talents, job satisfaction and the long-term stability and well being of organizational members. This is in line with our research as we believe that trust and influence have a positive relationship with overall job satisfaction.

### **• Relationship between Trust and Information Sharing**

Trust and information sharing within an organization are both important factors for employee empowerment and can be viewed as prerequisites for one another. From the empowerment point of view, one cannot occur without some degree of the other. The importance may be understood with the example of management being able to rely on employees to maintain a high level of discretion when presented with information regarding the organization, as some information presented to employees may potentially harm the organization if obtained by competitors or outside firms. On the other hand, trust is equally important for employees as they must be able to regard the information presented to them as reliable and dependable. Zand (1972) reinforces this idea with the expectations of trust and information sharing stating that information sharing supports trust and the resulting trust

strengthens information sharing which results in an interrelationship of trust and information sharing. Therefore we propose the following hypotheses.

*H1: – Information sharing and trust are inter-related facets of empowerment.*

*H2: – There will be a positive relationship between the information-sharing and trust facet of empowerment and overall job satisfaction.*

### **c) Training**

As explained in the section pertaining to information sharing, empowerment can be seen as a two way process of information exchange. The same may be said regarding training. Training is an important factor within a hotel setting because it enables employees to understand and contribute to organizational performance (Bowen and Lawler, 1992). Although many employees may have received training from previous experience or past jobs; we would like to clarify that we are interested in training received on the job, moreover, training provided by employers within the hotel industry and how they in turn empower employees and contribute to overall job satisfaction. In the case of our study, training received at Scandic hotel which is specific to an employee's job duties.

Employees cannot be expected to fully embrace the elements of empowerment if they do not have the necessary training which enable them to perform tasks that are associated with increased responsibility and freedom. Conversely, employees who are given increased responsibility and freedom must be provided with the necessary training which enables them to perform tasks that are associated with greater responsibility and freedom. Randolph (2000) validates this claim by stating that employees cannot be ordered to change, give up control or take more responsibility if they have never learned how to do it, hence there is a need for training because empowerment is not an individual process. Furthermore Randolph (2000) concurs that without information people cannot take on responsibility, but if given information, they may do so, but realize they are deficient of skills which could have been received through training.

It is therefore important that hotel management understand that empowering employees and greater information exchange invariably necessitates a deeper need for training and vice versa.

Once an adequate degree of training has been obtained by employees, a greater feeling of comfort within their job setting will be present. Once comfortable to take on greater tasks and perform more challenging duties, employees will feel a greater sense of empowerment, therefore increasing overall job satisfaction.

To validate this claim, an example of a study conducted in the UK is used. Jones, Jones, Latreille and Sloan (2004) conducted a study in which one of the primary objectives was to determine if training affects job satisfaction. This study was conducted using the 2004 British Workplace Employee Relation Survey which was carried out in the UK in all industry sectors except private households employing domestic staff. In their study, Jones et al (2004) put forth the notion that training is one means of improving workforce utilization and thereby potentially raising job satisfaction. In their study Jones et al (2004) concluded that there is clear evidence that training is positively and significantly associated with job satisfaction. This is in line with our research objective as we believe that training has a positive relationship with overall job satisfaction.

## d) Rewards

The second facet of employee empowerment regards rewarding employees based on organizational and individual performance as a critical factor of the empowerment process. This may include rewarding employees with both tangible and intangible rewards. Although there are conflicting views and various schools of thought regarding the impact of rewards on employee behaviour, we take the position of one main school of thought known as the behaviourally oriented school, which supports the notion that a positive relationship exists between rewards (both tangible and intangible) and employee behaviour (Birch, 2002). Furthermore, as employee rewards encompass a broad array of tangible and intangible entities, it is important to distinguish between the two as well as develop an understanding of the importance of each.

Many may regard rewards as only forms of financial return and tangible services and benefits employees receive as part of an employment relationship (Bratton and Gold, 1999). Although they are indeed forms of reward, they only encompass the notion of tangible rewards. Therefore we would like to stress the importance of both tangible and intangible rewards and how they in turn contribute to empowering employees within an organization.

Rewarding employees with tangible incentives may include monetary bonuses, profit sharing and stock ownership (Bowen & Lawler, 1992). Rewarding employees with intangible incentives on the other hand is subject to the employee's opinion of what is indeed a reward but may include a variety of factors such as praise, positive feedback, perceived increment of status within the organization and perceived organizational affiliation.

A study conducted by Birch (2002) on the impact of rewards on empowerment in the hotel sector revealed the following and will be used to substantiate our views of reward systems and their relevance to empowerment:

*“...monetary and symbolic rewards were seen by hotel employees to be the ‘icing on the cake’, and appeared to serve as an important mechanism for prompting managers to recognise and reward the efforts of their staff. However, it was the praise and appreciation that was conveyed with the tangible reward that was valued by employees, rather than the monetary or symbolic value of the reward. Finally, an interesting issue that was raised by the groups [of the study] was that managers and supervisors who themselves were rewarded were more likely to reward those in their charge..”*

- **Relationship between Training and Rewards**

As with trust and information sharing, training and rewards are both important factors for employee empowerment. Although they are generally not considered to be steadfast prerequisites for one another like trust and information sharing, there is indeed a correlation between the two. From the empowerment point of view, we believe that rewards have a positive relationship with training and contribute to the overall job satisfaction of an employee. The relationship may be understood with an example of increased responsibility as a result of training. If management feels that training is necessary in order to produce some kind of organizational change or to improve existing performance, employees should, in theory be rewarded for bearing the extra weight of increased responsibility. If management plans to implement organizational change or improve performance solely through training, it may potentially risk overloading employees with too much responsibility which may in turn lead to a decrease in job satisfaction and a decline in performance. Chaudron (1996) refers to this as the “overloaded horse strategy” and goes on to say that most man-



agers opt for the “overloaded horse strategy” because they assume that all they have to do is get employees to go along with a new programme such as training and everything else will fall in to place. Yet, to create an effective training programme states Chaudron (1996) management must unload a “heavy horse”. Chaudron goes on to suggest 7 different alternatives for unloading a “heavy horse” with the final suggestion pertaining to our proposal that a positive relationship exists between training and rewards. Chaudron (1996) proposes that management should reward people for using their new skills and states “if you view training itself as a reward, you’ll overload the horse yet again. Employees who apply their training on the job should get real rewards such as certificates, pats on the back, acknowledgements in performance reviews and a pay-for-knowledge plan that ties much of a person’s compensation to the execution of newly learned tasks.” In line with previous research and Figure 3.1, we propose the following hypotheses:

*H3: – Training and rewards are inter-related facets of empowerment*

*H4: – There will be a positive relationship between the training and reward facet of empowerment and overall job satisfaction.*

## **2.3 Contextual Performance**

Job performance has generally been defined as the degree to which an individual helps the organization achieve its goals. A two-factor theory of job performance consisting of task performance and contextual performance has been established by Borman and Motowidlo (1997). When employees use technical skills and knowledge to produce goods or services or accomplish a specialized task that support the actual functions of an organization, the employees are said to be involved in task performance. An employee engages in contextual performance when they are for instance involved with voluntarily helping colleagues, putting in extra effort to complete a given task, putting in extra hours to get work done on time and so forth (Van Scotter, 2000). Edwards, Bell, Arthur and Decuir (2008) propose that employees who are less satisfied with their jobs may exhibit lower levels of contextual performance behaviours and are therefore less likely to engage in such contextual performance activities, thus concluding that overall job satisfaction will have a stronger relationship with contextual performance than with task performance.

In addition to fulfilling job specific tasks (task performance), employees have to constantly communicate, work together and perform in such a way that goes beyond their routine job descriptions. Katz and Kahn (1978) persist that for an organization to achieve success, such types of behaviour is essential

- **The Constructs of Contextual Performance**

Contextual performance involves behaviours that deviate from an employee’s job description (Van Scotter & Motowidlo, 1996) and consists of two types of behaviours, namely, interpersonal facilitation behaviour and job dedication behaviour.

- a) Interpersonal Facilitation Behaviours**

The first type of behaviour is interpersonal facilitation and includes behaviours that are connected to interpersonal orientation of an employee and contribute to an organization’s goal achievement. Such behavioural acts aid in maintaining the social and inter-personal environment required for effective task performance in an organization. Such acts are

normally associated with improving employee morale, encouraging cooperation and helping co-workers with their tasks. In addition we believe that such interpersonal behaviour acts will lead to job satisfaction of an employee. The social exchange theory puts forward a hypothesis that people find a balance between what they give and receive from social exchange and thus; if an employee is satisfied with his or her job, they will “give back” by supporting co-workers with tasks, encouraging others to overcome difficulties, praising co-workers and volunteering to help.

## **b) Job Dedication Behaviours**

The second type of behaviour is job dedication. Such types of behaviour effectively revolve around the self discipline of the individual. Van Scotter and Motowidlo (1996) report that job dedication is the inspirational underpinning of job performance. Such behaviour propels employees to act in a way that promotes the organization’s best interest. When an employee is satisfied with their job, they will tend to work harder than required, put in extra shifts or more hours, exercise discipline and self control and tackle problems with more enthusiasm as well as follow rules and procedures and defend the organization’s objectives.

- **The Difference between Interpersonal Facilitation and Job Dedication behaviours.**

However, even though interpersonal facilitation and job dedication behaviours are collectively seen as contextual performance, there is a difference in the aspect which to whom these behaviours are target at. Jonhson (2001) states that interpersonal facilitation behaviours are behaviours that are mostly related and directed to other people within an organization. On the other hand, job dedication behaviours are directed towards the organization as a whole. Therefore, we have a difference in the way that these two behaviours are exhibited, which again, can be tied in to LePine et al (2000) notion that these behaviours are purely a result of individual differences in the personality of the employees. Therefore, we propose the following hypotheses:

*H5: - Interpersonal facilitation behaviours are conceptually distinct from job dedication behaviours.*

*H6: - Job dedication behaviours are conceptually distinct from interpersonal facilitation behaviours.*

### **2.3.1 Other Behavioural Patterns**

LePine (2000) argues that contextual performance is similar to other behavioural patterns that have been studied in the organizational behaviour domain. One of the main patterns includes organizational citizenship behaviour which is defined below.

#### **2.3.1.1 Organizational Citizenship Behaviour**

Organizational citizenship behaviour is one of the many antecedents of contextual performance. Organ (1997) defines it as “individual behaviour that is discretionary, not directly recognised by the formal reward system and that in the whole promotes effective functioning of the organization.”

Employee job satisfaction will be affected by service oriented businesses as research has shown (Dean, 2004; Hartline & Ferrell, 1996) and thus when employees are satisfied, shall develop organizational citizenship behaviour (Bettencourt, Meuter & Gwinner, 2001; Netemeyer, Boles, McKee & McMurrian, 1997). In addition, Gonzalez and Garazo (2006)

state that organizational service orientation will lead to service employees adapting better organizational citizenship behaviours and in turn lead to a higher job satisfaction.

Organ (1997) uses five dimensions of organizational citizenship behaviour which to date have been widely accepted and acknowledged in other research. The five dimensions are as follows:

- a) *Altruism* – an employee’s tendency to help other co-workers within the firm with their work i.e. helping behaviours.
- b) *Courtesy* – prevention of problems arising from work relationship and treating other co-workers with respect.
- c) *Sportsmanship* – an employee’s reaction to trivial matters by not complaining and maintaining a positive attitude.
- d) *Civic virtue* – when an employee participates responsibly in matters pertaining to the organization’s political life.
- e) *Conscientiousness* – an employee’s dedication to the job by compliance to organizational norms and the need to surpass formal requirements.

The dimensions of organizational citizenship behaviour and the constructs of contextual performance tend to overlap. For instance, altruism and courtesy dimensions can be closely matched with interpersonal facilitation whereas the remaining dimensions tend to match with the job dedication construct. Thus, in effect, organizational citizenship behaviour can be substituted for contextual performance as they both focus on behaviours that are discretionary and interpersonally focused.

## 3 Method

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*In this section a thorough description of the research method chosen for this study will be presented. Relevant theories used as framework for the method will be provided in order for the reader to gain a deeper understanding of our chosen research methods.*

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### 3.1 Research Approach

This research is a case study within the field of management and human resources, focused upon job satisfaction, employee empowerment and contextual performance. It is solely based upon data research which includes quantitative and deductive reasoning as well as a collection of information from previous research from various academic journals and books in which the theoretical framework was based upon.

There are two research approaches that may be chosen from when conducting research. One being a deductive approach and the other being an inductive approach. A deductive approach consists of developing a theory from a hypothesis which is then tested. A deductive approach is particularly unique in that the findings may change or strengthen the initial theory. This approach is used to generalize the results with the help of statistical analysis. An inductive approach on the other hand is quite the opposite. When performing an inductive approach the researchers develop a theory with the help of the results acquired from the analyzed data (Saunders, Lewis, & Thornhill 2007).

The appropriate approach for this study was undoubtedly a deductive approach as our research was based upon previous research concerning how employee empowerment and contextual performance affect job satisfaction within the hotel industry. We have found numerous research and theories centered around the subject. Collis and Hussey (2003) state that a deductive research method is referred to as moving from the general to the particular. In the case of this research; using present theories of how employee empowerment and contextual performance are connected with job satisfaction and tying them to the particular case of the Swedish company, Scandic Hotel.

Furthermore Collis and Hussey (2003) discuss the different kinds of data, such as qualitative and quantitative. Qualitative research is associated with induction and the formation of theory while quantitative research is normally associated with a deductive research approach and testing a theory. A quantitative and deductive research approach is the approach most suitable for our purpose. Secondary data, on the other hand, is defined by Saunders et al (2007) as data used in a research which was originally collected for some other purpose. As previously mentioned, this data was not of high significance to us as we had the necessary tools to access the data needed on our own.

As Collis and Hussey (2003) further explain the quantitative approach, a description of the objective in nature is presented as well as the importance of measuring variables and phenomena. Collis and Hussey (2003) also describe the qualitative approach as more subjective and involving the understanding of social and human activities or behavior. As this study is deductive and tested eight hypotheses, it became obvious that the quantitative approach was the most appropriate. We have collected our quantitative data through a questionnaire which will be explained in detail in the following section.

## 3.2 The Case Study Approach

Collis and Hussey (2003) define a case study as an extensive examination of a single instance of a phenomenon of interest. Additionally, Patton (2002) states that although one cannot generalize from one single case, one can learn from it. This in turn can open new doors for further research. Patton (2002) further describes single cases as purposefully selected in order to permit inquiry into and understanding of a phenomenon in depth. This in depth understanding, he claims, leads to selecting information-rich cases which are those from which one can learn a great deal about issues of importance central to the purpose. This, Patton (2002) claims, is what purposeful sampling is all about.

A purposeful selection strategy was used when selecting between the hotels which would best suit our case study. We narrowed our search by first making the decision that the hotel should be a mid-range hotel, it should exist in the Jönköping area and that it should be a Swedish company. Once the hotels matching this description were identified, we were presented with a number of hotels in which we could choose from. Scandic became our hotel of choice for a number of reasons; the manager replied first and was the most willing to cooperate with us, it was the most well known from the hotels at our disposal with a reputation of being consistent throughout the country and it had a fairly large amount of employees, mostly due to the fact that Scandic has two hotels within the Jönköping area.

Our unit of analysis consisted of the front line employees at the Scandic Hotel. We believe that our case study approach falls under the explanatory type of case study (Scapens, 1990; cited in Collis & Hussey, 2003). Such case studies are normally associated with understanding and explaining what is happening using relevant existing theories. Yin (1994) identified the case study as not attempting to explore a certain phenomenon but rather understanding the phenomenon within a set context.

Kitchenham and Pickard (1998a) have written a series of articles regarding quantitative case studies called *Case Study Methodology and Designing and Running a Quantitative Case Study*. These two articles identify a number of steps one should follow when designing and conducting a case study and we have chosen to base our method accordingly.

- *Identify the case study context.*

This first step includes the goals and constraints of the case study. For example identifying such elements as the introduction and background, problem and purpose as well as delimitations, all of which can be found in the first section of this thesis.

- *Define the hypothesis.*

Kitchenham and Pickard (1998a) claim that defining the hypothesis is the most important and difficult step as the clearer the hypotheses are, the more likely one is to collect the correct measures. The eight hypotheses we have set forth have been included in our theoretical framework in section two.

- *Validate the hypothesis*

This step contains questions as to whether the data needed is collectable and whether the treatment one wishes to evaluate can be isolated from other influences so that they do not affect the outcome. Within our study we have addressed these issues by making an extensive research and referring to it continuously throughout the theses, but mainly in the second and third section.

- *Select the host projects.*

By “host project” Kitchenham and Pickard (1998a) refer to the case that is being studied. They indicate that the selection of the case chosen for the study needs to be done with great care. The researcher needs to consider if their intention is to generalize or not, and if so if the case chosen is “typical” for the researcher to make a generalization. The researchers also need to recognize the variables or characteristics that are most important to the case study. All of this has been taken into consideration in our study and has been addressed prior to this section.

- *Minimize the effect of confounding factors.*

The confounding factors are components within the research that are presented to the sample and which could possibly be confusing or cause a bias in the responses. In the case of our study, when approaching the front line employees of Scandic hotels in Jönköping, it was imperative to pay great attention to how they were being influenced. One example in our case was the way the questionnaire was distributed together with envelopes to be sealed and kept private.

- *Plan the case study.*

This is a thorough plan discussing each step of the entire process of the case study. Initial contact was to be made with the general manager of the hotels and the proposal of our research topic made.

- *Monitor the case study with the plans.*

By monitoring the case study with the plans, Kitchenham and Pickard (1998a) state that previous research needs to back up the plan that has been made and that throughout the research, the researcher needs to go back and check that the executions match the plans. This can be seen in section 2 of our research within the theoretical framework where we back up our plan with facts from previous research.

- *Analyze and report the results.*

This final step does not differ for case studies compared to other types of studies. The results found need to be presented and analyzed. This is what will be of greatest significance for future researchers in their quest for answers. Our empirical data, analysis and discussion sections present these results where our conclusions are made; this is also where we found out which hypotheses were rejected and which were accepted.

### **3.3 Data Collection**

Our data collection consisted of primary data. Primary data is data that is collected specifically for a study directly from the investigated population or sample. The survey approach is known to be the most common data collection method. The survey normally consists of a questionnaire that is filled in by the respondents. As this thesis entails the use of a case study to investigate the relationship between job satisfaction and empowerment facets and contextual performance and to predict which of the facets of empowerment and behaviours of contextual performance significantly have the most impact in determining job satisfaction, the questionnaire was deemed to be the most suitable data collection method.

- **Questionnaire**

A questionnaire is a list of carefully structured questions which are chosen after considerable testing. The main goal of a questionnaire is to obtain reliable responses from a chosen sample, with the aim of finding out what a selected group of participants do, think or feel (Collis and Hussey, 2003). Thus, we felt that the questionnaire approach was essential for collecting data for our thesis and was the most important tool for the analysis of data in empirical data section. Our questionnaire consisted of measures of job satisfaction, employee empowerment and contextual performance.

The questionnaire was originally constructed in English, however as our sample consisted of Swedish speakers, the questionnaire was translated into Swedish. Both sets of questionnaires may be found in the appendices 1 and 2.

#### **A. Measures**

The measures used to construct the questionnaire have been taken from the following previous studies as detailed below. This was done to ensure that the data collected remained valid within the scope of the thesis.

##### **i. Dependent Variable: Job Satisfaction**

The element of overall job satisfaction was used as a single item measurement. Wanous, Reichers and Hudy (1997) argue that single item measures can be acceptable measures of overall job satisfaction and Ganzach (1998) used the single item measurement in his studies of job satisfaction.

##### **ii. Independent Variables: Contextual Performance**

Contextual performance was measured by using the 15-item instrument developed by Motowidlo and Van Scotter (1994). Motowidlo and Van Scotter used this instrument to differentiate between task performance and contextual performance. The two constructs measured under contextual performance are interpersonal relationship behaviors and job dedication behaviors.

##### **iii. Independent Variables: Employee Empowerment**

Employee empowerment was measured by constructing questions based on the facets of employee empowerment as put forward by Bowen and Lawler (1992). These facets are: level of information sharing, rewards, training and trust.

## **B. Pilot Study**

In order to get a clearer picture of how our actual questionnaire would be presented to the employees of Scandic hotel; a pilot study was carried out at a similar yet different hotel in Jönköping. Doing so gave us the opportunity to fine tune our questionnaire and correct elements which may have potentially been confusing to the employees of Scandic hotel. Furthermore, conducting a pilot study presented us with useful information as it gave us an idea of how to present our findings once we received our final data. As soon as the pilot study was concluded, we took note of potential difficulties which could have posed a problem and corrected those problems.

The questionnaire was constructed based on a typical Likert scale, which is the most widely used scale in survey research and questionnaires. Likert scales, according to Dawes (2008) use numerical descriptors where the respondent selects an appropriate number to denote their level of agreement. Dawes (2008) states that the range of possible responses for a typical Likert scale can vary but most commonly consist of either 5 or 7 or 10 point formats. Dawes (2008) continues by stating that suffice to say, simulation studies and empirical studies have generally concurred that reliability and validity are improved by using 5- to 7-point scales rather than coarser ones (those with fewer scale points). But more finely graded scales do not improve reliability and validity further.

Our initial scale consisted of a 5 point scale but was changed to a 7 point scale after the pilot study was conducted. The scale was increased from a five point scale to a seven point scale in order to create more variation in our statistical analysis.

Question 2, which asked how happy employees are in their current position, was completely removed as question 1 measured the same variable. Finally, the demographic section was moved to the end to avoid bias responses.

## **C. Sample & Questionnaire Distribution and Collection**

The questionnaires were placed in individual unsealed envelopes and given to the general manager, who divided and distributed them among the staff of the two hotels. The pick-up date was fixed after seven working days. The employees were required to fill in the questionnaires during their free time and place them back in the envelopes provided. They then sealed the envelopes and left them at the reception ready for collection. However, after the initial seven days, too few questionnaires were completed and therefore, the pick-up date was extended for an additional five days. At the end of the second collection, we received a total of 80 responses of which, after careful screening, were scaled down to 64 fully completed questionnaires with no missing data, thereby giving a response rate of 80%.

“The population consists of the set of all measurements in which the investigator is interested” (Aczel & Sounderpandian, 2006). Therefore our population consisted of all the employees of the two Scandic hotels located in Jönköping that we investigated. This made our population size approximately 100 participants. Furthermore, Aczel and Sounderpandian (2006) define the sample as a subset of measurements selected from the population and the simple random sample as random sampling done in such a way that each possible sample will have equal chance of being selected. When conducting our sampling; we chose to distribute the questionnaire to the entire population, i.e. all of the employees. As we expected, we did not receive all questionnaires back, the number of questionnaires that were returned to us became the size of the sample.



Although open to interpretation, Neuman (2006) sets forth a few general principles concerning decisions regarding the sample size. For small populations, (under 1000) a ratio of 30/100 is advisable, where 30 represents the number of units and 100 represents the population. In our case, 30% of our population equates to roughly 30 samples, and, as our study had 64 respondents, we were well above the recommended minimum.

### **3.4 Data Analysis**

The analysis of the data enabled us to examine the relationships between the different variables and which sets of variables would predict the best outcome for job satisfaction. In order to analyze the data obtained from the questionnaires, the statistical program PASW Statistics 17.0 was used.

- **Statistical Analysis**

Statistical analysis was employed in this study in order to examine the relationships among variables and to test our hypotheses, which was the main purpose of this thesis. In order to achieve the purpose of this study, the use of factor analysis and multiple regression analysis was deemed essential. Multiple regression explores relationships between one dependent variable and a number of independent variables (Pallant, 2007). With multiple regression, we have proposed not only to assess the relationship between these variables but also which employee empowerment facets and contextual performance behaviours predicted the most likely impact on job satisfaction. Tabachnick and Fidell (2007) state that multiple regression usually investigates the relationship between a dependent variable and several independent variables. It then compares the sets of independent variables to predict the dependent variable. In order to carry out the regression analysis, we used standard multiple regression. This method entailed entering the independent variables all at once into the analysis and then assessing them in terms of what they added to the prediction of the dependent variable.

On the other hand, factor analysis deals with analyzing patterns of complex multivariate relationships between variables. This is achieved by 'grouping' variables together that are highly inter-related into different components or factors. Before carrying out the multiple regression analysis, principle component analysis (PCA) was the factor analysis technique used to determine if the items measuring the facets of employee empowerment and contextual performance behaviours form empirically separate dimensions. By employing this technique, we made the data more manageable which allowed us to interpret it more easily. Finally, the new sets of variables were used to run the multiple regression analysis.

The conceptual model shown in Figure 3.1 summarizes the conceptual model and the main statistical techniques used to test the eight hypotheses.



Figure 3-1 Conceptual model and main statistical techniques used to test all hypotheses.

### 3.5 Method Reliability and Validity

- **Reliability**

According to Bryman and Cramer (2006), the reliability of a measure refers to its consistency and often entails the external and internal aspects of reliability. With multiple item scales, the internal reliability is important as internal reliability helps ascertain whether each scale is measuring a single idea and whether all the items within that scale are internally consistent. Even though we have used measures obtained from previous research that have validated them, we changed some of the measures to reflect the context of this study. Thus, to ensure that our new measures were internally reliable, a reliability analysis was performed on both the items of empowerment and contextual performance

Reliability analysis was performed to check the internal consistency of the scale. In order to achieve this, the Cronbach alpha coefficient obtained from the statistical program PASW Statistics 17.0, was observed and compared. The recommended Cronbach alpha coefficient of a scale should be at least 0.70 and above (Pallant, 2007; Nunnally & Bernstein, 1994). The reliability of the scale has been divided into two parts further explained below.

a) **Employee Empowerment**

The reliability of all employee empowerment items being measured (questions 3-11) was obtained at a Cronbach alpha value of 0.716. This is above the recommended 0.70 and thus, the scale is considered to be reliable with the sample. Table 3.1 shows the result summary of the empowerment scale items internal reliability.

### 3-1 Reliability of Empowerment Items

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha		
.716	.660	11

### b) Contextual Performance

The reliability of all the items being measured under contextual performance (questions 12-26) was obtained at a Cronbach alpha value of 0.839. Since this is above the ideal 0.70, the scale is considered to be reliable with the sample. Table 3.2 shows the result summary of the contextual performance items internal reliability.

### 3-2 Reliability of Contextual Performance Items

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha		
.839	.852	15

- **Validity**

Validity refers to the degree to which a scale measures what it is supposed to measure. In other words, whether the measures are actually measuring the concept that they claim to measure. The measures used in this research have been previously validated as mentioned under the *measures* section. As these measures have been taken from previous studies, there was the need to reformulate some questions so as to fit the context of our study. Thus, in order to validate the internal validity, we conducted a factor analysis (principle component analysis) to ensure that the measures still measured the dimensions we were interested in. The results of the principle component analysis indicated the measures were still valid within the context of our study. In addition, this meant that the construct validity was upheld as it supported our underlying theoretical assumptions concerning the variables that they were supposed to be measuring.

## 4 Empirical Data

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*In this section a summary of the empirical findings derived from the questionnaire will be presented. The detailed demographic data and individual questions responses have been shown in the appendix. The data has been divided into four parts: descriptive statistics which describes the demographic data, job satisfaction data, employee empowerment data and contextual performance data. The data presented in this section represent data which were collected before the factor analysis.*

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### 4.1 Descriptive Statistics

Of the responses received, 17.2% were from the reception staff, 14.1% from the restaurant staff, 12.5% from the bar staff, 14.1% from the cleaning staff, 15.6% from the breakfast staff and 26.6% from other departments. 75% of the total respondents were female and the remaining 25% male. Half of the respondents work full time while the other half work part time. 83% of the total respondents have no supervisory positions while the remaining 17% are employed in some sort of supervisory roles. The oldest respondent was 63 years old and the youngest 17 years old. 53% of the respondents have been working at the hotels for five years or less. 35% have worked at the hotels for over five years but less than ten years. The remaining 12% have worked at the hotels for over ten years.

A complete summary table of all the demographic data obtained from the survey has been shown in appendix 3 for all the sixty four respondents.

### 4.2 Overall Job Satisfaction

As defined in the theoretical framework, job satisfaction is “*the positive emotional state that results from an employee’s appraisal of their work situation*”. Question 1 in the survey measured the level of overall job satisfaction on the seven-point Likert scale. This question simply asked the respondent to numerically rate, how satisfied they were with their current job. Table 4.1 shows the summary of the distribution of responses by the respondents in percentage terms.

Table 4-1 I am completely satisfied with my current job (Mean = 5.70)

No Fully Disagree	No Often Disagree	No Partly Disagree	No Opinion	Yes Partly Agree	Yes Often Agree	Yes Fully Agree	Total
0	1	1	1	25	21	15	64
0%	1.6%	1.6%	1.6%	39.1%	32.8%	23.4%	100%

95.3% of the employees at the Scandic Hotels reported to be satisfied to some extent with their jobs, indicated by a mean of 5.70 on the rating scale.

### 4.3 Employee Empowerment

Question 2 in the survey was used to measure the overall level of employee empowerment in the Scandic Hotels. This question asked whether the respondent had total freedom to decide how to accomplish their work. The responses are indicated in Table 4.2.

Table 4-2 I have total freedom to decide how to accomplish my work (Mean = 4.875)

No Fully Disagree	No Often Disagree	No Partly Disagree	No Opinion	Yes Partly Agree	Yes Often Agree	Yes Fully Disagree	Total
2	1	5	7	32	14	3	64
3.1%	1.6%	7.8%	10.9%	50.0%	21.9%	4.7%	100%

As indicated above, 76.6% of the respondents reported that they have some level of freedom in deciding how they accomplish their work. On the scale, the level of freedom produced a mean of 4.875 which suggests that most employees are given at least some degree of freedom to carry out their duties and responsibilities in a way which suits them best.

### 4.3.1 Information Sharing

To measure the level of information sharing as one of the facets of employee empowerment, questions 7 and 8 asked whether the respondents were regularly informed about the performance of the hotel and whether they knew the vision of the hotel for the next five years. The summary results are indicated in Table 4.3 and 4.4 respectively.

Table 4-3 I am regularly informed if the hotel/department performs good/bad (Mean = 5.5156)

No Fully Disagree	No Often Disagree	No Partly Disagree	No Opinion	Yes Partly Agree	Yes Often Agree	Yes Fully Disagree	Total
0	2	1	3	26	20	12	64
0%	3.1%	1.6%	4.7%	40.6%	31.3%	18.8%	100%

As indicated above, 90.7% of the respondents in the survey reported that they are regularly informed about the performances of the hotel and/or their departments ranging from partial agreement to total agreement which is indicated by a mean of 5.516 on the scale.

Table 4-4 I know the vision of the hotel for the next five years (Mean = 4.3906)

No Fully Disagree	No Often Disagree	No Partly Disagree	No Opinion	Yes Partly Agree	Yes Often Agree	Yes Fully Agree	Total
6	1	12	5	27	9	4	64
9.4%	1.6%	18.8%	7.8%	42.2%	14.1%	6.3%	100%

When asked about the vision of the hotel for the next five years, over half of the total respondents, i.e. 62.6% of the replies were positive indicating that at least half of the employees, to some extent, were aware of the hotels vision for the next five years. However, almost 40% of employees were not familiar with the hotel's vision.

### 4.3.2 Reward

To measure the impact of rewards on employee empowerment and job satisfaction, question 9, which was divided in three parts, asked whether the respondents thought they were rewarded fairly in relation to the work they perform, the responsibilities they had in their jobs, and lastly, whether they were rewarded fairly in relation to what their colleagues earned in the same job. The mean scores are indicated in Table 4.5.

Table 4-5 Means of question 9

Question 9(i) - I think I am fairly rewarded in relation to the salary for the work I perform	Question 9(ii) - I think i am fairly rewarded in relation to the responsibility i have in my job	Question 9(iii) - I think i am fairly rewarded in relation to what my colleague receives for the same job
Mean = 3.875	Mean = 4.219	Mean = 4.438

The first part of the question reported a mean of 3.875, meaning that most respondents do not think that they are fairly rewarded in terms of salaries for the work they perform. In fact, only 25% of the respondents indicated that they are satisfied with their salaries. The second part of the question also indicated a low mean score of 4.219, suggesting that the majority of the respondents have no opinion when it comes to whether the responsibilities they have reflect their salaries. Finally, when comparing salary levels with colleagues, the respondents scored a mean of 4.438, indicating that most of the respondents again have no opinion. This could in part be due to the fact that most of the employees might have colleagues or friends who work in other departments, therefore making it difficult to compare salary levels due to the differing nature of their jobs in terms of duties and responsibilities as well as lack of publicly available data to which one can compare their salaries with a colleague. However, the results are in contrast to the level of freedom practiced by most employees. This means that although they have some degree of freedom to plan their work, their salaries/wages do not reflect the nature of work in relation to their level of freedom. In fact most employees would perform tasks beyond their regular job description indicating a higher expectancy of salaries as recognition of the work they perform.

### 4.3.3 Training

As previously stated in the theoretical framework, training is an important element of employee empowerment when it comes to taking on more responsibilities. Questions 4, 10 and 11 of the survey measured the facet of training within employee empowerment. The mean scores are indicated in Table 4.6.

Question 4 asked the respondents whether they had sufficient practical knowledge and skills to provide unsupervised service to their clients. A mean of 6.0781 indicated that most respondents i.e. 96% agreed that they did indeed have at least some degree of practical knowledge to provide unsupervised service to clients.

Question 10 asked respondents if they receive training on regular occasions. 36% of respondents stated that they had not received training on regular occasions while 60% agreed that they they did receive training at some point in time. However, the overall mean of the scale is quite low, which seems to indicate that the majority of respondents do not see training as an important tool for empowerment and job satisfaction

Question 11 asked respondents if they felt if they could take on more responsibilities with their current level of training provided to them. 70% agreed that they could take on more responsibilities and only 13% responded that they would not be able to take on more responsibilities given their current level of training.

Table 4-6 Means of questions 4, 10 and 11

Question 4 - I have sufficient practical knowledge and skills to provide a good service to guests without supervision	Question 10 - I have received or receive training on regular occasions	Question 11 - I feel that I can take on more responsibilities with my current level of skills and training provided to me
Mean = 6.079	Mean = 4.375	Mean = 5.031

#### 4.3.4 Trust & Influence

To measure the trust facet of employee empowerment, questions 3, 5 and 6 in the survey were used. Question 3 asked whether the respondents have the possibility to suggest different alternatives to their supervisors regarding how to handle work related problems. Question 6 asked the respondent if they have influence on the decisions pertaining to the activities of the hotel. The results are indicated in Table 4.7.

Table 4-7 I have the possibility to suggest different alternatives to my supervisor on how to handle work related problems (Mean = 5.3750)

No Fully Disagree	No Often Disagree	No Partly Disagree	No Opinion	Yes Partly Agree	Yes Often Agree	Yes Fully Agree	Total
0	0	2	2	38	14	8	64
0%	0%	3.1%	3.1%	59.4%	21.9%	12.5%	100%

Almost 94% of the respondents agreed that they have the possibility to suggest alternatives to their supervisors when faced with work related problems with positive answers ranging from partial to total agreement.

Question 6 asked respondents to rate to what extent they felt that they had influence on the decision making concerning the activities of the hotel as a whole.

Table 4-8 I have influence on the decision concerning the activities of the hotel as a whole (Mean = 3.5469)

No Fully Disagree	No Often Disagree	No Partly Disagree	No Opinion	Yes Partly Agree	Yes Often Agree	Yes Fully Disagree	Total
6	12	15	8	19	3	1	64
9.4%	18.8%	23.4%	12.5%	29.7%	4.7%	1.6%	100%

The results from the respondents were split into almost two equal halves, with one half disagreeing to some extent and or having no opinion and the other agreeing to some extent.

## 4.4 Contextual Performance

To measure contextual performance among the employees, questions 12-26 were used. These were further divided into the two constructs of interpersonal facilitation (questions 12-18) and job dedication (question 19-26) behaviours.

### 4.4.1 Interpersonal Facilitation

Questions 12 through 18 dealt primarily with aspects related to interpersonal facilitation within the two Scandic hotels. These questions were used as a tool to measure such behavioural aspects which aid in maintaining the social and inter-personal environment required for effective task performance within the organization which in turn potentially leads to improving morale, promoting cooperation and helping fellow co-workers with their tasks.

The summarised results are shown in the appendix. The bar graph below indicates a relatively high mean of positive responses for all of the questions pertaining to interpersonal facilitation behaviours. The overall job satisfaction mean score for all of the employees came to 5.70. The mean score for all the interpersonal facilitation items (questions 12-18) stands at 5.975.

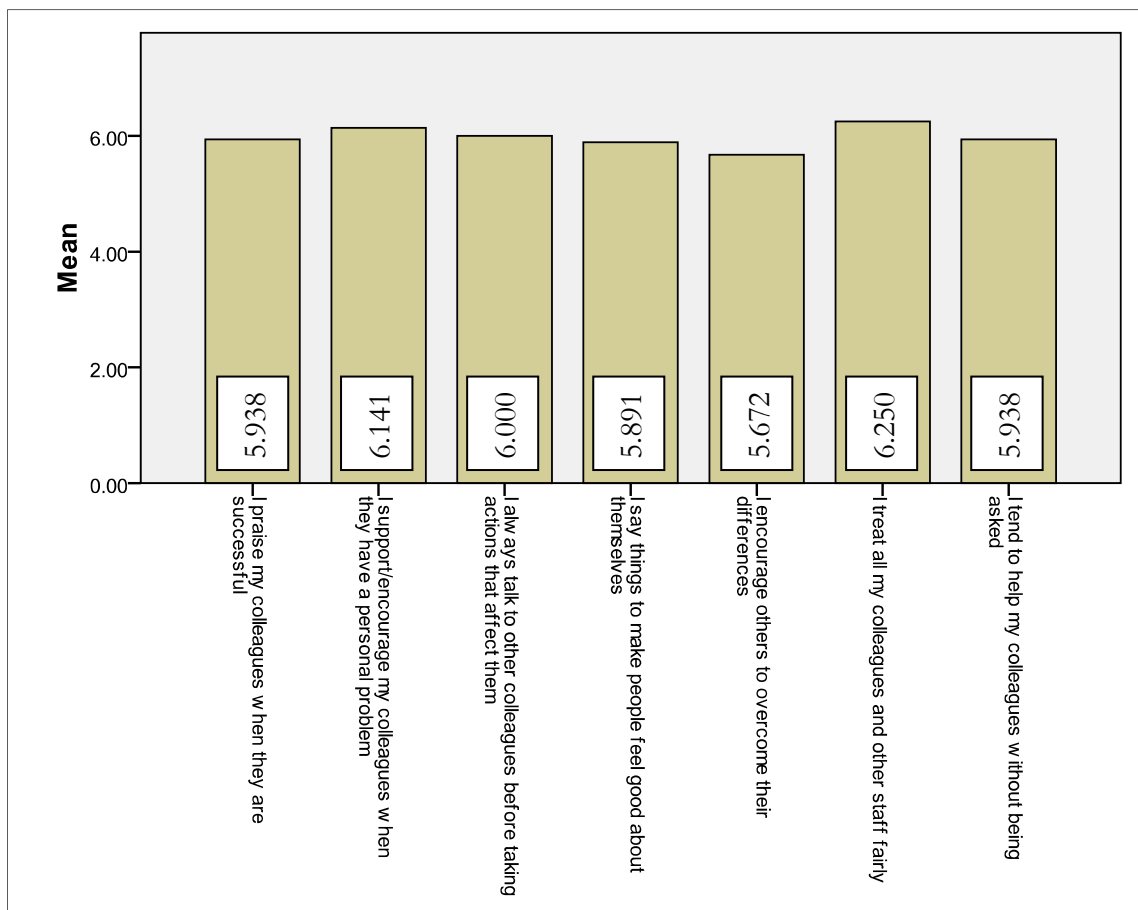


Figure 4-1 Means of interpersonal facilitation behavior items

Question number 12 asked whether praise of fellow colleagues is part of an employee's routine; 92% of all respondents stated that they do indeed praise their colleagues to some



extent when they are successful. With a mean of 5.93, this shows that praising of fellow colleagues is quite high within the sample.

Question number 13 yielded a relatively similar high mean of 6.14. When asked if an employee supports their fellow colleagues when faced with a problem; 98% of the all respondents reported that they support and encourage fellow employees to some extent.

Question 14 measured to which extent Scandic employees engage in mutual dialogue before taking actions which in turn affect them. The results were similar to the two previous questions with a mean of 6.00 signifying that 93.87% of all respondents do in fact talk to fellow employees to some extent before taking actions which affect them.

Question 15 prompted Scandic employees to measure to which extent they say things to make people feel good about themselves. This question saw a slight decline in the mean value compared to the previous three questions with a value of 5.89, but still relatively high. 91% of all respondents stated that they do indeed say things to make other people feel good about themselves with answers ranging from partial to total agreement.

Question 16 also saw somewhat of a decline in comparison to the previous 4 questions with a mean of 5.671. When asked if an employee encourages others to overcome differences within the workplace 86% of all respondents answered that they do to some extent encourage others to overcome differences to some extent.

Question 17 measured how a Scandic employee treats their fellow colleagues. When asked if an employee treats other colleagues fairly, results showed a notable increase in the mean value compared to the previous questions with a value of 6.25. Thus, 98.4% of all sample respondents claim that they to some degree treat their fellow colleagues and staff fairly.

Question 18 which is the final question of the interpersonal facilitation section, measured the tendency to help fellow colleagues without being asked. With a mean score of 5.937, results were quite high and show that 95.4% of all respondents help their fellow colleagues to some extent without having to be asked.

In general, all of the questions pertaining to interpersonal facilitation behaviours yielded relatively positive responses from the majority of the responses with relatively high mean values.

#### **4.4.2 Job Dedication**

Questions 19-26 measured job dedication and covered the following; willingness to work overtime to get a job done, paying attention to details, asking for challenging work, exercising personal discipline and self control, taking initiative, overcoming obstacles, tackling problems with enthusiasm, and working harder than necessary. The summary results are shown overleaf.

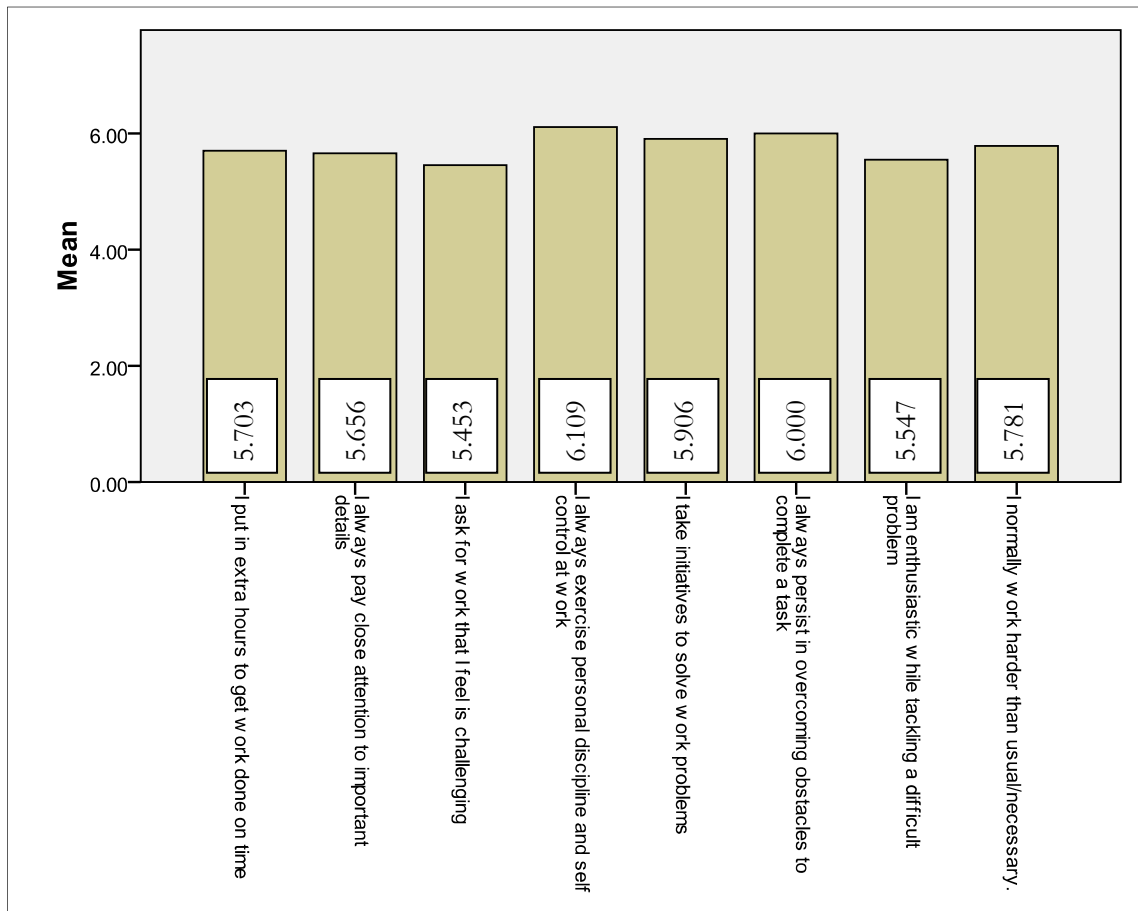


Figure 4-2 Means of job dedication behavior items

The means of the questions related to job dedication show that the employees exhibit high job dedication behaviours. Looking at each question more closely, we start with the extra hours the workers are willing to put in when there is a job that needs to be done. With a mean of 5.70 question number 19 shows that most employees are willing to work overtime when it is required. It is interesting to note here that only two respondents had no interest at all to work overtime while almost 60% of the respondents often or fully agree to put in the extra hours. When we then take into account all respondents that generally agree to put in extra time it accounts for over 89%.

Paying close attention to details resulted in a mean of 5.65 showing that the employees believe they do pay close attention to detail. Looking more closely at the individual numbers, it is confirmed as only 7% of the respondents believe themselves to not paying attention to details or otherwise have no opinion while all other respondents believe to be paying attention to details to some level of agreement.

Question 21 asked if the employees request challenging tasks at work. With a slightly lower mean of 5.45, slightly lower than the previous two questions, it tells us that the employees mainly do look for challenging work though not quite as enthusiastically as they for example put in extra hours when needed.

The highest mean value in the job dedication section was question 23 with a mean score of 6.1. Question 23 dealt with personal discipline and self control. 95% believe to have good personal discipline and self control while on duty at work.

Question 24 dealt with initiatives that the employees are taking to solve work related problems. Results showed a mean of 5.9 indicating that almost 96% of employees are to some extent willing and comfortable to take initiative.

Question 25 showed that the employees are persistent in overcoming difficulties within a task with a mean of 6.00 with only one respondent showing disagreement within the question.

The lowest mean score of the job dedication section was 5.54 and the result of question 26 which asked respondents about their enthusiasm while tackling difficult problems. Although this is the lowest score of this section, it is nonetheless a relatively high mean showing that almost 93% of the employees do to some extent have a positive attitude when coming across difficult tasks.

Finally, in question 27, the employees were asked whether they work harder than necessary. With a mean of 5.78 we can conclude that they do believe to be working harder although this is one of the lower scores for the job dedication section.

## **4.5 Summary**

In general, there seems to be high initial positive responses to the questions relating to the facets of employee empowerment and contextual performance behaviours. However, almost all employees from all the departments' exhibit very high contextual performance behaviours in terms of inter personal facilitation and job dedication behaviours. All of the facets of employee empowerment except rewards also portray moderately high scores on the scale. Information sharing, training and trust seem to be the main contribution to the overall job satisfaction when employees are empowered. However, on the other hand the negative responses on the rewards question also shed light on the importance of this facet to employee empowerment in determining overall job satisfaction.

## 5 Data Analysis

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*In this section, the results and analysis of the data collected after conducting the factor analysis and standard multiple regression on PASW Statistics 17.0. will be presented.*

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### 5.1 Factor Analysis

In order to test hypotheses 1, 3, 5 and 6 presented in the theoretical framework, factor analysis was carried out using varimax rotation on the computer program PASW Statistics 17.0.

#### 5.1.1 Employee Empowerment

The eleven items measuring the facets of employee empowerment – information sharing, rewards, training and trust - were subjected to principle component analysis (PCA).

Prior to performing the PCA, the data for factor analysis were assessed. Inspection of the correlation matrix (Appendix 4) revealed the presence of a number of coefficients with a value of 0.3 and greater. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was found to be 0.739, which exceeds the recommended value of 0.6. Bartlett's Test of Sphericity reached statistical significance ( $p= 0.000$ ).

The initial analysis went on to reveal the presence of three components whose eigen-values exceeded 1.0. Ideally, there would have been four components with the first rotation each measuring the four facets of empowerment. The three components (Appendix 6) explained 32.32%, 15.79% and 10.25% of the variance respectively. This means that these three factors should ideally be retained for rotation. However, Pallant (2007) states that Kaiser's criterion of using eigen-values tends to retain too many factors in some situations. Therefore, the scree plot obtained with the first analysis was inspected (Appendix 5). This graph plots each of the eigen-values obtained in the analysis and involved indentifying a point on the plot at which the shape of the graph changes direction. All of the points above this point should then be retained. The scree plot from the analysis revealed only two points. To be absolutely certain to retain either two or three factors, an additional analysis known as parallel analysis was carried out. This involved using the Monte Carlo PCA Parallel Analysis computer software program. The number of variables, subjects and replications were put into the software which then calculated a randomly generated data set of which is referred to as the criterion value. The output was then compared to the output from the PCA. Table 5.1 shows the comparison and the decision to retain the number of factors.

Table 5-1 Comparison of actual eigen-value with criterion value from parallel analysis

<b><u>Component No.</u></b>	<b><u>Actual Eigen-value</u></b>	<b><u>Criterion value</u></b>	<b><u>Decision</u></b>
1	3.556	1.7132	Retain
2	1.738	1.4903	Retain
3	1.127	1.3181	Reject

The general rule of thumb according to Pallant (2007) is to retain the actual eigen-value from the PCA if it exceeds the criterion value from the parallel analysis. In this case, as the Table 5.1 indicates, only the first two factors were retained

Varimax rotation was thus performed on these two components to determine the loadings of the variables on both of them. The initial rotation revealed three variables loading on

both components. Pallant (2007) suggests that if such variables do not load on specific components, they may be removed and then re-rotated. After removing these three variables, the second rotation exhibited the variables loading on separate components, with only one loading on both.

Table 5-2 Rotated component matrix for empowerment items

<b>Rotated Component Matrix<sup>a</sup></b>		
	Components	
	Training & Rewards (Component 1)	Information- sharing & Trust (Component 2)
I think i am fairly rewarded in relation to the salary for the work i perform	.906	
I think i am fairly rewarded in relation to the responsibility i have in my job	.844	
I have received or receive training on regular occasions	.763	
I think i am fairly rewarded in relation to what my colleague receives for the same job	.753	
When faced with work problems i am restricted to using guidelines on how to handle such problems		.747
I have the possibility to suggest different alternatives to my supervisor on how to handle work related problems		.684
I know the vision of the hotel for the next five years	.372	.487
I am regularly informed if the hotel/department performs good/bad		.357

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Component 1 contributed to 35.74% of the variance and component 2 contributed to 17.66% of the variance as shown in Table 5.3 Upon close inspection of the loaded variables in each of the two components; the identity of the components was revealed which can be seen in Table 5.2

Table 5-3 Total variance explained for empowerment items

Total Variance Explained			
Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
Training & Rewards	2.859	35.738	35.738
Information-sharing & Trust	1.413	17.663	53.401

Extraction Method: Principal Component Analysis.

Component 1 loaded variables that involved the facets of rewards and training and component 2 loaded variables that clustered around information sharing and trust. Thus, a conclusion on the hypothesis 1 and 2 can be reached.

- *H1: – Information-sharing and trust are inter-related facets of empowerment – ACCEPT*
- *H3: – Training and rewards are inter-related facets of empowerment - ACCEPT*

### 5.1.2 Contextual Performance

PCA was also carried out on the fifteen items of contextual performance. An initial assessment of the data revealed that many coefficients with a value greater than 0.30 were present in the correlation matrix. The KMO was calculated at 0.794 and deemed acceptable against the recommended cut off value of 0.60. Bartlett's Test of Sphericity reached statistical significance ( $p = 0.000$ ). The initial analysis revealed a presence of four components with eigen-values of above 1.0, revealing variances of 34.49%, 16.46%, 10.06% and 6.71% respectively (Appendix 9). That meant retaining four components. However, the scree plot (Appendix 8) indicated only two points before a break in the graph could be seen. As previously mentioned, to be absolutely certain, parallel analysis was carried out to ascertain that only two or more components should be retained. The criterion values obtained from the parallel analysis is shown in Table 5.4 alongside the actual eigen-values and the decision to accept or reject the component.

Table 5-4 Comparison of actual eigen-values with criterion values from parallel analysis

<u>Component No.</u>	<u>Actual Eigen-value</u>	<u>Criterion Value</u>	<u>Decision</u>
1	5.167	1.9428	Retain
2	2.469	1.7050	Retain
3	1.509	1.6128	Reject
4	1.006	1.3704	Reject

As the first two eigen-values are larger than the criterion values, only those two components were retained and rotated. After removing the three variables that loaded on both components, the remaining variables loaded quite strongly on the two separate components as indicated in Table 5.5

Table 5-5 Rotated Component Matrix

Rotated Component Matrix <sup>a</sup>		
	Components	
	Interpersonal Facilitation (Component 1)	Job Dedication (Component 2)
I say things to make people feel good about themselves	.852	
I encourage others to overcome their differences	.801	
I support/encourage my colleagues when they have a personal problem	.795	
I praise my colleagues when they are successful	.782	
I treat all my colleagues and other staff fairly	.736	
I always talk to other colleagues before taking actions that affect them	.640	
I am enthusiastic while tackling a difficult problem	.472	
I always exercise personal discipline and self control at work		.787
I always pay close attention to important details		.770
I take initiatives to solve work problems		.701
I ask for work that I feel is challenging		.624
I tend to help my colleagues without being asked		.578

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

As can be seen in Table 5.6, component 1 revealed a variance of 32.71% and component 2 revealed a variance of 21.86%. Upon close scrutiny of the variables that loaded on both of the components; interpersonal facilitation items loaded strongly on component 1 and job dedication items on component 2.

Table 5-6 Total variance explained

Total Variance Explained			
Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
Interpersonal Facilitation	3.925	32.707	32.707
Job Dedication	2.624	21.863	54.570

Extraction Method: Principal Component Analysis.

Thus, to conclude and verify the hypothesis presented in the theoretical framework based on the results of the PCA:

- *H5: – Interpersonal facilitation behaviours are distinct from job dedication behaviours – ACCEPT*
- *H6: – Job dedication behaviours are distinct from interpersonal facilitation behaviours – ACCEPT.*

## **5.2 Standard Multiple Regression**

Having completed the PCA and obtaining a factored set of independent variables for employee empowerment and job dedication, standard multiple regression was carried out by entering all of the variables simultaneously into the regression model. The main aim of this step was to measure the relationship between the single dependent variable of overall job satisfaction and the multiple independent variables of the facets of empowerment and contextual performance behaviours as proposed in the hypothesis, thus being able to explain the predictive power of the variables in determining overall job satisfaction. In order to make sense of the resulting output of the multiple regression, the analysis has been broken down into various sections to aid in the interpretation of the results.

### **5.2.1 Correlations and Multicollinearity**

The correlations (Appendix 10) between the four independent variables in our model (training and rewards, information and trust, interpersonal facilitation and job dedication behaviours) and job satisfaction showed a relationship between the dependent variable of overall job satisfaction. Training and rewards correlate quite highly with overall job satisfaction at 0.481. Information and trust correlated with overall job satisfaction at 0.119. Interpersonal facilitation and job dedication correlated with overall job satisfaction at 0.233 and 0.284. In addition, we also checked that the correlation between each of the independent variables was not too high. Upon close inspection of the correlation matrix (Appendix 4), we can conclude that there is not a high inter-correlation between the independent variables.

In addition to checking for inter-correlations between the independent variables, the tolerance and VIF values in the coefficient output were also checked. Pallant (2007) explains that tolerance values indicate how much of the variability in the independent variables are not explained by other independent variables within the same model. Tolerance values of less than 0.10 indicate that multiple correlation with other variables is high and thus problems of multicollinearity may be evident. In the case of the resulting output from our analysis; the tolerance values for all of the four independent variables are quite high and well above the 0.10 recommended cut-off value. Thus, we can safely assume that there was no violation of the multicollinearity assumption. The VIF values are simply the inverse of the tolerance values and any VIF values above 10 would be a concern indicating violations of multicollinearity. However, the VIF values in our regression model all range between 1.003 and 1.130 thus indicating very low multicollinearity.

### **5.2.2 Evaluating the Regression Model of Overall Job Satisfaction**

The model summary for our regression model has been provided in Table 5.7. The model is based on the standard multiple regression where all of the four independent variables were entered simultaneously. The first and foremost task in the evaluating process is to check the value of the adjusted R square. Tabachnick and Fidell (2001) suggest that when sample sizes involved in regression analysis are small, the R square value tends to be an overestimation of the true value of the population and therefore recommend the use of the



adjusted R square value. In the case of our model, the adjusted R square value is 0.285 (or approximately 29%). This means that our model explains approximately 29% of the variance in overall job satisfaction.

In addition, the statistical significance of the result is also an important factor to consider when evaluating the regression model. The ANOVA Table 5.8 indicates that our model reaches statistical significance (sig = 0.000).

Table 5-7 Model summary

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.575 <sup>a</sup>	.331	.285	.84780	.331	7.287	4	59	.000

a. Predictors: (Constant), Regression Factor Score for Job Dedication for Contextual Performance, Regression Factor Score for Interpersonal Facilitation for Contextual Performance, Regression Factor Score for Rewards & Training for Employee Empowerment, Regression Factor Score for Information & Trust for Employee Empowerment

b. Dependent Variable: I am completely satisfied with my current job

Table 5-8 ANOVA

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.952	4	5.238	7.287	.000 <sup>a</sup>
	Residual	42.407	59	.719		
	Total	63.359	63			

a. Predictors: (Constant), Regression Factor Score for Job Dedication for Contextual Performance, Regression Factor Score for Interpersonal Facilitation for Contextual Performance, Regression Factor Score for Rewards & Training for Employee Empowerment, Regression Factor Score for Information & Trust for Employee Empowerment

b. Dependent Variable: I am completely satisfied with my current job

### 5.2.3 Evaluating Contribution of the Dependent Variables in Overall Job Satisfaction

In this section, we our aim was to find out which of the four dependent variables included in our model contributed to the prediction of overall job satisfaction. In order to do this, Table 5.9 has been provided for easier interpretation. This will aid in supporting or rejection of our hypothesis 5-8

Table 5-9 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	5.703	.106		53.816	.000	5.491	5.915		
	Rewards & Training	.451	.109	.450	4.156	.000*	.234	.668	.968	1.033
	Information & Trust	.014	.114	.014	.124	.902	-.213	.241	.885	1.130
	Interpersonal Facilitation	.152	.110	.152	1.383	.172	-.068	.372	.943	1.061
	Job Dedication	.274	.112	.273	2.442	.018*	.049	.498	.908	1.102

- *H2: – There will be a positive relationship between the information-sharing and trust facet of empowerment and overall job satisfaction*

As can be seen Table 5.9, information sharing and trust as facets of empowerment do not make a significant contribution to the overall job satisfaction of the employees as the facet is statistically insignificant. Therefore, hypothesis 2 has been rejected

- *H4: – There will be a positive relationship between the training and reward facet of empowerment and overall job satisfaction.*

Table 5.9 indicates a statistically significant positive relationship between the training and reward facet of empowerment and overall job satisfaction among the hotel employees. This facet also makes the highest unique contribution in determining the overall job satisfaction among the employees. Thus, hypothesis 4 has been supported.

- *H7: – There will be a positive relationship between interpersonal facilitation behaviour and overall job satisfaction.*

Interpersonal facilitation behaviours of contextual performance do not make a statistically significant contribution in determining the overall job satisfaction among the hotel employees and thus hypothesis 7 has been rejected.

- *H8: – There will be a positive relationship between job dedication behaviour and overall job satisfaction.*

The job dedication behaviours of contextual performance indicate a positive relationship and therefore significantly contributes to the overall job satisfaction of the hotel employees. Therefore in this case, hypothesis 8 has been supported.

The summary of the overall multiple regression analysis is been shown in Table 5.10.

Table 5-10 Summary of the regression analysis of empowerment facets and contextual performance on overall job satisfaction

<b>Independent Variables</b>	<b><u>Overall Job Satisfaction</u></b>			<b><u>Collinearity Statistic</u></b>		
	<b>Beta</b>	<b>t-value</b>	<b>Sig.</b>	<b>Result</b>	<b>Tolerance</b>	<b>VIF</b>
(Constant)		53.816	0.000			
Information & Trust	0.014	0.124	0.902	Reject	0.885	1.130
Training & Rewards	0.450	4.156	0.000**	Accept	0.968	1.033
Interpersonal Facilitation	0.152	1.383	0.172	Reject	0.943	1.061
Job Dedication	0.273	2.442	0.018*	Accept	0.908	1.102

**Notes:** n=64; \*Significant at  $p < 0.05$  level (2-tailed); \*\*Significant at  $p < 0.01$  level (2-tailed);  $R^2 = 0.331$ ; Adjusted  $R^2 = 0.285$ ;  $F = 7.287$

## 6 Discussion

The overall objective of this thesis was to examine the relationship between overall job satisfaction and the facets of employee empowerment and contextual performance behaviours. In addition, the study also investigated the most significant predictors of overall job satisfaction within the Scandic hotels in Jonkoping. The results of the study revealed that, in general, empowerment and contextual performance to some extent affect job satisfaction among employees. More specifically, training and rewards as facets of empowerment and job dedication behaviours within contextual performance are perceived to be the most significant and dominant predictors of overall job satisfaction among the employees at this hotel. In contrast, information sharing and trust as a facet of empowerment and interpersonal facilitation behaviours were found to have insignificant contributions towards the overall job satisfaction.

### 6.1 Employee Empowerment

One of the main objectives of this thesis was to examine the relationship between the facets of overall job satisfaction and empowerment. The four facets of empowerment put forward by Bowen and Lawler (1992) – information sharing, trust, training and rewards – are seen to have inter-relationships among themselves. For instance Zand 1972 proposes an inter-relationship between information sharing and trust and goes on to state that information sharing supports trust and the resulting trust tends to further reinforce the relationship between these two elements. Therefore, for empowerment to occur, information sharing and trust between management and employees is vital for employees to handle and act on the information sharing trusted to them in order to facilitate making their own decisions and actions. On the other hand, training and rewards are also known to have an inter-relationship. This view is supported by Chaudron (1996) who states that if training leads to employees being given additional roles and responsibilities (with a view to empower them), then such additional load on the employees should be appropriately rewarded. Thus, with training comes the perception of reward and if employees feel that the outcome of the training will enable them to take on more responsibilities, they will immediately perceive rewards as an important factor to compensate for this imbalance of work load. In order to validate these inter-relationships among these empowerment facets, we proposed hypotheses H1 and H3. The resulting analysis of the data through principle component analysis indicated that there does exist a link between information sharing and trust and also between training and rewards. Thus, both of these hypotheses were validated and accepted.

In order to determine which of these two inter-related facets of empowerment significantly predicted overall job satisfaction, standard multiple regression was carried out which indicated that training and reward as one collective facet was the most significant predictor of job satisfaction among the hotel employees. Meanwhile, information sharing and trust did not point out a significant relationship with job satisfaction. This means that employees within the Scandic hotel perceive training and rewards as a dominant factor while assessing their job satisfaction when empowered.

## 6.2 Contextual Performance

This thesis also examined the relationship between overall job satisfaction and the two contextual performance behaviours – interpersonal facilitation behaviour and job dedication behaviour. To the best of our knowledge, most of the literature regarding contextual performance and its effect on job satisfaction does not take into account the separate impact of each of the two behaviours. Although both behaviours are regarded as contextual performance, they are conceptually different in the way they are exhibited by employees. To support this claim, we refer to the study of Coleman and Borman (2000) that aimed to separate the constructs of contextual performance and organizational citizenship behaviours. The study revealed that participants labelled tasks that involved *behaviours directed towards people* within an organization as interpersonal citizenship or facilitation and *behaviours directed towards the actual jobs or tasks* as job conscientiousness or dedication. In addition, Johnson (2001) put forward the notion of interpersonal facilitation as behaviours benefiting individuals within an organization and job dedication as behaviours benefiting the job or tasks. Thus, this shows the distinction between the two contextual performance behaviours and also validating our decision to hypothesize the distinction between the two behaviours both of which were supported.

In this study, job dedication behaviours were significantly involved in predicting overall job satisfaction and therefore showing the clear distinction between the two contextual performance behaviours. The result of this outcome was that employees at this hotel tend to demonstrate behaviours leading to activities that are not formally part of their job. They are mostly concerned with actions such as exercising discipline and self control in their jobs, paying attention to important aspects of their jobs, taking initiatives to solve work related issues, taking on extra responsibility and carrying out challenging jobs. All of these activities in common have a major impact on their overall job satisfaction. Thus, the employees are voluntarily directed more towards behaviours that benefit the hotel as a whole. Although, interpersonal facilitation behaviours, in this study, have not shown a significant relationship with job satisfaction, they are exhibited as indicated by the strong responses received on the scale that measured this type of behaviour. This indicates that behaviours which increase social interaction between the employees are significant in their own way but not in determining their job satisfaction as was the purpose of this study. Rather these interpersonal facilitation behaviours fulfil the need for affiliation and social participation among the employees. As mentioned earlier; according to our knowledge there are no similar studies within this area which separates the two contextual performance behaviours in determining the job satisfaction among hotel employees. We therefore propose our contribution in this area through our study.

## **7 Conclusion, Limitations and Further Research**

### **7.1 Conclusion**

The purpose of this thesis was to examine the relationship between job satisfaction among hotel employees and the facets of employee empowerment and contextual performance behaviours and their individual impact in determining overall job satisfaction. In order to achieve the purpose the theoretical framework was constructed. This was divided into three parts: job satisfaction, employee empowerment and contextual performance. Previous research indicated that there are four facets of employee empowerment that have an impact on job satisfaction. On the other hand, previous research regarding contextual performance has not, to the best of our knowledge, assessed the relationship between job satisfaction and the two distinct behaviours of contextual performance. Moreover, interrelationships between the four facets of empowerment were taken into account. Information sharing and trust were known to have an interrelationship as did training and rewards. In order to verify this, data collected was conducted using factor analysis and the result confirmed these relationships. Thereafter, standard multiple regression indicated that not all facets of empowerment and contextual performance behaviours predicted significant relationships to overall satisfaction.

Training and rewards as one facet of empowerment showed the most significant contribution to overall job satisfaction. On the other hand, job dedication behaviours showed similar results to overall job satisfaction. Most of the previous studies conducted within the field of contextual performance and job satisfaction have taken place within highly automated and routine job settings, such as the works of Motowidlo and Van Scotter (1994) who carried out their research on U.S Air Force mechanics and assembly line workers in manufacturing plants. To the best of our knowledge, there has not been any previous research conducted which aimed at finding a relationship between job satisfaction and contextual performance within the service industry. This indicates a possible new area of research within service industries.

### **7.2 Limitations & Further Research**

#### **7.2.1 Limitations**

As with all studies, this thesis is not free from limitations. Firstly, our method for relying purely on data collected through the questionnaire is deemed to be suitable for the analysis. However, we would have liked to combine the use of interviews to gain further insight into the concepts of employee empowerment and contextual performance from various employees. We omitted open ended questions from the survey as this would have been far more difficult to analyse using statistical programs. Hence, the interviews would have given us more information. Having said this it is important to note that interviews have their negative effects as well. One major negative effect is the difficulty of analyzing them and the greater danger of biases that come with the interviews. Thus we can say that by keeping our data purely quantitative we have minimized the risk of such an event.

Secondly, a single case study research approach may have enabled us to gain a deeper insight but it also limited our generalisability. This is due to the fact that other subjects may have a different approach to empowerment and contextual performance behaviours and thus, we can only conclude our findings based on this single case used. In addition, our pure sample consisted of mainly female staff (75% of the total respondents). Thus, it is possible that the results could be biased. However, we believe that our overall results are in

line with previous studies carried out within this field and the division between male and female employees in our study matches the division of sexes amongst the front line employees in the company.

Thirdly, we agree that empowerment and contextual performance do play an effective role in providing job satisfaction to employees. However, there are also other interrelated concepts that extend to both of these constructs such as trust and rewards. Most people engage in contextual performance, especially interpersonal facilitation, only if they trust their colleagues and supervisors. In some cases, rewards also play a role in determining the extent of contextual performance an employee exhibits. If the rewards offered are small in comparison to the efforts an employee puts in, then it is believed that job dedication and interpersonal facilitation behaviours shall be limited to only certain instances. In addition to empowerment and contextual performance, there are also separate issues that determine overall job satisfaction such as team work, leadership, recognition and status among others. Thus, it would be interesting to see how these in relation to empowerment and contextual performance could have an effect on the employee's job satisfaction. As all of these combined in one would make a very broad research we could not conduct it ourselves, however, with our research as help, a few more of the suggested research below, along with many others that investigate the subjects of matter, one can use these already existing results to find out how these components affect each other.

### **7.2.2 Further Research**

There seems to be a lack of research within the study of contextual performance behaviours and their effect on job satisfaction. Most research that we have encountered has taken contextual performance as one complete factor to study the effects of job satisfaction (Gonzalez & Garazo, 2006; Edwards, Bell, Arthur and Decuir, 2008; Van Scotter, 2000). Our study split the contextual performance into two different behaviours. Job dedication behaviours were known to significantly affect job satisfaction where as interpersonal facilitation did not. Thus, this would be useful to determine personality characteristics of future employees during their recruitment process as one of the behaviours which is job dedication relates to behaviours that are directed towards the organization where as the interpersonal facilitation is targeted towards persons within the organization. Hence, future studies could split contextual performance in this way to assess the separate impact of both of the behaviours when assessing job satisfaction.

Our study also denotes that not all facets of empowerment exhibit a significant impact on job satisfaction. For instance, in the case of this study, it was found that training and rewards were the dominant factors among empowered employees in assessing their job satisfaction. Thus this indicates that it is up to the management to identify the constructs of empowerment that are required and pay closer attention to them. As previously mentioned, hotel employees carry out a number of autonomous duties, thus empowerment is becoming increasingly common fold within such organization. This would therefore be a conducive environment to study the impact of empowerment facets on job satisfaction.

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# Appendices

## Appendix 1 – Questionnaire (English)

Dear Respondent,

We are three students from the Jönköping International Business School (JIBS) who are currently writing a thesis in Business Administration. We are interested in *job satisfaction, employee empowerment and contextual performance of employees within the hotel industry*. We believe that this is an important issue as employee empowerment and contextual performance in the service industry has been regarded as an important factor in job satisfaction of hotel employees and in turn leading to a better output of quality services to their customers.

The answers and your personal information will remain confidential and anonymous. We shall use your responses to compile and analyse the data to help us better understand our area of interest.

*We hope that you will contribute with your knowledge and we thank you in advance.*

---

Below are a number of statements. Select only **one** alternative by putting “**X**” in the corresponding box. Sometimes the given alternatives may not be exactly suitable. However, we request that you choose the **best** alternative that is **closest** to your opinion.

*Please read the question carefully before selecting an alternative.*

Scale: **1**– Fully Disagree, **2**– No Often Disagree **3**– No, Partly Disagree, **4**– No Opinion, **5**– Yes, Partly Agree, **6**– Yes, Mostly Agree, **7**– Yes, Fully Agree

- 
- |  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I am completely satisfied with my current job   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I have total freedom to decide how to accomplish my work  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I have the possibility to suggest different alternatives to my supervisor on how to handle work-related problems.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I have sufficient practical knowledge and skills to manage to provide a good service to hotel guests without any supervision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1 2 3 4 5 6 7

5. When faced with work problems, I am restricted to using define guidelines that direct me how to handle such problems.
6. I have influence on the decisions concerning the activities of the hotel as a whole.
7. I am regularly informed if the hotel/department performs good or bad.
8. I know the vision of the hotel for the next 5 years.
9. I think I am fairly rewarded in relation to:
- i. My salary for the work I perform
  - ii. The responsibilities I have in my job
  - iii. What my colleagues receive for the same job
10. I have received training or receive training on regular occasions.
11. I feel that I can take more responsibilities with my current level of skills and the training provided to me skills and the training provided to me.
12. I praise my colleagues when they are successful.
13. I support/encourage my colleagues when they have a personal problem.
14. I always talk to other colleagues before taking actions that affect them.

1 2 3 4 5 6 7

15. I say things to make people feel good about themselves.
16. I encourage others to overcome their differences.
17. I treat all my colleagues and other staff fairly.
18. I tend to help my colleagues without being asked.
19. I put in extra hours to get work done on time.
20. I always pay close attention to important details.
21. I ask for work that I feel is challenging.
22. I always exercise personal discipline and self control at work.
23. I take initiatives to solve work problems.
24. I always persist in overcoming obstacles to complete a task.
25. I am enthusiastic while tackling a difficult problem.
26. I normally work harder than usual/necessary.

---

I work in the:  Reception  Restaurant  
 Cleaning  Breakfast  
 Bar  Other(please state): \_\_\_\_\_

I have been working for \_\_\_\_\_ years.

Gender:                     Male             Female

Age: \_\_\_\_\_ years.

I work:                     Full Time     Part Time

I have employed as:     Supervisor (of a department)  
                                   Have no managerial position

---

**Thank you for your response. Please place your questionnaire in the envelope provided and seal it.**



## Appendix 2 – Questionnaire (Swedish)

Hej,

Vi är tre studenter som skriver vår kandidatuppsats i International Management på Internationella Handelshögskolan i Jönköping. Området vi är intresserade inom är *arbetstillfredsställelse, auktorisering av anställda samt kontextuell prestation inom hotell industrin*. Vi tror starkt på att de senare två är viktiga delar av arbetstillfredsställelse och den allmänna upplevelsen av arbetet och dess miljö, speciellt inom servicerelaterade yrken.

Alla svar och den privata informationen i denna enkät kommer att behandlas konfidentiellt och alla svarande behåller sin anonymitet. I slutresultaten kommer era svar vara sammanställda för att ge *en* bild av svaren från alla som deltagit i studien.

*Vi hoppas att Du vill bidra med Dina kunskaper och Tackar på förband.*

---

Nedan följer ett antal påståenden. Vi ber dig att sätta kryss vid Det svarsalternativ som bäst stämmer överens med Din uppfattning. Även när det ibland inte passar sig med de på förhand givna svarsalternativen ber vi dig välja det som ligger närmast.

*Vi ber dig att svara så noggrant som möjligt.*

Skalan går: **1** – Nej, det stämmer inte alls, **2** – Nej, det stämmer oftast inte, **3** – Nej, det stämmer inte särskilt bra, **4** – Vet ej

**5** – Ja, det stämmer ganska bra, **6** – Ja, det stämmer oftast, **7** – Ja, det stämmer helt och hållet.

---

- |  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Jag är fullständigt nöjd med mitt nuvarande arbete.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Jag har full frihet att bestämma hur jag ska utföra mitt arbete.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Jag har möjlighet att föreslå olika alternativ till min handledare om hur man ska hantera arbetsrelaterade problem.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Jag har tillräckliga praktiska kunskaper och färdigheter att klara av att tillhandahålla en god service till hotellets gäster utan någon tillsyn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1 2 3 4 5 6 7

5. När jag ställs mot ett arbetsrelaterat problem är jag begränsad till att använda färdigdefinierade riktlinjer som talar om hur jag ska hantera sådana problem.
6. Jag har inflytande på beslut som rör verksamheten vid hotellet som helhet.
7. Jag får regelbunden information om hotellet/avdelningen gör bra eller dåligt ifrån sig.
8. Jag känner till visionen hotellet har för de kommande 5 åren
9. Jag tycker att jag är rättvist belönad i relation till:
- iv. Min lön för arbetet jag utför.
- v. Det ansvar jag har i mitt arbete.
- vi. Vad mina kollegor får för samma arbete.
10. Jag har fått utbildning eller får regelbunden utbildning i samband med arbetet.
11. Jag känner att jag kan ta mer ansvar med mina nuvarande kunskaper och den utbildning som jag fått.
12. Jag ger beröm till mina kollegor när de når framgång.
13. Jag stödjer/uppmuntrar mina kollegor när de har personliga problem.
14. Jag pratar alltid med mina kollegor innan jag tar ett beslut som kan påverka de.

1 2 3 4 5 6 7

15. Jag säger saker som får människor att känna sig tillfreds med sig själva.
16. Jag uppmuntrar andra att övervinna sina meningsskiljaktigheter.
17. Jag behandlar alla mina kollegor och annan personal rättvist.
18. Jag brukar hjälpa mina kollegor även när de inte ber om hjälp.
19. När det behövs arbetar jag extra för att få arbetet gjort i tid.
20. Jag lägger alltid märke till viktiga detaljer.
21. Jag söker alltid efter utmanade arbetsuppgifter.
22. Jag behåller alltid personlig disciplin och självkontroll när jag är på arbetet.
23. Jag tar initiativ för att lösa problem i arbetet.
24. Jag är envis med att överkomma hinder när jag ska utföra en uppgift.
25. Jag angriper svåra problem med entusiasm.
26. Jag arbetar vanligtvis hårdare än nödvändigt.
-

Jag arbetar inom:                     I Receptionen                     I restaurangen  
    Som rumsvärd                     Med frukostservering  
    I baren                                 Annat: \_\_\_\_\_

Jag har arbetat vid det här hotellet i \_\_\_\_\_ år.

Kön:                     Man                     Kvinna

Ålder: \_\_\_\_\_ år.

Jag arbetar:     Heltid                     Deltid

Jag är anställd som:     Chef/Arbetsledare (Områdeschef eller liknande)

Har ej arbetsledande befattning

---

**Tack for din medverkan. Var god placera frågeformuläret i bifogade kuvertet och försegla det.**

## Appendix 3 – Demographics

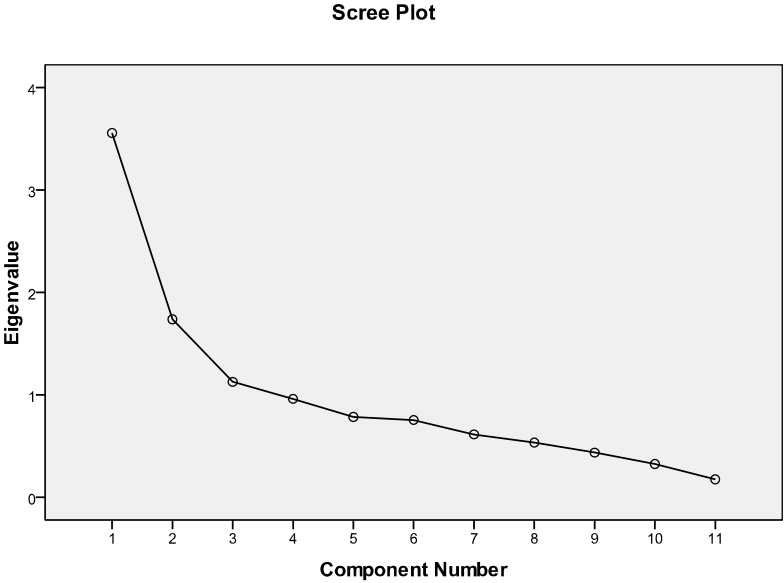
N= 64

	Frequency	Percentage
<b><u>Gender</u></b>		
Male	16	25%
Female	48	75%
<b><u>Department</u></b>		
Reception	11	17.2%
Restaurant	9	14.1%
Bar	8	12.5%
Cleaning	9	14.1%
Breakfast	10	15.6%
Other	17	26.6%
<b><u>Work Load</u></b>		
Full Time	32	50%
Part Time	32	50%
<b><u>Position</u></b>		
Supervisory	11	17.2%
Non-Supervisory	53	82.8%
<b><u>Age (years)</u></b>		
17-21	2	3.2%
22-26	16	25%
27-31	12	18.8%
32-36	12	18.8%
37 and above	22	34.2%
<b><u>Years of Service (years)</u></b>		
1-4	29	45.3%
5-8	21	32.9%
9-12	10	15.6%
13 and above	4	6.4%

## Appendix 4 - Correlation Matrix (Empowerment)

Correlation	I have the possibility to suggest different alternatives to my supervisor on how to handle work related problems	I have sufficient practical knowledge and skills to provide a good service to guests without supervision	When faced with work problems i am restricted to using guidelines on how to handle such problems	I have influence on the decision concerning the activities of the hotel as a whole	I am regularly informed if the hotel/department performs good/bad	I know the vision of the hotel for the next five years	I think i am fairly rewarded in relation to the salary for the work i perform	I think i am fairly rewarded in relation to the responsibility i have in my job	I think i am fairly rewarded in relation to what my colleague receives for the same job	I have received or receive training on regular occasions	I feel that i can take on more responsibilities with my current level of skills and training provided to me
I have the possibility to suggest different alternatives to my supervisor on how to handle work related problems	1.000	.184	.281	.047	.027	.100	-.042	-.110	.044	-.050	.175
I have sufficient practical knowledge and skills to provide a good service to guests without supervision	.184	1.000	.094	-.112	<b>.402</b>	.066	-.292	<b>-.305</b>	-.253	<b>-.333</b>	-.152
When faced with work problems i am restricted to using guidelines on how to handle such problems	.281	.094	1.000	.135	.074	.170	.078	-.029	-.022	.060	.174
I have influence on the decision concerning the activities of the hotel as a whole	.047	-.112	.135	1.000	.105	.167	<b>.428</b>	<b>.376</b>	<b>.337</b>	<b>.357</b>	<b>.301</b>
I am regularly informed if the hotel/department performs good/bad	.027	<b>.402</b>	.074	.105	1.000	.092	-.139	-.162	-.183	.045	.135
I know the vision of the hotel for the next five years	.100	.066	.170	.167	.092	1.000	<b>.314</b>	.184	.199	.162	.174
I think i am fairly rewarded in relation to the salary for the work i perform	-.042	-.292	.078	<b>.428</b>	-.139	<b>.314</b>	1.000	<b>.777</b>	<b>.601</b>	<b>.563</b>	.334
I think i am fairly rewarded in relation to the responsibility i have in my job	-.110	<b>-.305</b>	-.029	<b>.376</b>	-.162	.184	<b>.777</b>	1.000	<b>.438</b>	<b>.563</b>	.290
I think i am fairly rewarded in relation to what my colleague receives for the same job	.044	-.253	-.022	<b>.337</b>	-.183	.199	<b>.601</b>	<b>.438</b>	1.000	<b>.499</b>	<b>.338</b>
I have received or receive training on regular occasions	-.050	<b>-.333</b>	.060	<b>.357</b>	.045	.162	<b>.563</b>	<b>.563</b>	<b>.499</b>	1.000	.547
I feel that i can take on more responsibilities with my current level of skills and training provided to me	.175	-.152	.174	<b>.301</b>	.135	.174	<b>.334</b>	.290	<b>.338</b>	<b>.547</b>	1.000

# Appendix 5 – Scree Plot (Empowerment)



## Appendix 6 – Unrotated Factors (Empowerment)

Component Matrix<sup>a</sup>

	Component		
	1	2	3
I think i am fairly rewarded in relation to the salary for the work i perform	.864		
I think i am fairly rewarded in relation to the responsibility i have in my job	.798		
I have received or receive training on regular occasions	.793		
I think i am fairly rewarded in relation to what my colleague receives for the same job	.727		
I feel that i can take on more responsibilities with my current level of skills and training provided to me	.586	.360	
I have influence on the decision concerning the activities of the hotel as a whole	.579		
When faced with work problems i am restricted to using guidelines on how to handle such problems		.577	-.452
I have sufficient practical knowledge and skills to provide a good service to guests without supervision	-.439	.572	
I know the vision of the hotel for the next five years	.339	.400	
I am regularly informed if the hotel/department performs good/bad		.609	.660
I have the possibility to suggest different alternatives to my supervisor on how to handle work related problems		.563	-.588

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

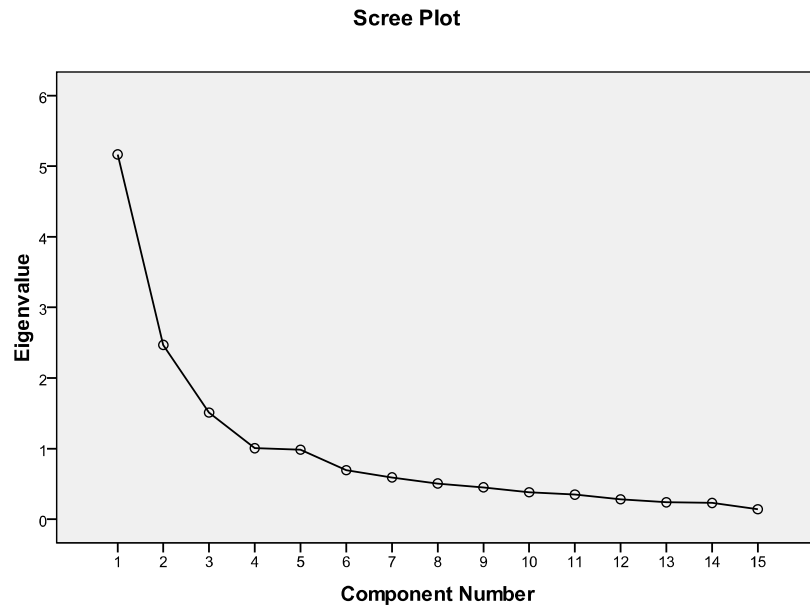


## Appendix 7 – Correlation Matrix (Contextual Performance)

Correlation Matrix

	I praise my colleagues when they are successful	I support/encourage my colleagues when they have a personal problem	I always talk to other colleagues before taking actions that affect them	I say things to make people feel good about themselves	I encourage others to overcome their differences	I treat all my colleagues and other staff fairly	I tend to help my colleagues without being asked	I put in extra hours to get work done on time	I always pay close attention to important details	I ask for work that I feel is challenging	I always exercise personal discipline and self control at work	I take initiatives to solve work problems	I always persist in overcoming obstacles to complete a task	I am enthusiastic while tackling a difficult problem	I normally work harder than usual/necessary.
I praise my colleagues when they are successful	1.000	.774	.278	.640	.563	.415	.184	-.134	.080	.252	.089	.345	.283	.325	.258
I support/encourage my colleagues when they have a personal problem	.774	1.000	.295	.644	.510	.550	.134	-.129	.158	.253	.093	.429	.401	.366	.307
I always talk to other colleagues before taking actions that affect them	.278	.295	1.000	.460	.515	.606	.226	-.024	.057	-.017	.200	.152	.196	.295	.267
I say things to make people feel good about themselves	.640	.644	.460	1.000	.624	.588	.255	-.185	.044	.238	.109	.260	.226	.410	.229
I encourage others to overcome their differences	.563	.510	.515	.624	1.000	.617	.199	-.207	.125	.118	.157	.213	.312	.305	.258
I treat all my colleagues and other staff fairly	.415	.550	.606	.588	.617	1.000	.302	-.030	.239	.086	.341	.303	.405	.240	.172
I tend to help my colleagues without being asked	.184	.134	.226	.255	.199	.302	1.000	.350	.426	.237	.335	.269	.159	.213	.138
I put in extra hours to get work done on time	-.134	-.129	-.024	-.185	-.207	-.030	.350	1.000	.431	.122	.416	.281	.000	-.124	-.065
I always pay close attention to important details	.080	.158	.057	.044	.125	.239	.426	.431	1.000	.413	.460	.335	.312	.093	.253
I ask for work that I feel is challenging	.252	.253	-.017	.238	.118	.086	.237	.122	.413	1.000	.295	.346	.355	.404	.495
I always exercise personal discipline and self control at work	.089	.093	.200	.109	.157	.341	.335	.416	.460	.295	1.000	.633	.426	.091	.198
I take initiatives to solve work problems	.345	.429	.152	.260	.213	.303	.269	.281	.335	.346	.633	1.000	.551	.344	.347
I always persist in overcoming obstacles to complete a task	.283	.401	.196	.226	.312	.405	.159	.000	.312	.355	.426	.551	1.000	.396	.375
I am enthusiastic while tackling a difficult problem	.325	.366	.295	.410	.305	.240	.213	-.124	.093	.404	.091	.344	.396	1.000	.494
I normally work harder than usual/necessary.	.258	.307	.267	.229	.258	.172	.138	-.065	.253	.495	.198	.347	.375	.494	1.000

## Appendix 8 – Scree Plot (Contextual Performance)



## Appendix 9 – Unrotated Factors (Contextual Performance)

Component Matrix<sup>a</sup>

	Component			
	1	2	3	4
I support/encourage my colleagues when they have a personal problem	.748	-.314		-.364
I treat all my colleagues and other staff fairly	.722		.439	
I say things to make people feel good about themselves	.721	-.423		
I praise my colleagues when they are successful	.694	-.353		-.328
I encourage others to overcome their differences	.689	-.394		
I take initiatives to solve work problems	.644	.412		-.365
I always persist in overcoming obstacles to complete a task	.636			
I am enthusiastic while tackling a difficult problem	.589		-.449	.333
I always talk to other colleagues before taking actions that affect them	.550		.395	.438
I normally work harder than usual/necessary.	.547		-.523	.349
I tend to help my colleagues without being asked	.441	.373	.330	.338
I put in extra hours to get work done on time		.734	.344	
I always pay close attention to important details	.416	.627		
I always exercise personal discipline and self control at work	.484	.615		
I ask for work that I feel is challenging	.492	.358	-.519	

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

## Appendix 10 – Correlations (Standard Multiple Regression)

		Correlations				
		I am completely satisfied with my current job	Regression Factor Score for Rewards & Training for Employee Empowerment	Regression Factor Score for Information & Trust for Employee Empowerment	Regression Factor Score for Interpersonal Facilitation for Contextual Performance	Regression Factor Score for Job Dedication for Contextual Performance
Pearson Correlation	I am completely satisfied with my current job	1.000	<b>.481</b>	<b>.119</b>	<b>.233</b>	<b>.284</b>
	Regression Factor Score for Rewards & Training for Employee Empowerment	.481	1.000	.000	<b>.176</b>	<b>.014</b>
	Regression Factor Score for Information & Trust for Employee Empowerment	.119	.000	1.000	<b>.155</b>	<b>.299</b>
	Regression Factor Score for Interpersonal Facilitation for Contextual Performance	.233	.176	.155	1.000	.000
	Regression Factor Score for Job Dedication for Contextual Performance	.284	.014	.299	.000	1.000
Sig. (1-tailed)	I am completely satisfied with my current job	.	.000	.174	.032	.012
	Regression Factor Score for Rewards & Training for Employee Empowerment	.000	.	.500	.083	.455
	Regression Factor Score for Information & Trust for Employee Empowerment	.174	.500	.	.111	.008
	Regression Factor Score for Interpersonal Facilitation for Contextual Performance	.032	.083	.111	.	.500
	Regression Factor Score for Job Dedication for Contextual Performance	.012	.455	.008	.500	.
N	I am completely satisfied with my current job	64	64	64	64	64
	Regression Factor Score for Rewards & Training for Employee Empowerment	64	64	64	64	64
	Regression Factor Score for Information & Trust for Employee Empowerment	64	64	64	64	64
	Regression Factor Score for Interpersonal Facilitation for Contextual Performance	64	64	64	64	64
	Regression Factor Score for Job Dedication for Contextual Performance	64	64	64	64	64

