THE INCORPORATION OF INTERNAL COMMUNICATION INTO CAREER DEVELOPMENT AND SUPPORT FOR HUMAN RESOURCES

by

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ABSTRACT

The corporate world is constantly changing and it is changing at a very fast pace. In order for employees to stay relevant in their organisations, as well as in the rest of the corporate world, the focus needs to be on how employees will achieve this and how they will stay informed. The purpose of this research was to determine the regard for career development and support that is currently provided to employees in the different career stages of the career life-cycle of an employee in a global, financial organisation and how the internal communication around this is regarded by employees, specifically organisational and management communication. This was in order to further determine how this affects the level of employee satisfaction and employee behaviour towards the organisation.

An in-depth literature review was followed by a probability sampling that was conducted with the stratified sampling method. This was in order to determine how employees currently regard the various constructs, including: *career development and support; employee satisfaction; employee behaviour; organisational communication* and *management communication*. Survey questionnaires were developed and the results of this study were based on the 247 completed responses.

The primary and secondary objectives were achieved; the hypotheses specified were accordingly tested; the results were applied towards answering the stated research question; and interesting additional findings were detected which triggered suggestions for further future research.

This study contributes toward the field of communication in considering the importance of incorporating internal communication, specifically organisational and management communication, in human resource practices, specifically career development and support in organisations.

KEYWORDS – *Career development and support, a career development and support plan, mentorship, teamwork, employee satisfaction, employee behaviour, internal communication, organisational communication* and *management communication.*

ACKNOWLEDGEMENTS

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CHAPTER 1: ORIENTATION AND BACKGROUND

1.1 INTRODUCTION

Below is a breakdown of where the current Chapter fits into this specific study:

Table 1 – Chapter breakdown of the current study with focus on Chapter 1

Chapter	Description of Chapter
1	**Orientation and background**
2	Literature review: Career development and support for human resources
3	Literature review: Internal communication practices in organisations
4	Methodological orientation
5	Research results
6	Hypothesis testing
7	Evaluation of results and conclusions

The term 'Human Resource Management' deals with the management of the human factor within an organisation (Van der Westhuizen, Van Vuuren & Visser, 2003:1). The 'human' part refers to understanding and meeting the needs of employees within the organisation. Horwitz (1999:180) suggests that in a global economy, the transfer of learning new knowledge and the belief of intellectual capital has become just as important to gaining competitive success as the sensitivity to local conditions. According to Welch and Jackson (2007:190-191), internal communication takes place in the context of organisational environments that are dynamic in nature and that are open for change. It also involves the organisational structure, processes, culture and subcultures, behaviour of management; as well as individuals, leadership styles and employee relations in the organisation.

Communication is the flow of information between individuals and groups in an attempt to create understanding, influence behaviour and achieve specific objectives (Nieman

& Bennett, 2006:267). From this perspective, effective communication in an organisation builds relationships (Dasgupta, Suar & Singh, 2013:173). Managerial communication drives relationships and frames the attitudes and behaviours of employees (Dasgupta *et al.,* 2013:174).

According to Barnett and Bradley (2007:618), individuals are key players in their own career success considering the individualistic career management approach that organisations have adopted over the past few decades. Mehta, Anderson and Dubinsky, (2000:509) posit that there are four career stages that all have a different focus. Employees in the *exploration stage* are focused on succeeding and self-discovery. The *establishment stage* is all about employees wanting stability and security in their roles. In the *maintenance stage*, the focus is on status and accomplishment and in the *disengagement stage* it is merely about getting ready for retirement. There are certain uncertainties and career anxieties during each of these stages in terms of where individuals see themselves going and what they need to do to stay relevant in their organisations (Cron & Slocum Jr., 1986:12). It is thus important for organisations to focus on their context and their specific communication processes as a way to describe, explain and understand organisations and their communication phenomena (Welch & Jackson, 2007:180).

In a contemporary work environment, employees are a lot more focussed on their careers, which, according to Barnett and Bradley (2007:621), suggest the lasting order of role-related experiences by individuals. They further define 'career successes' as the positive mental and occupational outcomes associated with an individual's work experience. One's career is a life-long process which is important to the individual. An important framework that still guides the current notion about professional careers is the model of the four career stages, where careers are broken down into four distinct stages over a person's adult lifetime, as explained above (Cron & Slocum Jr., 1986:12).

Defining and communicating about career paths will clarify the various career development opportunities that employees have. This is proven to be more effective, in most instances, than monetary compensation for the employee (Jiang & Klein, 2000:220).

1.2 BACKGROUND

In light of the above literature, two types of career successes exist, namely objective career success and subjective career success. Objective career success is about work experience including status, promotions and salary. Subjective career success refers to the individual evaluation of career advancement, achievements and planned outcomes by employees (Barnett & Bradley, 2007:621). According to Broady-Preston and Steel (2002:386), ongoing staff development is crucial if organisations intend to support employees in their organisations today. Organisations that invest in proper career development plans and programmes can still boost their internal job satisfaction, without necessarily paying high salaries (Chen, Chang & Yeh, 2004:441).

One thing that organisations need to look out for, however, is not to raise employees' aspirations to unrealistic levels with the career development plans they provide (Chen *et al.,* 2004:442), since this may drive employees away from the organisation rather than towards it. There are three human resources practices that are critical to consider in getting employees committed, which include: recruitment and selection practices, rewards and motivation, and training and development (Bourne, Pavlov, Franco-Santos, Lucianetti & Mura, 2013:1603).

Furthermore, it is important for organisations to focus on keeping its employees satisfied, since employees who are not dedicated and committed to the organisation clearly reflect erroneous attitudes and behaviour (Broady-Preston & Steel, 2002:387). If organisations fail to notice and attend to its employees' needs for satisfaction and recognition, the consequences are employees who become less committed, which can lead to lower performance and reduced business results (Van Der Westhuizen *et al.*, 2003:2). According to Jiang and Klein (2000:225), individuals' career desires serve as motivation, which also influence the various trials of work performance as well as career satisfaction. Considering the above mentioned, it is important for organisations to have a complete understanding of what its employees need in terms of work satisfaction (Barnett & Bradley, 2007:620). Organisations need to consider the cognitive, behavioural, personality and environmental factors that jointly impact its employees' satisfaction. In certain situations some managers tend to still think that employees only rely on monetary benefits and that they completely disregard the

various other critical career satisfaction aspects. However, non-monetary merits are becoming increasingly important to a new generation of employees (Jiang & Klein, 2000:220).

As mentioned above, there are four different career stages that employees find themselves in within organisations. During each of these career stages, there are certain aspects that form the fundamental basis of an employee's environment (Cron & Slocum Jr., 1986:12). The stages mentioned below are referred to in various parts of the literature throughout the study.

The 'exploration' career stage of employees defined

The 'exploration' career stage, usually in employees' early to mid-twenties, focuses on self-assessment in order to create a suitable professional field, and getting to know one's own interests and abilities in that specific field (Chen *et al.,* 2004:443). Employees in this stage are focused on making a lifelong commitment to a specific occupation. This stage tends to be very stressful for employees.

According to Chen *et al.* (2004:444), employees need to stay constant in terms of their job requirements to be effective and to make a meaningful contribution to the company. Training is therefore necessary in the exploration stage in order to gain the appropriate skills and knowledge required for the specific job, while meeting the organisation's requirements.

The 'establishment' career stage of employees defined

During the 'establishment' stage of employees' careers the focus is on success and gaining respect in the organisation through establishing a secure place in the working world and being open about their professional goals (Chen *et al.,* 2004:443). It is important for employees to keep track of their personal performance statuses in this stage and to be an on-the-job performance asset to the organisation (Chen *et al.,* 2004:443).

During this stage, a 'shift' in employees' career focus normally takes place (Cron & Slocum Jr., 1986:12). Even though there is no more pressure to find the appropriate career in this stage, other pressures come into play in terms of the work-family life balance responsibility. This stage is all about continuous development in order to innovate, gain more experience on the job and to become more willing to take on additional responsibilities (Chen *et al.,* 2004:444).

The 'maintenance' career stage of employees defined

According to Chen *et al.* (2004:443), the 'maintenance' stage is where employees get concerned about certain career aspects. In this stage, focus is placed on a continuous development plan, in order to provide an opportunity for employees to prepare for possible retention. Organisations focus on constantly providing information regarding job performance and evaluation to help employees identify appropriate career goals and plan appropriate actions for each career stage.

This is the reflection stage where employees focus on their previous achievements - they are committed to their current jobs - but become interested in possibly "doing their own thing" (Cron & Slocum Jr., 1986:13). At this stage, employees are not focused on getting promoted in their current organisation and even if they are not satisfied with the current state, there is very little that they can do about it.

The 'disengagement' career stage of employees defined

Employees during the 'disengagement' stage are only concerned with the successful completion of their career (Chen *et al.,* 2004:444). Cron and Slocum Jr. (1986:13) suggest that this is the 'withdrawal' stage in an employee's career and is associated with retirement.

The focus is on 'non-work' activities in order for employees to gain attention and foster personal growth. The performance of an employee usually declines during this stage due to the employee no longer maintaining his or her professional position.

Considering the abovementioned, this study investigated the way in which organisations should go about managing proper human resources practices while at the same time incorporating continuous internal communication into a career development and support plan. This is in order to facilitate employee satisfaction and therefore the most effective behaviour from employees in an organisation. The research problem was formulated from personal experiences in a corporate environment, combined with an interest in human resources practices within the specific global organisation used in the sample for this study.

1.3 DEFINITIONS OF KEY TERMS

- 'Career development and support' refers to the lifelong process of managing and supporting the advancement and progress in one's learning and work (Eby, Allen & Brinley, 2005:567).
- 'Internal communication' refers to the constant occurrence within organisations, which includes informal chats through the 'grapevine' as well as managed communication (Welch & Jackson, 2007:178).
- 'Organisational communication' is a subfield of the larger discipline of communication studies. Organisational communication, as a field, is the consideration, analysis, and criticism of the role of communication in organisational contexts. Its main function is to inform, persuade and promote goodwill (Du Plooy-Cilliers, 2014:79).
- 'Management communication' is a verbal or written function of internal communication which helps managers to communicate with each other as well as with employees in the organisation (Steyn & Puth, 2000:11).

1.4 PROBLEM STATEMENT

Various criteria steered the research problem for the current study, including the relevancy, researchability, feasibility and ethical acceptance of the problem (Du Plooy, 2009:53).

1.4.1 Orientation and central theoretical argument

We have to consider that the world of work is rapidly changing and becoming more diverse, and that the need for sustainable career development throughout employees' working life is increasing (Lee, 2007:6). Work should be rewarding, fulfilling, devoid of stress and other personal foreseeable consequences. Thus, we also have to consider where improved communication fits in on individual, organisational and management levels (Bourne *et al.*, 2013:1602).

Figure 1 underlines the need for developing a methodology that evaluates the degree of alignment between human resource development practices and organisational goals. Horwitz (1999:183) suggests that human resource development specialists, line managers and external individuals need to actively work together in order to find ways for implementing the most effective development processes in the organisation.

Figure 1 – Levels of human resource development

Organisational effectiveness

Managerial effectiveness

Team effectiveness

Interpersonal effectiveness

Individual effectiveness
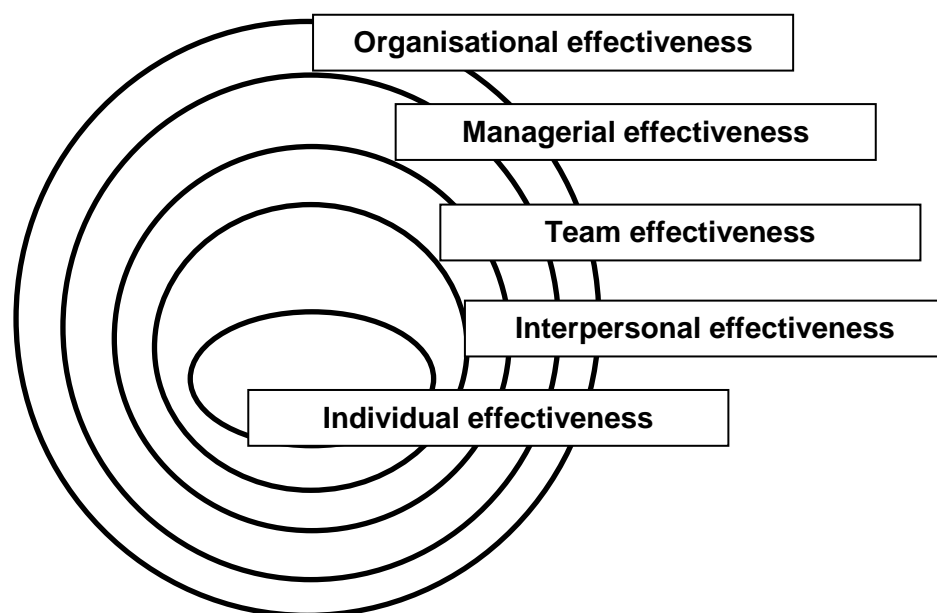
Source: Horwitz, 1999:184.

In reference to the above, the following sub-headings all relate in order to define and explain the problem statement for the current study in more detail.

Career development and support

It is the responsibility of human resource practitioners to make sure that management grasps the idea that employees are the crucial and ultimate source of competitive advantage and that it is extremely important to focus on employees within the organisation, as well as the management of employees (Van der Westhuizen *et al.*, 2003:2). Organisations that pay attention to human resource management practices can increase its available human capital by developing employee skills (Eby *et al.*, 2005:566).

It is not advisable for organisations and managers to adopt homogeneous career development programmes in the hope of impacting all their employees at various career stages, since each career stage that employees experience throughout their professional life is influenced by different job positions and responsibilities or activities, as well as by attitudes and behaviours (Chen *et al.*, 2004:442).

According to Mehta *et al.* (2000:513), there is not one specific way to assess in which stage of the career life-cycle an employee is. However, during these stages employees have different career development tasks and appearances. The specific career needs of employees are similar to their altering career goals, tasks and specific challenges, which serve as outcomes of the undertakings through the various career stages of employees (Chen *et al.*, 2004:442-443).

The accomplishment of certain goals, perceived attitudes towards managers, and respect from peers and customers are all focus points of different employees at different stages of their career life-cycle (Mehta *et al.*, 2000:510). For employees to achieve their specific career goals, the main tasks to be completed should be determined; and specific opportunities for future potential career development, bottlenecks and certain challenges should constantly be assessed (Chen *et al.*, 2004:443).

Employees who find themselves in the exploration and establishment stages tend to focus more on becoming skilled in their professions; demonstrating growth, as well as development in their careers, and establishing self-competence. Employees in the

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maintenance stage will generally focus more on retaining their roles, since a sense of self-worth has already been established (Mehta *et al.*, 2000:511).

In this study, career development and support were reflected in the formulation of the applicable research objectives in order to determine how employees perceive career development and support in the organisation. Career development and support are discussed in detail in the literature in Chapter 2.

Employee satisfaction

Li and Yeo (2011:202) refer to job satisfaction as specific aspects including salaries, co-workers, managers, and the work environment that contribute to the overall life satisfaction of employees. They also state that the experience of work subsidises the quality of life at large. A satisfied employee is a happy employee and a happy employee is a successful employee (Aziri, 2011:79). Parvin and Nurul Kabir (2011:113) suggest that organisations should consider employees as the main foundation of the business, rather than capital assets. According to Cron and Slocum Jr. (1986:17), an organisation's culture plays a significant role in determining an employee's motivation to work and to be a good performer.

Mehta *et al.* (2000:510) link employee satisfaction to the stages in the career life-cycle by suggesting that employees in the establishment stage focus on their achievements and getting in front of the others in order to gain a sense of personal growth, self-esteem and ability; while lower-order needs are crucial to employees in the maintenance stage, since these employees are settled in their careers and are focussed on maintaining their current role. Employees in the disengagement stage are indifferent to rewards since they have already started to withdraw from the organisation.

Organisations must look after employees' interests and create opportunities for growth and development, since satisfied employees usually stay in the job and perform at their best (Nieman & Bennett, 2006:251).

In order to preserve employees, organisations need to concentrate on certain aspects to ensure continuous employee satisfaction. These include training and development, performance appraisal, remuneration and benefits, job design and redesign, as well as human resources administration (Nieman & Bennet, 2006:251).

In this study, the retention of employees was reflected in the applicable research objectives in order to determine to which extent the abovementioned aspects ensure continuous employee satisfaction. These aspects are discussed in detail in Chapter 2.

Employee behaviour

Employee behaviour refers to those actions or reactions that occur in response to certain components. Positive attitudes lead to well-adjusted behaviours where negative attitudes lead to the opposite. These attitudes have three components: affective, cognitive and behavioural (Dasgupta *et al.*, 2013:174). According to Doorley and Garcia (2011:136), an organisation's reputation consists of its employee behaviour, employee performance, plus its communication; therefore is the alignment of employee behaviour and employee performance crucial to the organisation.

Productive work has point and meaning, both because it involves us in general enterprises with others; and because of the ways in which it is worth doing in and of itself. All employees need to find some productive work to do in the world, if their lives are to have meaning (Cullen, 2013:936). When certain employee expectations in terms of work are not met, there exists a probability of withdrawal behaviour and certain negative consequences (Egan, Yang & Bartlett, 2004:283).

Career anchors are self-identified needs, values and talents that shape employees' career decisions and can be considered as the central component that employees will not abandon, even when forced to make complex decisions. Communication aligns with human resources in this case - specifically the career development and behaviour of employees - through internal career considerations, as well as the external career opportunities of employees (Jiang & Klein, 2000:221).

According to Jiang and Klein (2000:222), there are eight internal career anchors to consider, which include: managerial capability, technical capability, organisational

sanctuary, geographic sanctuary, autonomy, identity, service and variety. In this study, the internal career anchors are reflected in the research objectives in order to determine to which extent these aspects influence employee behaviour. These aspects are discussed in detail in Chapter 2.

Work behaviour is a term that refers to the behaviour that contributes to the performance of basically any job, independent of the technical job roles, and is a function of the presence as well as absence of certain specific actions (Hunt, 1996:51). There are nine factors of generic behaviour that employees in any job role can display towards an organisation. These factors include: adherence to confrontational rules, industriousness, thoroughness, schedule flexibility, attendance, off-task behaviour, unruliness, theft and drug misuse. In this study, the generic employee behaviours were reflected in the formulation of the applicable research objectives in order to determine to which extent employees commit these behaviours. The latter is discussed in detail in Chapter 2.

Mentorship

Mentorship refers to the sharing of knowledge regarding learning, the ability to work in groups, the ability to drive results and to manage one's workload accordingly, to identify one's strengths and capabilities and to be self-motivated in one's daily whereabouts (Conger, 2002:374). According to Conger (2002:375), mentorship is not seen as a 'cure-all ill', but rather as a representation of the success strategy for people who might be lost in the masses otherwise. Organisations that believe in a career development culture make use of 'mentorship' as a continuous means to coach, guide and communicate with employees (Conger, 2002:374).

Parvin and Nurul Kabir (2011:115) further relate to the above mentioned by suggesting that mentoring be used for the development-orientation of employees, and that the relationship between managers and their employees affect the skills development and intention of the employee to remain with their current employer.

Ball (1998:10) refers to the career management capabilities of which one of these refers to balancing one's work and personal life. Mehta *et al.* (2000:518) further

summarize the role of managers in stating that managers are supposedly expected to engage in certain activities, including to be role models and to serve as mentors, and above all, to stay focussed on the bottom-line of the team and the organisation.

In this study, mentorship as a function of career development and support was reflected in the formulation of the applicable research objectives in order to determine how employees perceive mentorship in the organisation. Mentorship as a function of career development and support is discussed in detail in Chapter 2.

Teamwork

Teamwork today is universal in organisations and team learning is important in order for teams to learn how to work together effectively and to manage the ever-changing environment properly. Teams are regarded as important working units and as important learning and communication units in organisations (Decuyper, Dochy & Van den Bossche, 2010:111).

Chiocchio, Forgues, Paradis and Iordanova (2011:80) refer to teamwork as a team-level construct that deals with how teams work to combine certain thoughts, actions, and feelings in order to adapt and coordinate to achieve a mutual goal. Teamwork mostly leads to the adaption of team behaviour towards more coordination and productivity (Decuyper *et al.*, 2010:111).

Erasmus (2010:20) suggests that there are certain issues that organisations have to focus on in order to align themselves with various national and international companies in terms of human resource development requirements of the future. These include: multiskilling, career and performance management, diversity training and entrepreneurship, and small business development.

In this study, teamwork as a function of career development and support was reflected in the formulation of the applicable research objectives in order to determine how employees perceive teamwork in the organisation. Teamwork as a function of career development and support is discussed in detail in Chapter 2.

Organisational communication

Organisational communication is about informing employees regarding tasks, policies and various issues that occur in the organisation and about creating a community within the organisation. The overall goal of organisational communication is thus to serve as a means to provide information, versus a means to create a 'community spirit' (Elving, 2005:131).

There is constant change within the global corporate environment and organisations are also challenged to adapt by constantly changing their internal structures, processes and market relationships, which in turn entails that communication processes also need to change in order to align (Jones, Watson, Gardner & Gallois, 2004:723). It is therefore crucial that organisational communication focuses on:

1. Achieving certain tasks regarding employees' roles and responsibilities;
2. Adapting to changes through the creativity of individuals and the organisation;
3. Maintaining policies, procedures and regulations in the organisation;
4. Developing relationships based on 'human messages' addressing attitudes, morale, satisfaction, and fulfilment directed at people in the organisation;
5. Making use of management to coordinate, plan and control various operations in the organisation. (Hahn, Lippert & Paynton, 2015:3).

In considering the above, Hahn *et al.* (2015:3) state that organisational communication refers to how organisations represent, present as well as establish their climate and culture in terms of attitudes, values and goals that characterise the organisation and its employees.

In this study, organisational communication is regarded as a practice of internal communication and is reflected in the respective research objectives in order to determine how employees perceive organisational communication in the organisation. Internal communication, focusing on organisational and management communication, is discussed in detail in Chapter 3.

Management communication

Dasgupta *et al.* (2013:175) declare that while human relation practices are important for the development and maintenance of the exchange relationship between employees and organisations, the appropriate managerial communication style within that organisation is responsible for the levels of support being built. The communication process can only be completed successfully when the original sender receives feedback from the original receiver and the message has been interpreted and understood properly as the original sender intended it to (Nieman & Bennett, 2006:275). Mehta *et al.* (2000:511) refer to the four stages in the career life-cycle of employees in suggesting that younger employees place more emphasis on personal growth and a sense of accomplishment in the eyes of their managers, while managers tend to place more emphasis on respect and the credibility of their workers.

Antoncic and Antoncic (2011:593) suggest that a crucial task of management in an organisation is the improvement of worker satisfaction, since it will increase confidence and loyalty; and also improve the quality of employee outputs. According to Jiang and Klein (2000:221), some organisations have formalised development programmes in order to satisfy employees at all levels, whereas other organisations simply offer career counselling in an annual performance review.

Communication is the heart of an organisation, since the survival and realisation of organisations are dependent on proper communication. It is therefore crucial to keep the various communication barriers in mind and to continuously avoid them as much as possible (Fielding & Du Plooy-Cilliers, 2014:79). The nine communication barriers prevalent in organisations, include: differences in perception and distortions; personality differences; lack of communication skills; information overload; using the wrong communication medium; rumours; language and emotional barriers; contradiction between verbal and non-verbal messages and diversity (Nieman & Bennett, 2006:275). These barriers are discussed in detail in Chapter 3 of the literature review.

In this study, management communication as a practice of internal communication was reflected in the respective research objectives in order to determine how

employees perceive management communication in the organisation and to determine to which extent the abovementioned barriers occur between employees and their managers. Management communication as a practice of internal communication is discussed in detail in Chapter 3.

Directed by the aforementioned, the following problem statement was formulated to guide the research study:

1.4.2 The problem statement

In the current global financial organisation, employees are becoming more concerned with their career success and where they are headed in the organisation. The organisation, on the other hand, is placing more pressure on its employees to continuously develop new capabilities and to stay relevant in order to keep up with the universal fast-changing pace.

Communication becomes relevant in this context, specifically since the organisation's employees want to continuously be included in career development opportunities that is provided by the organisation and they want to know that the organisation supports the career development and growth of its employees. The way in which communication can be incorporated into the career development and support of this global financial institution will be investigated in this study.

The following research question and objectives guided the study:

1.5 RESEARCH QUESTION

What effect does the incorporation of internal communication – specifically organisational communication and management communication – have on the career development and support of employees of a global financial organisation, with specific reference to employee satisfaction and employee behaviour in the different career stages of the career life-cycle of an employee?

Regarding the aforementioned research question, research objectives were formulated to further guide the study.

1.6 OBJECTIVES OF THE STUDY

The objectives of a quantitative research design are usually stated to define, forecast and clarify quantities, degrees and relationships, and to simplify from a sample to the target or accessible population by collecting numerical data.

In considering the research problem and research question that have been formulated, the research objectives that were stated for the study will be discussed next.

1.6.1 Primary research objective

To determine the effect of the incorporation of internal communication –organisational communication and management communication – on the career development and support, satisfaction and behaviour of employees in the different stages of the career life-cycle of an employee in a global financial organisation.

1.6.2 Secondary research objectives

1. To determine the effect of the incorporation of internal communication – organisational communication and management communication – on the career development and support of employees in the different stages of the career life-cycle of an employee in the organisation.
2. To determine the effect of the incorporation of internal communication – organisational communication and management communication – on employee satisfaction and employee behaviour in the organisation.
3. To determine whether the level of agreement for career development and support differ for employees in the different stages of the career life-cycle of an employee in the organisation.
4. To determine whether the regard for internal communication - organisational communication and managerial communication – differ for employees in the different stages of the career life-cycle of an employee in the organisation.

5. To determine whether the career development and support in the organisation influence employee satisfaction and employee behaviour or whether the latter influence the former.

6. To determine whether the level of employee satisfaction influences the current employee behaviour in the organisation or whether the latter influences the former.

7. To determine whether the level of employee satisfaction and employee behaviour differ for employees in the different stages of the career life-cycle of an employee in the organisation.

1.7 RESEARCH METHODOLOGY AND APPROACH

Every research tradition is characterised by certain assumptions that guide the approach that is followed in the study (Du Plooy, 2009:20).

In considering the above, the quantitative research approach has been followed for this study.

1.7.1 Quantitative research approach

Quantitative research, also referred to as positivist or empirical research, restricts itself to data of experiences and eliminates all forms of speculation. This research form is based on the following three assumptions (Du Plooy, 2009:22):

Ontological assumptions

Certain views of reality are linked to certain views of communication which have changed over the years (Du Plooy, 2009:22) and which strive to relate to the ideal model of a 'good' society representing democracy, liberalisation, pluralism and order.

In considering the above, a quantitative approach was chosen for the study, since the organisation in which the study has been conducted is a global financial institution wherein Business Units are broken down into various departments, which in turn are broken down into teams. Many different views and ways are perceived regarding certain scenarios.

Theoretical assumptions

This abstract category identifies the assumptions on which theoretical explanations of communication are based (Du Plooy, 2009:25). In the current study, theoretical assumptions have been made based on the responses obtained through the survey questionnaire.

Epistemological and methodological assumptions

According to Du Plooy (2009:29), surveys, experiments and statistical analysis as research methods and techniques, have been valued for many years, since they provide reliable data of communication processes that cannot necessarily be observed in any other way.

For the current study, focus was specifically placed on the effect of internal communication, specifically organisational and management communication, in an international financial organisation, in order to get a better idea about this phenomenon from an employee's perspective.

1.7.2 Advantages of quantitative research

According to Keyton (2011:51), there are various advantages of using quantitative research due to the experimental form in which it is conducted. Three advantages of quantitative research are defined and discussed in Chapter 4 of the study.

1.7.3 Possible limitations of quantitative research

According to Keyton (2011:52), quantitative research has various limitations as well. Three possible limitations of quantitative research are defined and discussed in Chapter 4 of the study.

1.8 DELIMITATIONS OF THE RESEARCH

This study will focus on and monitor the effectiveness of the incorporation of internal communication into specific human resources practices for employees in a global financial organisation. Attention will be paid to how human resources and communication, specifically organisational and management communication, align in order to have a positive effect on the satisfaction and behaviour of employees in the different career stages of the career life-cycle of an employee to ensure an overall positive outcome for the organisation.

This study will specifically address the human resources practices of the continuous career development and support of employees in the organisation in the different career stages of the career life-cycle of an employee; and will address how the incorporation of communication into these practices will influence the employees in the organisation.

The study will, however, not focus on human resources processes, but on internal communication, specifically organisational and management communication, and on how the incorporation of this into human resource practices will have an overall effect on various other areas and aspects of the organisation as a whole to ensure efficiency and effectiveness.

1.9 LIMITATIONS OF THE RESEARCH

Although research has been done on the importance of proper human resources practices in terms of career development and support of employees in organisations, there is a lack of research about specifically the need for career development and support of employees in the different career stages and how this will affect their satisfaction and behaviour towards a company in various ways.

A survey research approach has been followed in this study – the researcher has obtained alpha lists and email addresses from the Human Resources department of the organisation, in order to send surveys for completion.

The reason why the researcher has followed this approach and not a focus group approach is due to employees usually tending to be shy when needing to speak up in a group regarding more sensitive matters that involve management and personal matters in the organisation. The respondents will remain anonymous due to surveys being completed using the software instrument Qualtrics.

A positive point regarding the survey research approach refers to the fact that the researcher is able to follow-up with participants to send the survey questionnaires back; and also that a large number of survey questionnaires can be distributed, which would not have been a costly exercise. However, there was a possibility that only a small quantity of the population might respond, which could provide challenges for the researcher if sending out an additional batch of surveys would have been necessary.

1.10 STRUCTURE OF THE STUDY

Chapter One provides an introduction and background to the overall study.

Chapter Two provides an in-depth discussion and literature on the topic of career development and support for human resources.

Chapter Three provides an in-depth discussion and literature on the topic of internal communication practices in organisations.

Chapter Four provides an in-depth discussion and literature on the research methodology used in the study.

Chapter Five provides an in-depth discussion and proof of the results of the research study.

Chapter Six provides an in-depth discussion on the hypothesis testing and cluster analysis of the research study.

Chapter Seven provides discussions, recommendations and conclusions of the research study.

1.11 SUMMARY

In summary of all the evidence above, the researcher strongly believes that continued internal communication is crucial in the career development and support of all employees and that this could enhance the employee satisfaction and employee behaviour if internal communication – specifically organisational communication and management communication – is incorporated into a career development and support plan for all employees in the four stages of the career life-cycle of an employee.

The influence this will have on the employee satisfaction and employee behaviour towards the organisation will influence the overall performance by the organisation. Satisfied employees are loyal, hard-working and trustworthy employees and once organisations realise that they are not only motivated by remuneration but also by non-financial benefits, human resources practitioners and communications practitioners can focus on incorporating internal communication into a career development and support plan for employees in order to improve employee satisfaction and behaviour.

CHAPTER 2: CAREER DEVELOPMENT AND SUPPORT FOR HUMAN RESOURCES

2.1 INTRODUCTION

Below is a breakdown of where the current Chapter fits into this specific study:

Table 2 – Chapter breakdown of the current study with focus on Chapter 2

Chapter	Description of Chapter
1	Orientation and background
2	**Literature review: Career development and support for human resources**
3	Literature review: Internal communication practices in organisations
4	Methodological orientation
5	Research results
6	Hypothesis testing
7	Evaluation of results and conclusions

Van Der Westhuizen *et al.* (2003:1) suggest that it is evident from the term 'Human Resource Management' that this practice deals with the management of the human factor within an organisation. Dutton, Frost, Worline, Lilius and Kanov (2002:54) further allege that with the constant focus on the reengineering of human resource management processes (measuring the value and aligning human resource practices with the overall business strategies), human resource practitioners often ignore the actual 'human' aspects of the business. Van Der Westhuizen *et al.* (2003:1) continue by referring to the 'human' part as understanding and meeting the needs of employees within the organisation.

From this perspective, Parvin and Nurul Kabir (2011:113) argue that people management is a crucial aspect of any organisational development and that the

human resources of an organisation are synonym to the organisation itself in that a well-managed company usually regards its employees as the main source of productivity gains. As the pace of universal competition and technical development rises, organisations rely more on colleagues who are willing to engage in new learning and updating behaviour in order to meet certain challenges in the organisation (Rowold & Schilling, 2006:489).

Van Riel and Balmer (1997:345) suggest that the view that employee behaviour has a direct effect on an organisation's corporate identity as well as image, clearly suggests that employees should align their activities to the organisational goals and objectives. The study further states that, while effective, employee communication is one method of meeting these objectives. Other equally crucial elements include job satisfaction, management styles, corporate culture and alleged organisational prestige. Parvin and Nurul Kabir (2011:114) further suggest that in order for organisations to achieve their goals, an atmosphere of commitment and cooperation needs to be developed to ensure that the company policies accommodate employee satisfaction.

In considering the above literature, the importance of career achievement and career development within an organisation was investigated. Barnett and Bradley (2007:621) define the word 'career' as the lasting order of role-related experiences by individuals. The study further defines 'career achievements' as the positive mental and occupational outcomes associated with an individual's work experiences. Chen *et al.* (2004:441) can relate to the above definitions in suggesting that the greatest competitive advantage for any organisation lies in its ability to preserve the technical skills of its employees by providing proper career development programmes in order to guide employees in their careers and their career achievements.

Barnett and Bradley (2007:621) refer to two types of career achievements: objective career achievement and subjective career achievement. 'Objective' career achievement is associated with work experience outcomes like status, promotions and salary; while 'subjective' career achievement refers to various individual employees' evaluation of their career advancement, successes and planned outcomes, compared to their personal goals and ambitions. Chen *et al.* (2004:441), however, state that even

in the absence of high salaries, organisations with proper career development plans and programmes can still boost their internal employee satisfaction, which automatically places more focus on the subjective successes of employees. It is therefore crucial for managers to start understanding and committing to the need for career development if they are to make the most productive use of their human resources.

According to Conger (2002:373), organisational programmes aimed at short-term career goals enhance the idea that employees' current jobs are the doorway to their future. It is therefore important to look at the long term goals and to promote a career development culture within an organisation in order to focus on the continuous 'career development process' to guide employees in achieving their ultimate goals in the organisation. Rowold and Schilling (2006:490) relate to the above statements in suggesting that employees have their own interests and will expect personal benefits from taking part in learning activities, which is why the concept of career-related continuous learning is crucial. Career-related continuous learning is defined as a single level process representing a self-initiated, optional, planned and proactive pattern of actions that are on-going over time, for the sole purpose of career development.

According to Broady-Preston and Steel (2002:386) an ongoing employee development programme is crucial if organisations intend to make the most effective and efficient use of employees' time and efforts in their organisations today. From this perspective, Chen, *et al.* (2004:442) argue that if career development programmes raise employees' aspirations to unrealistic levels or confirm that their personal career plans do not match those of their organisation, knowledge of their career opportunities may drive them away from the organisation, rather than towards it.

Bourne, Pavlov, Franco-Santos, Lucianetti and Mura (2013:1603) therefore suggest three Human Resource Management practices that are critical to consider in attempting to create a commitment-based environment. These include proper recruitment and selection practices; rewards and motivation; and training and development. Jiang and Klein (2000:221) relate to the above in mentioning that some organisations have formalised development programmes for employees at all levels,

whereas other organisations simply offer career counselling in an annual performance review. The study further explains that irrespective of the type of career development programme that the organisation uses, the role of the manager is still crucial for the success of that programme. McCarthy and Garavan (2001:10) also refer to traditional performance appraisals being linked more to salaries, merit bonuses and promotions, whereas modified feedback processes are typically used more often for the identification of training and development needs, as well as to explore individuals' current career issues.

Conger (2002:372) further suggests that the employee is the most crucial player in the career development equation of an organisation and that the career planning and development process is important in overall career planning. An organisation can therefore adopt a career development culture that reaches all employees in the different stages of their career life-cycle and that intends to serve the accomplishment of the organisational mission. In today's fast-changing environment, employees need to constantly prepare for more challenging assignments, jobs and employers, and therefore become more interested in the on-going development of their knowledge, skills, abilities and other specific characteristics (Rowold & Schilling, 2006:490).

A managed career development culture can lead to great rewards for an organisation and its employees. Organisations might need to start the programme with a select few individuals and then advance to reach all employees, supervisors and managers (Conger, 2002:375). In considering the above literature, this study considered the career life-cycle of employees in more detail in the literature review, as well as in the empirical part of the study.

2.2 THE CAREER LIFE-CYCLE OF EMPLOYEES WITHIN AN ORGANISATION

According to Mehta *et al.* (2000:513), there is not one specific way to assess in which stage of the career life-cycle an employee is. The accomplishment of certain goals; perceived attitudes towards managers; and respect from peers and customers, are all focus points to different employees at different stages of the career life-cycle (Mehta *et al.*, 2000:510). Chen *et al.* (2004:442-443) state that the career needs of employees

are similar to the altering career goals, tasks and specific challenges that can be regarded as outcomes of moving through the various career stages.

Employees who find themselves in the exploration and establishment stages tend to focus more on becoming skilled in their professions; demonstrating growth, as well as development in their careers; and establishing self-competence. Employees in the maintenance stage will generally focus more on retaining their roles, since a sense of self-worth has already been established (Mehta *et al.*, 2000:511).

An employee's career refers to a lifelong process, which includes both objective and subjective aspects. Objective aspects include moving between various jobs, whereas subjective aspects refer to those concerns, issues, fears and successes throughout one's career path (Cron & Slocum Jr., 1986:12). An important framework that still guides the current thinking about professional careers is the model of the four career stages where careers are broken down into four distinct stages over a person's adult lifetime.

During each of these career stages, an individual recognizes, scuffles to resolve, and eventually disdains certain overall career anxieties which form the fundamental basis of an employee's environment during each specific stage. Each stage is also associated with different career anxieties (Cron & Slocum Jr., 1986:12).

Against the above background, an explanation regarding each career stage is presented below in order to better distinguish between the demographical nature of the various stages:

2.2.1 The 'exploration' career stage of employees

In the 'exploration' career stage of an employee, the central focus is on creating a suitable professional field and, through self-assessment, attaining an understanding of one's own interests and abilities in that specific field (Chen *et al.,* 2004:443). Cron and Slocum Jr. (1986:12) suggest that the 'exploration' stage usually occurs in the early to mid-twenties of a person's life when the individual is mainly concerned with

making a lifelong commitment to a specific occupation. This stage thus tends to be very stressful on employees.

According to Chen *et al.* (2004:444), employees need to constantly upgrade their professional skills according to their job requirements to make an effective contribution to the company during this specific stage in their careers. Kerry (in Chen *et al.,* 2004:444) suggests that employees in the exploration stage must receive the necessary training to gain the appropriate skills and knowledge required for a specific job, while at the same time meeting their personal need for gaining professional knowledge within their fields.

2.2.2 The 'establishment' career stage of employees

Chen *et al.* (2004:443) suggest that during the 'establishment' stage of employees' careers they are eager to familiarise themselves with success and gain the respect of their co-workers by establishing a secure place in the working world and being open about their professional goals. During this stage, employees are also keen to keep track of their personal performance statuses and place substantial value on their on-the-job performance, as well as on promotion.

Cron and Slocum Jr. (1986:12) furthermore state that all employees will at some point 'shift' their career focus from probing for an applicable occupation, towards committing themselves to a specific field. Even though the pressure to find the appropriate career is eliminated by this stage, other pressures come into play and therefore individuals in this crucial stage have a responsibility to balance the contradictory time and energy demands of work versus family.

The 'establishment' stage is all about continuous development in order to innovate, gain more experience on the job and to become more willing to take on additional responsibilities. Employees want their managers to fully permit and allow them greater levels of independence (Chen *et al.,* 2004:444).

2.2.3 The 'maintenance' career stage of employees

According to Chen *et al.* (2004:443), the 'maintenance' stage is where certain career concerns like retention of early activities due to re-evaluation of career directions start to take place. In this stage, a good recommendation is career counselling as part of a continuous development plan for employees in order to provide an opportunity for discussion with employees to determine their path forward, should retention take place.

Chen *et al.* (2004:444) suggest that during the 'maintenance' stage employees should seek wider job and organisational opportunities, while maintaining their current performance. This can be done, since organisations continuously provide information on current job performance, while undertaking joint evaluation to help employees identify appropriate career goals and plan appropriate actions for each career stage.

According to Cron and Slocum Jr. (1986:13), the maintenance stage is where employees reflect on their previous achievements. They are committed to their current jobs but become interested in being independent by considering doing their own thing. At this stage an employee no longer attempts to be promoted in the current work space and even if they are not satisfied with the current state, there is very little that can be done about it (*Ibid*).

2.2.4 The 'disengagement' career stage of employees

Employees in the 'disengagement' stage are only concerned with the successful completion of their career (Chen *et al.,* 2004:444). The hope of employees at this stage is that they have gained a reputation in their respective fields and the only true desire is that their loyalty will be rewarded by a proper pension package. Chen *et al.,* (2004:444) suggest that organisations may ask these employees to participate in succession planning through evaluating replacements and analysing future management requirements.

During this stage, it is important that employees maintain an acceptable standard of performance, while building a stronger self-identity outside of the working

environment, in order to adjust to schedules and shift their time. Organisations may provide basic work standards and specifications for reference in order for employees to monitor their performance at any time (Chen *et al.,* 2004:445).

Cron and Slocum Jr. (1986:13) suggest that this is the 'withdrawal' stage in an employee's career and is associated with retirement. Employees start focussing more on their 'non-work' activities in order to gain attention and foster personal growth. The performance of an employee is likely to decline during this stage due to the employee no longer maintaining their professional position (Cron & Slocum Jr., 1986:13).

2.3 CAREER DEVELOPMENT AND SUPPORT OF EMPLOYEES WITHIN AN ORGANISATION

Mowaday, Steers and Porter (in Van Riel and Balmer, 1997:347) developed a 15-item organisational scale which organisations still consider today in order to determine individual employees' strength of identification with a specific organisation in order to establish whether employees feel:

- A sense of belonging;
- Consistency between organisational goals and values;
- Positive organisational membership;
- Organisational support;
- Recognition of distinct assistances;
- A feeling of acceptance;
- Security.

In considering the above, the study considered by Eby *et al.* (2005:566), suggests that human resource management practices can increase the human capital available to an organisation by developing employee skills, increasing employee motivation and reducing employee turnover. Van der Westhuizen *et al.* (2003:2) relate to the above in stating that it is the responsibility of human resource practitioners to make sure management grasps the idea that employees are the crucial and ultimate source of competitive advantage and that it is extremely important to not only focus on employees within the organisation, but also on the management of employees within

the organisation. Li and Yeo (2011:203) suggest that careers have become much more transitional, flexible, multi-directional and dynamic and therefore career development has also taken on a much more contemporary feel than the past linear, hierarchy-based discussions.

In referring to a statement made by Chen *et al.* in the introduction, Broady-Preston and Steel (2002) suggest that an employee development programme is crucial for making effective and efficient use of employees in order to equip them with the necessary skills to 'survive' today's fast-changing corporate pace. According to Conger (2002:372), employees occasionally feel that they have reached a ceiling within the current organisation, which leads to performance slips. Employees also sometimes lose touch with their motivational factors and it is therefore important that career development programmes are in place to guide them in setting new objectives for themselves (*Ibid*).

In further considering the above literature, together with literature in the previous section, and literature that follow in this section, the study aims to test the following hypothesis:

H1: There is a difference between
H1(a): employees in the exploration stage of the career life-cycle of an employee -
H1(b): employees in the establishment stage of the career life-cycle of an employee -
H1(c): employees in the maintenance stage of the career life-cycle of an employee -
with regard to career development and support in the organisation

H0: There is no difference between
H0(a): employees in the exploration stage of the career life-cycle of an employee -
H0(b): employees in the establishment stage of the career life-cycle of an employee -
H0(c): employees in the maintenance stage of the career life-cycle of an employee -
with regard to career development and support in the organisation

Conger (2002:373) further argues that career development cultures are not there to identify individuals' talents in order to restrict them - it is merely to guide employees in identifying and redefining their capacities and to realise the full potential of their current

roles and possibilities for growth in their organisations. Eby *et al.* (2005:567) refer to career management as the process where individuals develop insight into themselves and their milieu in order to formulate specific career goals and strategies to acquire feedback regarding their career progress.

Ball (1998:4) suggests that the term 'career development' has a set of traditional as well as emerging assumptions. The traditional assumptions include that career development means 'upward mobility'; while the emerging assumption states that it can be simplified by lateral, as well as downward movements. A further traditional assumption argues that only younger employees can be developed, while the emerging assumption argues that career development and change can occur at any age and any career stage. The last traditional assumption argues that career development is primarily associated with work experience and can only take place in an employee's current role, while the emerging assumption argues that career development is influenced by family, personal, as well as community roles, and can be facilitated by work outside of one's paid job (Ball, 1998:4).

2.3.1 Aspects of successful career development and support

In considering the various career stages that employees experience throughout their professional life, Chen *et al.*, (2004:442) suggest that each stage is influenced by various job positions and responsibilities or activities, as well as attitudes and behaviours. These stages further suggest that employees have different career development tasks and appearances at each respective stage, and therefore it is not advisable for organisations and managers to adopt standardized programmes in the hope of satisfying the needs of all their employees in the various career stages.

Ball (1998:3) suggests that various research studies focus on the changing nature of career development in the workplace. It also refers to assumptions regarding career development that has improved over time. From this perspective, organisations are unable to provide career advancement to the same extent as before in terms of monetary compensation, and therefore, new methods need to be established to reward performances and to retain, and motivate employees (Ball, 1998:3).

Cron and Slocum Jr. (1986:11) argue that there is more awareness about careers that grow and change in various ways during an employee's work life, specifically regarding colleagues' concerns and objectives for their personal careers and it is further suggested that career success may be important, yet it is not seen as the single concern in people's lives at a specific stage (*Ibid*). Conger (2002:373) states that a career development culture in an organisation is important, since it values accomplishment and incentive, and provides employees with the necessary recognition for their contributions to the organisation.

Chen *et al.* (2004:443) further suggest that due to the above, career development programmes can be divided into three different categories:
1. Career goal-oriented programmes: these provide employees with direction and motivation.
2. Career task-oriented programmes: these motivate employees to identify key career tasks.
3. Career challenge-oriented programmes: these provide employees with new and changing opportunities to assist them in continually evaluating their future potential career development and therefore manage any bottlenecks or challenges.

Chen *et al.* (2004:443) advise that for employees to achieve the above-mentioned career goals, the main tasks to be completed should be determined; while specific opportunities for future potential career development, bottlenecks and certain challenges should constantly be assessed. Further to this, Rowold and Schilling (2006:491) suggest that various research studies emphasise the importance of developments and improvements in the training of employees, which include:
- Time perspectives; the longitudinal evaluation of the training and development outcomes over a representative time period and not simply a snapshot at a single point in time;
- Measurement; self-report measures of learning might be more accurate and complete than supervisor, peer and archival reports;
- Antecedents; among the variables that could affect career-related continuous learning are demographic variables, as well as individual characteristics concerning employees' own careers;

- Content; the formal and informal learning activities that need to be considered to achieve the best outcome.

In relating to the above improvements, Mehta *et al.* (2000:508) refer to several reasons why it is crucial for organisations to also consider the importance of rewards for employees at the various career stages, since:

1. Ignoring the career stages could lead to the design of inappropriate motivational programmes that cannot relate to the needs of the specific career stage and can thus be ineffective;

2. Managers may develop certain reward systems that might be too generous in areas that are of less importance to employees;

3. Top management might develop certain reward systems based on its own personal requirements, rather than bearing in mind the specific needs of the employees at various stages in the career life-cycle;

4. Inappropriately conducted reward programmes will likely not attract and retain required employees at the various stages in the career life-cycle, which could lead to misunderstandings in organisational philosophy, values and certain practices;

5. Identifying the applicable reward system for the appropriate career stage could save time on planning, as well as implementation.

2.3.2 Different roles within career development and support

According to Cron and Slocum Jr. (1986:12), it is crucial to view an employee's present job within the specific context of their overall career, since a career refers to an individually professed sequence of attitudes and behaviours that are linked to work-related experiences and activities over the period of a person's work life-cycle. Conger (2002:371) furthermore states that an organisation's career development culture can either be regarded as positive and supportive, or it can be seen as threatening and destructive by employees if there are no support systems in place.

Conger (2002:371) suggests a set of career development questions for all managers, supervisors and employees in every organisation, that describe the career development culture of that organisation. These questions include:

1. How do employees move up the corporate ladder - is it based on who one knows or the merits of performance?
2. How employees are remunerated; how leaders arise and emerge; what the tolerances for risk-taking are?
3. Does the benefit package reflect appreciation for employees and their families?
4. Do employees believe they are getting the necessary training and support they need?

The role of managers within career development and support in the organisation

Conger (2002:371) states that the various efforts to develop a positive career development culture can either build on the current culture or it can try to overcome or counteract it. It is every employee's own responsibility to have a career plan, but it is the active involvement and support of top management, supervisors as well as employees that will ensure the success of a career development culture.

Jiang and Klein (2000:223) suggest that the support from managers has a major impact on their employees' career satisfaction and overall turnover, since the relationships between employees and their managers provide a positive contribution to career development. Horwitz (1999:180) suggests that in a global economy the transfer of learning new knowledge and the belief of intellectual capital has become just as important to gaining competitive success as the sensitivity of local conditions. Kalleberg and Moody (1994:950) imply that training has a very positive outcome on the relationship between management and employees, since improving the quality of services might require a transfer of authority and responsibility to employees at lower levels.

Ball (1998:3) suggests that there are obvious concerns in organisations regarding the career advancement of employees and that, from a management perspective, the focus will be on the needs of the organisation. Managers will look at how employee motivation can be upheld in a less secure business environment which leads to the study by Rowold and Schilling (2006:490) in asking the question of how to learn, store and distribute knowledge and skills in organisations. Ball (1998:3) further states that workplace flexibility may be enhanced by organisations, but that the continuous

support of employees still needs to be in place in the changing reality of career development.

In further considering human resource management practices, Broady-Preston and Steel (2002:385) refer to recruitment as a crucial consideration for managers in appointing the most suitable employees from the start, since changing employee attitudes and behaviour is a lot more complex and expensive once they are already recruited into the organisation. In considering motivation, Broady-Preston and Steel (2002:387) suggest that there is a definite link between motivated employees and happy customers, since employees who are not dedicated and committed to the organisation clearly reflect bad attitudes and behaviour towards customers as well as the product and service quality of the organisation.

According to Mehta *et al.* (2000:519), immediate hierarchies are a common trend in many organisations, and different management positions, including branch; regional; general and national, exist at various levels. It is believed that lower-level managers require 'supervisory ability,' intermediate-level managers require 'managerial ability' and higher-level managers require 'administrative' and 'leadership' ability in organisations.

Conger (2002:373) notes that a career development culture is important from a managerial perspective at any management level however, managers can see this as either assisting them or as annoying them. Either managers can view career development as a way of motivating employees in their daily roles or, it can be viewed as yet another responsibility given to them by the top management team of the organisation. Conger (2002:373) continues by stating that managers are usually expected to play a crucial role in the creation of a positive career development culture, yet many managers feel that their own careers have stagnated and that top management is looking for their replacements. Managers therefore don't always support the idea of a career development culture.

According to Adler (1991:147), leadership and vision remain central to the understanding of people and organisations. There are certain current, as well as broader interests of humanity and the future, which could lead to tensions between the

world today and where the organisation would like to be tomorrow. This in turn brings about the need for societies to express visions and to select leaders that can provide guidance towards achieving these visions. In the past, corporate visions reflected certain values and goals of society which they were a part of, where today the presence of multinational, global firms and corporate visions are taking on a more international view. Rowold and Schilling (2006:491) suggest that the career encouragement from managers and from employees is regarded as long-term determinants of employee participation in career-related training and development actions and that supervisor support also enhances participation.

According to Mehta *et al.* (2000:519), motivational plans for employees should be created in order to internally reconcile employee rewards as an employee moves from the early; to middle; to late career stages. Rewards that employees do not 'associate' with will be seen as unnecessary and an inefficient use of resources for the organisation and therefore it is important to adjust rewards as per career stage in order for employees to gain a sense of accomplishment in terms of profit increase, market share, cost reduction by the company and respect from peers and managers (Mehta *et al.*, 2000:519).

In considering the above research on the role of managers in the career development and support of employees, the study also considered the role and responsibility that employees have in their own career development and support initiatives within the organisation.

The role of employees within career development and support in the organisation

According to Conger (2002:373), the following five skills are crucial for employees to identify, create and enhance themselves in order to recognize career opportunities in the organisation:

1. Curiosity - in order to explore new opportunities for learning;
2. Persistence - in order to apply efforts despite setbacks along the way;
3. Flexibility - to be able to change one's attitude and behaviour in specific circumstances;

4. Optimism - in order to view new opportunities as conceivable and reachable;

5. Risk taking - to take action in the case of uncertain outcomes.

Conger (2002:374) further notes that many successful employees characterise their successes, to a certain extent, to the guidance of an older and more experienced employee who has taken an interest in their guidance and growth at a crucial stage in their careers.

In relation to the above statement, Ball (1998:4) suggests that most development strategies adopted in organisations in the past were a mix of mediations that include career workshops, development centres and succession planning - which all had one focus - to promote individuals to more senior management levels. In the modern organisation, the focus is more on development and training and not so much on promotion. Larger groups are included in these development initiatives and the focus is more on the personal rather than the career development as such (*Ibid*). It is therefore important for employees and managers to have clear communication about career development and it is employees' responsibility to take control of their own personal, as well as on-going career development (Ball, 1998:4).

Ball (1998:8) refers to the four career management capabilities. In considering one of these, a direct link is identified with the role that the individual plays in their continuous career development. Career planning - 'playing one's strengths' - is one of the competences that Ball (1998:8) refers to and suggests that individuals need to ensure their own adaptability and ability within the changing organisation in order to survive effectively. One way to accomplish this is for employees to keep their career and personal development continuous, hence the need for competence in their career planning.

2.3.3 Mentorship as a practice of career development and support

Goosen (2009:42) refers to mentorship as a relationship where one person assists another person in making significant transitions in knowledge, work, assessing or coping with specific challenges. Mentorship is acknowledged as any situation where knowledge, wisdom or experience is passed on from a person with more of the

required skill to a person who needs to gain more of this specific skill (Goosen, 2009:43). Iles and Mabey (1993:108) refer to mentorship as a relationship that normally occurs between an older, more experienced employee and a younger, less experienced one. The study continues to suggest that mentorship plays a key part in the managerial and professional successes of employees in an organisation (Iles & Mabey, 1993:108).

Organisations that are strong in believing in the career development culture make use of 'mentorship' as a continuous means to train, guide and communicate to employees. Mentorship refers to the sharing of knowledge regarding learning, the ability to work in groups, the ability to drive results and to manage one's workload accordingly, to identify one's strengths and capabilities and to be self-motivated in one's daily whereabouts (Conger, 2002:374). Mentorship that is implemented properly can result in achieving fairness, promotion, creativity enhancement, increasing knowledge and skills, the development of a personal work ethic, as well as a grasp on how people react at work, including the roles they play.

According to Goosen (2009:43), the aspect that is transferred during mentorship usually refers to leadership, organisational acquaintance, technical knowledge or the ability to work in a diverse organisation. Meyer and Steinmann (in Goosen, 2009:43) refer to thirteen reasons why mentorship is important in South African organisations, including: management development, talent management, competence advancement, sustainability, graduate and career development, etc.

According to Conger (2002:375), mentorship is not seen as a 'cure-all ill', but rather as a representation of the success strategy for people who might be lost in the masses otherwise. In addition to this, Ball (1998:10) refers to career management capabilities, one of which refers to balancing one's work and personal life. Employees may be faced with the idea that longer working hours are the norm and since the concern for balancing work and personal life is seen as a function of the career stages, managers need to support employees in this balance in order to ensure that individuals do not burn out.

Mehta *et al.* (2000:518) further summarize the role of managers in stating that managers are supposedly expected to engage in certain activities, including planning; implementation and control, as well as to be team players, focussing on overall organisational well-being; to be role models and to serve as mentors; and above all to stay focussed on the bottom-line of the team and the organisation. Parvin and Nurul Kabir (2011:115) relate to the above in suggesting that mentoring is used for development-orientation of employees and that the relationships between managers and their employees affect the skills development and intention of the employee to remain with their current employer. On the other hand, the non-supervisory mentorship of employees by their managers can also increase the mentee's confidence by providing access to the outside organisation for future networking.

Goosen (2008:43) suggests that the two widest purposes of mentorship in organisations firstly refer to career purposes, which are those aspects that advance career development; and secondly, to psychosocial purposes which are those aspects that enhance a sense of competence, clarity of identity and effectiveness in a specific managerial position. Iles and Mabey (1993:108) suggest that mentors generally have two purposes. First, to be career augmenting since mentors sponsor, tutor, guard, stimulate growth, set goals and ensure prominence for their mentees; and second, mentors appear to be psychosocial since they serve as role models and supportive counsellors, provide friendship, acceptance, confirmation and respect towards their mentees. The following mentorship model is an indication of the role that mentorship plays in the organisation, with specific reference to the career development of employees:

Figure 2 – Mentorship Model

Career development

Mentor   Guardian

Goal setting ○
        (Active) Critical
                  Friend   Guiding
                                            (Active) ○ Protecting

        Challenging●
        Collaborating●   ●Role Modelling

Learning ◁   ▷ Support

        "Bridging"●   ●Career counselling

                                    ●Listening

        ●Catalyst   Sounding
                    board   (Passive)
Making casual contacts ○   ○Therapy
        (Passive)

┌─────────────────┐
│ □ Goals   │
│   │
│ ● Mentor   │
│   behaviours   │
│   │
│ ○ Non-mentor   │
│   behaviours   │
└─────────────────┘

NETWORK

FACILITATOR   COUNSELLOR

Self-reliance

Source: Klasen & Clutterbuck (in Goosen, 2009:45).

It is evident from the above figure that there are various behaviours expected from mentorship in an attempt to reach very specific goals. Some of these goals include self-reliance, support and learning, and career development (Goosen, 2009:45). According to Iles and Mabey (1993:108), good mentors tend to be ten to fifteen years older than their mentees, esteemed by the organisation, committed to their work and demanding of higher standards from their mentees. They are also skilled and influential in the organisation.

From the above literature, it is evident that mentorship is a practice to consider in the career development of employees in organisations, since it positively contributes to exposing and assisting employees in gaining a rapport with senior employees in the organisation.

2.3.4 Teamwork as a practice of career development and support

Decuyper, Dochy and Van den Bossche (2010:111) state that teamwork today is universal in organisations and team learning is important in order for teams to learn how to work together effectively and to manage the ever-changing environment properly. Teams are thus not only regarded as important working units, but also as important learning units and communication units in organisations.

Decuyper *et al.*, (2010:118) further suggest that teamwork refers to the process of team members working together, mobilising physical and psychological means that are required to reach certain goals. Teamwork mostly leads to the adaption of team behaviour towards more coordination and productivity. In addition to the above definition, Chiocchio, Forgues, Paradis and Iordanova (2011:80) refer to teamwork as a team-level construct that deals with how teams work to combine certain thoughts, actions, and feelings in order to adapt and coordinate, and to achieve a mutual goal.

Erasmus (2010:20), suggests that there are certain issues that organisations have to face in order to align themselves with various national and international companies in terms of human resource development requirements of the future. Special focus is placed on aspects like multiskilling; career and performance management; diversity training and entrepreneurship; and small business development. Erasmus (2010:21) further posits that globalisation requires employees who have knowledge of various international cultures - in terms of how these cultures operate, negotiate, network and function in a group setup.

Chiocchio *et al.,* (2011:79) suggest that organisations should focus on trust, task conflict, and collaboration, since these affect employees' perceptions regarding the effectiveness of teams over time. Erasmus (2010:23) argues that multiskilling can be directly associated with teamwork, in that the development of multidisciplinary teams with greater knowledge of processes and the development of relationships, is highly beneficial for organisations competing on a global level.

Erasmus (2010:23) continues by stating that the challenge for organisations lies in employees and managers being multi-skilled; in supervisors being competent in

managing multi-skilled teams; as well as monitoring the performance of these teams pro-actively. Decuyper *et al.* (2010:118)*,* suggest that teams learn the best by doing - it is not only through knowledge sharing, but also through physical activities that teams are able to perform optimally. According to Decuyper *et al.* (2010:121), there are various aspects that positively influence effective learning in teams, which include the following:

- Groupthink: through brainstorming and idea generation in a group, employees are able to feed off one another in order to come up with the most optimal solution for a specific task or problem.
- Responsibility diffusion: through dividing various project tasks among the team members, employees get the opportunity to prove their reliability and to get acknowledged for their work by team members.

According to Erasmus (2010:24), teamwork is also crucial to overcome resistance to change in organisations in that employees who struggle to accept change can be influenced by positive employees who see the need thereof. Chiocchio *et al.* (2011:81) furthermore posit that teamwork is an important driver of the quality of processes of design and the construction of projects, and that cooperation lies in the improved communication within a team, whereas the lack of cooperation may result in inconsistencies within a specific team project. For team members to trust in the team there needs to be a feeling of competence among the members (Chiocchio *et al.,* 2011:81).

Brevis (2006:8) reviews some of the main common features that provide some of the top organisations with a competitive advantage. These features include:

- Transfer of knowledge through constant teamwork;
- Skills development;
- Creating an open and sharing environment;
- Operating in a flatter structure where creativity and innovation is encouraged.

From the above literature, it is evident that teamwork plays an important role in career development and the assistance of employees in gaining confidence in a team setup.

2.4 EMPLOYEE SATISFACTION WITHIN ORGANISATIONS

According to Lim and Ling (2012:101), human resource management involves determining two needs: what employees desire from their work and what an organisation expects from its employees as well as aligning these desires. There is a lot of prominence placed on treating employees as a company's greatest asset and no longer as a 'cost.' Employee satisfaction refers to one's reaction to one's job which results from the unavoidable comparison of actual outcomes with what is desired, expected and deserved. Voon, Lo, Ngui and Ayob (2011:24) suggest that high employee satisfaction improves employees' psychological and physical well-being and positively affects performance.

2.4.1 Employee satisfaction defined

Antoncic and Antoncic (2011:590) define employee satisfaction specifically as the satisfaction of employees with their jobs or the degree to which employees find their jobs interesting, satisfying and exciting. Li and Yeo (2011:202) state that job satisfaction with specific aspects such as pay, co-workers, managers and the work environment contributes to the overall concept of life satisfaction, and that the experience of work subsidises the quality of life at large.

Van Der Westhuizen *et al.* (2003:1) furthermore refer to certain employee needs. Employee needs can either be business related, for example, the need to have an impact to obtain technical knowledge or to be competent and respected; or they can be more personal, for example the need to be acknowledged and valued, to be appreciated, and to be part of a team. In relation to employee needs, Antoncic and Antoncic (2011:590) further suggest that overall job satisfaction, together with employee satisfaction, used to be accentuated as crucial parts of organisational management, behaviour and development. Once these needs for satisfaction and recognition go unnoticed and are left unsatisfied, the consequence is usually employees who become less committed, which can lead to lower performance and reduced business results (Van Der Westhuizen *et al.*, 2003:2).

Taking the above into account, the study further considered Barnett and Bradley (2007:620), who suggest that it is important for organisations to have a comprehensive understanding of employee satisfaction by considering how cognitive, behavioural, personality and environmental factors jointly impact employee satisfaction. Jiang and Klein (2000:225) link to this in suggesting that individuals' career desires serve as motivation, which have a good influence and relationship with the various trials of work performance, as well as career satisfaction.

Parvin and Nurul Kabir (2011:113) describe job satisfaction as the level of contentment that employees have with their current roles in the organisation. The happier people are within their roles, the more satisfied they are said to be and even though employee satisfaction is not synonymous with motivation, a clear link can still be identified.

Job satisfaction and performance methods are enhanced by job design, which includes job rotation, job enlargement and job enrichment (Parvin & Nurul Kabir, 2011:113). According to Spector (in Parvin & Nurul Kabir, 2011:115), job satisfaction refers to the way people feel about their current jobs, as well as the various aspects linked to their jobs. Ellickson and Logsdon (in Parvin & Nurul Kabir, 2011:115) also support this in suggesting that job satisfaction refers to the extent to which employees like their work.

Morrow and McElroy (1987:331) furthermore suggest that a number of studies explore the relationship between the career stage of an employee and the level of job satisfaction. From this perspective, Gould and Hawkins (in Morrow & McElroy, 1987:331) refer to work satisfaction as the satisfaction with one's compensation and the increase of overall job satisfaction as each career stage passes.

In addition to the above literature, Antoncic and Antoncic (2011:593) refer to the improvement of employee satisfaction as being a crucial task of management in an organisation, since it will increase confidence, loyalty, as well as improved quality of employee outputs. Mehta *et al.* (2000:511) further refers to the stages in the career life-cycle of employees in suggesting that younger employees place more emphasis on personal growth and a sense of accomplishment in the eyes of their managers,

where managers tend to place more emphasis on respect and the credibility of their workers.

2.4.2 Aspects influencing employee satisfaction in organisations

Schermerhorn (in Parvin & Nurul Kabir, 2011:115) suggests that the satisfaction of employees with their jobs is an affective or emotional response towards various aspects relating to their work. Parvin and Nurul Kabir (2011:115) add to this in suggesting that job satisfaction can be directly related to an employee's general attitude towards a job, and is also influenced by the perception of that job.

Aziri (2011:79) suggests that in analysing the term 'job satisfaction', it becomes clear that a satisfied employee is a happy employee and a happy employee is a successful employee. Cron and Slocum Jr. (1986:17) further state that an organisation's culture plays a significant role in determining an employee's motivation to work and to be a good performer. Parvin and Nurul Kabir (2011:113-119) suggest that organisations should consider employees as the main foundation of the business, rather than capital assets. They should also be considered as contributors to organisational development, since satisfied employees directly improve service quality and can be linked to higher profits.

Jiang and Klein (2000:220) state that certain managers still rely on pay as the main recruitment and retention method today and that they completely ignore the various other critical career satisfaction aspects. The study further suggests that it is important to define employees' career paths, since it will explain the various career development opportunities to employees - it thus falls into the 'external career opportunities' class, which is proven to be more effective than pay for the employee.

Voon *et al.* (2011:24) state that effective leadership, as well as job satisfaction, are two features that have been regarded as essential for the success of an organisation. According to Puth (1994:83), the new generation of workers have different expectations and needs regarding their careers and it is managers' responsibility to take the lead in expecting more and properly communicating these expectations. Parvin and Nurul Kabir (2011:114) suggest that the satisfaction of human resources

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in an organisation can be closely linked to highly motivated employees, since motivated employees develop loyalty and commitment to the organisation, which results in higher productivity and lower turnover rates.

Mehta *et al.* (2000:510) also link employee satisfaction to the stages in the career life-cycle by suggesting that lower-order needs are crucial to employees in the maintenance stage, since these employees are settled in their careers and are focussed on maintaining their current role. In contrast to this, employees in the establishment stage focus on their achievements and getting ahead in order to gain a sense of personal growth, self-esteem and ability. Employees in the disengagement stage do not bother with either the intrinsic or extrinsic rewards, since they have already started to withdraw themselves.

Broady-Preston and Steel (2002:387) relate to the above in further suggesting that the value organisations place on employees is crucial - if they feel they are working for a service that is not highly valued, a job easily becomes demotivating. Dasgupta *et al.* (2013:179) also relate to this in suggesting that employees with high organisation-based self-esteem tend to undertake more challenging tasks and are more committed to achieving organisational goals than employees with low self-esteem. Cron and Slocum (1986:17) suggest that the critical question for any organisation to ask is how they will uphold or restore the interest and motivation of their employees.

A study by Mehta *et al.* (2000:507) suggests that there is more pressure on today's organisations to recognize and implement certain programmes to prove their effectiveness in cultivating employee productivity. Over the past few years there has been a continuous recognition of the sincere importance of using rewards as a way to improve employee motivation within organisations (Mehta *et al.*, 2000:507). Parvin and Nurul Kabir (2011:113) further suggest that alternative influences on job satisfaction include management styles and cultures; involvement and empowerment of employees; as well as autonomous working groups.

Mehta *et al.* (2000:510) also refer to the idea of extrinsic and intrinsic rewards. Extrinsic rewards are those that satisfy the lower-order needs, including physical needs and security. These rewards comprise of salary and commission; bonuses; fringe benefits;

stock options; and retirement plans. Intrinsic rewards, on the other hand, satisfy the higher-order needs and include promotions at work since it indicates job success, which expands an employee's feeling of self-worth, personal growth and fulfilment *(Ibid)*.

Antoncic and Antoncic (2001:595) suggest a collective of employee satisfaction elements, which include employee relationships, compensation, benefits and organisational culture, as well as employee loyalty, as critical precursors that contribute to firm growth. Morrow and McElroy (1987:331) further argue that one's satisfaction with management, compensation, company practices, career development and overall job satisfaction is directly linked to one's career stage where the satisfaction with the work specifically is not moderated by the career stage in which an employee is at that time.

Voon *et al.* (2011) further mention that organisations with high employee satisfaction rates are more capable of recollecting and recruiting employees with the accurate and suitable skills needed for the company to deliver its best. Against this background, Parvin and Nurul Kabir (2011:116) suggest that the absence of proper working conditions, amongst other elements, can impact poorly on employees' mental and physical well-being and thus influence employee satisfaction. It is therefore important for organisations to ensure a comfortable physical working environment for its employees.

According to Parvin and Nurul Kabir (2011:116), another aspect of employee satisfaction refers to service quality - since satisfaction is generally viewed as quite broad, service quality is regarded as a component of satisfaction. This satisfaction can be the consequence of various sources, including service encounter satisfaction and overall satisfaction.

Ball (1998:6) refers to the career management competences of employees and in describing two of the four career capabilities, a direct link can be identified to the individual's role in employee and job satisfaction. The first capability referred to as 'optimizing career prospects' - these are individuals who have a tendency and need to improve their current situations; and to find careers with greater interest and better

compensation, which aligns more with their personal objectives. Certain factors in the workplace are important to employees, some of which include specifically the feeling of recognition with the positive reassurance of promotion, more responsibility and a stimulating work-environment (Ball, 1998:7). Secondly, engaging in one's personal development (Ball, 1998:9) increases achievement and commitment to the business goals, which often leads to a greater sense of fulfilment and increased job satisfaction.

Parvin and Nurul Kabir (2011:113) explicate that a variety of factors influence people's job satisfaction levels, including the level of pay and benefits, perceived fairness of promotions in an organisation, the quality of working conditions, leadership and social relationships, and the job itself. Cron and Slocum Jr. (in Morrow & McElroy, 1987:331) found, in contradiction with the above statement, that the satisfaction with promotional opportunities in an organisation can directly be linked to the career stage of an employee, but that the satisfaction with one's work is not directly linked to the specific career stage and that the satisfaction with management, compensation, and fellow employees is also not related to the career stage specifically.

Mehta *et al.*, (2000:507) posit that the importance employees place on the various rewards they seek from the organisation are dependent on the changing life cycle or specific career stage needs they themselves have at that moment. Cron and Slocum Jr. (1986:12) state that each of the four stages – *exploration*, *establishment*, *maintenance*, and *disengagement* - is associated with specific career concerns. The overall career concerns affect job reactions and performance differently at each stage. The exploration stage is where employees are the most critical of their jobs and managers, and if they are negative towards either of these, it tends to reflect in their low performance and commitment levels (Cron & Slocum Jr., 1986:17). This behaviour is usually followed by a desire of employees to 'establish' themselves, which automatically leads to improved performance, which in turn leads to higher job satisfaction.

According to Mehta *et al.* (2000:507), younger colleagues who are still in entry-level careers usually find satisfaction in higher immediate compensation and extra benefits, including fully covered family medical plans or maternity leave, where more

sophisticated employees might prefer stock options or maximum company contributions to their specific retirement plans.

According to Antoncic and Antoncic (2001:600), various job satisfaction-related elements exist; including supervision, working-conditions, co-workers, remuneration, policies and procedures, as well as job security and elements, for example:

- General satisfaction with work, which refers to working conditions, specifically, working times, as well as the company's reputation;
- Relationships between colleagues, as well as annual personal interviews with employees;
- Remuneration, benefits and organisational culture, which include salary, remuneration in the form of benefits and praise, promotion, education, job permanency and the organisational climate and culture;
- Employee loyalty.

Mehta *et al.*, (2000:508) further state that there has been increased interest in research on the importance or fondness that specific employee groups associate with alternative rewards in the various career stages of the career life-cycle. Parvin and Nurul Kabir (2011:115) posit that job satisfaction and dissatisfaction depends both on the nature of the work, as well as the expectation the job offers to the employee.

In considering the above literature conducted on the various aspects that influence employee satisfaction in an organisation, the study aims to determine the different needs, focuses and objectives of employees in the various career stages. The following hypothesis will be tested in terms of current level of employee satisfaction in the organisation:

H2: There is a difference between
H2(d): employees in the exploration stage of the career life-cycle of an employee -
H2(e): employees in the establishment stage of the career life-cycle of an employee -
H2(f): employees in the maintenance stage of the career life-cycle of an employee -
with regard to the level of employee satisfaction in the organisation

H0: There is no difference between

H0(d): employees in the exploration stage of the career life-cycle of an employee -

H0(e): employees in the establishment stage of the career life-cycle of an employee -

H0(f): employees in the maintenance stage of the career life-cycle of an employee -

with regard to the level of employee satisfaction in the organisation

2.4.3 Employee retention as an influence on employee satisfaction

Organisations spend a lot of time, money and human resources on appointing employees and must therefore look after employees' interests and create opportunities for growth and development, as satisfied employees are usually also loyal employees who stay in the job and perform at their best (Nieman & Bennett, 2006:251). In order to preserve employees, organisations need to concentrate on the following aspects to ensure continuous employee satisfaction:

1. Training and development: There is a difference between these two terms. Training refers to the systematic and organised process of providing employees with the specific knowledge and skills required to perform effectively in their current roles. The goal of training is to master the skills and knowledge that employees apply in their day-to-day work activities (Nieman & Bennet, 2006:251). Development, on the other hand, refers to the systematic, planned experience to provide employees with knowledge, skills, abilities, insights and attitudes in order to prepare them for possible future roles the organisation will need them for. The goal of development is thus to improve competencies over the long-term, not only for the current role, but also beyond.

2. Performance appraisal: This process should not be used by management as an instrument to discipline employees, but rather to motivate them to maximise their efforts to the advantage of the organisation. Performance appraisals that are used as a management tool have the following uses (Nieman & Bennet, 2006:252):

- To improve performance of employees;
- To provide a profile of the organisation's human resources strengths and weaknesses, which support human resource planning;
- To help evaluate the validity of selection tests;
- To help identify employees' specific needs for training and development;

- To help identify employees' strengths and weaknesses in order to assist in their personal career development plans;
- To provide a basis of fair compensation;
- To assist in the assessment of employees' potential.

3. Remuneration and benefits: There is a difference between these two terms. Remuneration refers to what employees receive in return for their services, which determines their willingness to stay on with the organisation – it can also determine their loyalty towards the organisation. Remuneration packages are one of the major aspects that give rise to dissatisfaction among employees, which can have a serious impact on the employee as well as the organisation (Nieman & Bennet, 2006:253). Benefits refer to the remuneration that organisations pay their employees over and above their salaries, since they are employed by the specific organisation – this is also known as indirect remuneration (Nieman & Bennet, 2006:256).

4. Job design and redesign: Job design refers to the basic, specific tasks performed, the ways and methods used in performing these tasks, and how the job relates to other work in the organisation. Job redesign on the other hand refers to those changes that make it easier, more pleasant, cheaper and more challenging for employees to perform the task, but still maintain the set standards. There are specific decisions regarding job redesign that should be made, which include (Nieman & Bennet, 2006:257):
- Job specialisation: This refers to the reduction of job units and their grouping to form the total substance of the post. The job is divided into smaller units in order for semi-skilled employees to be able to master it. Unnecessary tasks are identified and eradicated;
- Job enrichment: This is the opposite of job specialisation and refers to providing employees with more responsibilities by giving them greater control and freedom of action within a specific role. This decision should assist in avoiding boredom, frustration, unnecessary mistakes and a high labour turnover;
- Job enlargement: This is the opposite of job specialisation and refers to adding similar activities to an existing role performed by one person in order to lengthen the job cycle;

- Job rotation: This refers to employees moving from job to job and taking turns to practice various roles. The roles itself do not change; only the person alternates in order to relieve the monotony and boredom typical of over-specialisation. Job rotation also creates training opportunities for workers, which is beneficial to the organisation.

5. Human resources administration: This refers to all activity relating to the administration of personnel affairs, including updating documents and registers, calculating and paying of salaries and wages, benefits such as housing subsidies, entertainment allowances, travel and accommodation allowances, and also the granting and recording of leave. Since this is such a sensitive topic, this information should be constantly updated and must be correct to prevent flawed decision-making regarding human resources matters (Nieman & Bennet, 2006:258).

The retention of employees was reflected in the formulation of the research objectives for the study, in order to determine to which extent these aspects ensure continuous employee satisfaction.

In considering the abovementioned literature regarding specifically employee retention aspects as influencers of employee satisfaction in an organisation, the following hypothesis was formulated:

H3: There is a relationship between the level of employee satisfaction and the regard for career development and support in the organisation

H0: There is no relationship between the level of employee satisfaction and the regard for career development and support by employees in the organisation

2.5 EMPLOYEE BEHAVIOUR WITHIN ORGANISATIONS

Dasgupta *et al.* (2013:178) suggest that employees willingly exchange loyalty towards an organisation for the support they receive from superiors during interaction. Recognition of their work and constructive feedback assist in meeting their socio-emotional needs, which enhance the sense of belonging and pride in organisations.

Sensible and fair treatment of employees improves their commitment. According to Eby *et al.* (2005:566), various human resource activities are directly related to several employee attitudes, including company values and pride.

2.5.1 Employee behaviour defined

Van Der Westhuizen *et al.* (2003:3) suggest that the definition of the word 'profession' refers to an occupation that one admits to be skilled in and follow, thereby possessing certain attributes in order to provide beneficial services to clients under strictly specified circumstances. Professions are classified under certain criteria, including the use of a body of knowledge, how much autonomy employees enjoy and how well or poorly they are organised in an organisation.

Cullen (2013:936) suggests that all employees need to find some productive work to do in the world, if their lives are to have meaning. Productive work has point and meaning, both because it involves us in general enterprises with others and because of the ways in which it is worth doing in and for itself.

Dasgupta *et al.* (2013:174) suggest that managerial communication drives relationships and frames the attitudes and behaviours of employees. These attitudes have three components: affective, cognitive and behavioural *(Ibid)*. Employee behaviour refers to those actions or reactions that occur in response to the above components – positive attitudes lead to well-adjusted behaviours, while negative attitudes lead to the opposite.

Egan *et al.* (2004:283) suggest that job satisfaction reflects a level of employee expectations that are met, including salary or wages, promotion or development and independence. When these expectations are not met, there exists a probability of withdrawal behaviour and certain negative consequences.

According to Doorley and Garcia (2011:136), an organisation's reputation consists of its employee behaviour, employee performance, plus its communication, and therefore the alignment of employee behaviour and employee performance to the organisation is crucial. The goal of aligning employee behaviour is to ensure that an

organisation's employees operate within the appropriate ethical, legal, regulatory and other boundaries, where the alignment of employees' performance also refers to aligning their priorities and energies to the organisational strategy. This can be done in order to deliver proper experiences to customers and to ensure that employees perform to the best of their ability in their current roles.

There is a wide variety of personal characteristics that are relevant to this discussion, including demographic variables (age, gender, occupation, position and tenure), general personality variables (conscientiousness and openness for experience), specific personality variables (self-monitoring and public self-consciousness), motivational variables (training motivation, learning motivation, transferring motivation), and job- and career-related variables (job involvement, job satisfaction, career exploration and career planning) that have a direct effect on why employees want to engage in career development (Rowold & Schilling, 2006:491).

Morrow and McElroy (1987:330) suggest that various early studies found a relationship between attitudes and work behaviours that are moderated by the specific career stage; and that the work-related attitudes of older employees pay special attention to the need for retirement decisions. Over the past few years interest has been shown in how high work commitment can be accomplished and kept up over a certain time period.

Rowold and Schilling (2006:491) further suggest that work characteristics and work technology directly influence employees' updating behaviour, which is related to continuous learning. According to Adler (1991:40), managers' beliefs, attitudes and values play a significant part in the behaviour of employees. When there is no trust relationship between managers and employees, employees become more irresponsible and in return managers become more distrustful, which leads to tighter reigns and control systems being implemented and becomes a malicious circle of distrust.

The below figure indicates how manager behaviour directly affects employee behaviour:

Figure 3 – Managerial Attitudes and Employee Behaviour – a self-fulfilling prophecy

| Management's Values, Beliefs, and Attitudes | → | Manager's Behavior | → | Employees' / Subordinates' Behavior |

REINFORCEMENT

| Manager's Belief: *Employees can't be trusted* | → | Manager's Behavior: Install tight control systems | → | Employees' Behavior: Act as 'irresponsible kids' seeing what they can get away with |

REINFORCES MANAGER'S BELIEF
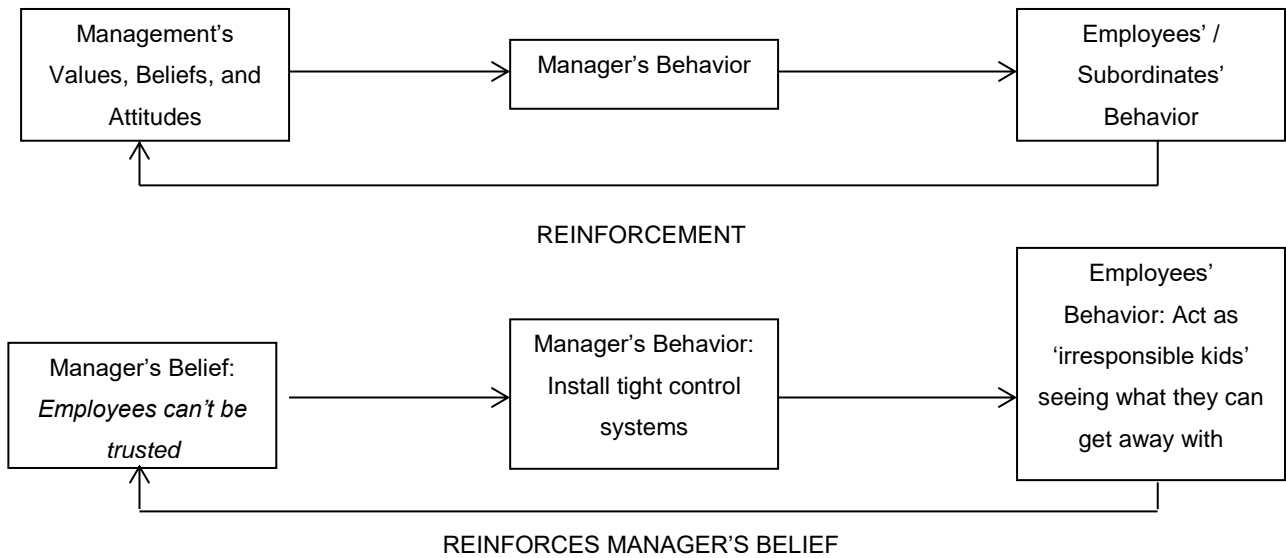
Source: Adler (1991:40).

Cron and Slocum Jr. (1986:12) suggest that an employee's behaviour is likely to depend on what that employee learns from their career experience and how they fluctuate and grow as a result. Conger (2002:371) posits that many employers have a complicated internal labour market and due to this, many employees can miss opportunities that would suit themselves and the firm perfectly. It is due to this that it is important for organisations to 'adopt' a positive career development culture in order to address certain issues, including productivity; competitiveness; equal opportunities and behaviours.

Conger (2002:371) further suggests that the management of an organisation is likely to become interested in influencing a career development culture in the business, due to the following reasons:

1. There is no management potential coming up in the organisation;
2. A lot of people need to be hired from the outside;
3. Low productivity;
4. Low quality;
5. Too many good people leave the business;
6. Employees tend to leave as soon as they are properly trained.

Parvin and Nurul Kabir (2011:115) furthermore explicate that immediate supervisory support is crucial in the way employees will behave in an organisation when it comes to change or implementation of new programmes.

2.5.2 Aspects that influence employee behaviour in organisations

According to Cron and Slocum Jr. (1986:11), the way an employee feels about their job and behaves in the workplace will be influenced by the reason the employee is in that role and what they wish to accomplish throughout their career. Conger (2002:372) suggests that the degree to which there is a fit between employees' abilities, interests and personalities and the actual work requests, routines, relationships and rewards will increase their level of commitment and productivity in the organisation sincerely.

Cron and Slocum Jr. (1986:17) furthermore suggest that the behaviours and goals of employees are different in the various stages of their careers and that in time, this will change. Morrow and McElroy (1987:331) can link to this in emphasising that satisfied employees have a stronger tendency and willingness to relocate for the organisation as an indicator of their work commitment.

Further to this, Cron and Slocum Jr. (1986:17) state that the various career concerns of employees have a direct effect on their job behaviour, which has implications for three crucial areas in the business: the recruitment and selection of new employees; motivation and supervision of current employees; and the strategic analysis of the workforce. The above statements bring about the argument of Parvin and Nurul Kabir (2011:114) in suggesting that the increase in wages that link to job satisfaction and motivation is not enough to bring about employee motivation, and that the training and development of employees are crucial perspectives that develop in the eyes of employees over time.

Ball (1998:7) suggests that organisations that make use of a formal or informal mentorship programme, develops a positive self-image for employees as they gain attention for their achievements and are working alongside individuals who are regarded as 'high achievers.' This assists in employees getting noticed and being alerted to available opportunities. Parvin and Nurul Kabir (2011:114) further explicate

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that there is a specific need for high quality employment life, which includes not only fair wages and benefits, but also employment conditions and career development to facilitate the motivation and proper behaviour directed towards organisational commitment.

2.5.3 Career anchors as an influential element of employee behaviour

In explaining how communication aligns to human resources, in this case specifically the career development and generic behaviour of employees, Jiang and Klein (2000:221-222) refer to both the internal career considerations, as well as the external career opportunities of employees. Career anchors refer to the self-identified needs, values and talents that shape employees' career decisions (Jiang & Klein, 2000:221) and can be considered as the central component that employees will not abandon, even when forced to make complex decisions. Career anchors influence career choices, decisions to move, shape career desires and influence employees' reactions to their specific work experience. According to Jiang and Klein (2000:222), there are eight internal career anchors to consider, namely:

1. Managerial capability: Individual employees embrace the idea of having more responsibility for achieving results via others;
2. Technical capability: Individual employees' main focus is now on the implementation of technical expertise;
3. Organisational sanctuary: Individual employees seek loyalty from the company, occupancy, as well as financial security;
4. Geographic sanctuary: Individual employees link themselves to a specific area in the long run;
5. Autonomy: Individual employees don't want to be limited and controlled by the organisation;
6. Identity: Individual employees' desire for status and prestige within the organisation has become stronger;
7. Service: Individual employees are dedicated to assisting others and contributing to citizenship in the organisation;
8. Variety: Individual employees have a strong need for different tasks and challenges within the organisation.

Chen *et al.* (2004:443) suggest that in order for employees to achieve their personal career goals, organisations should provide opportunities for external management development programmes together with lectures and seminars, in order to encourage activities. This includes the achievement of additional skills, career counselling, leadership, administration and guidance in order to broaden employee horizons. The above relates directly to Jiang and Klein (2000:223), where they refer to external career opportunities as the extent to which organisations provide support and guidance to the eight above mentioned internal career anchors. It is thus critical for organisations to provide work circumstances that live up to their employees' internal career needs.

In considering the abovementioned literature regarding career development and support as influencers of employee behaviour in the different career stages of the career life-cycle of an employee in an organisation, the researcher aims to test the following hypothesis:

H4: There is a relationship between employee behaviour and the level of agreement for career development and support in the organisation

H0: There is no relationship between employee behaviour and the level of agreement for career development and support in the organisation

2.5.4 The different employee behaviour dimensions

Generic employee behaviour is a term that refers to the behaviour that contributes to the performance of basically any job - independent of technical job roles - and is a function of the presence, as well as absence, of certain specific actions (Hunt, 1996:51). The variations of the generic behaviour depend on the differences in volition. The effects of generic work behaviour are also likely to be the most dominant in roles where the performance does not depend too much on job-specific knowledge, skills or ability. Generic work behaviour consists of both in-role, as well as extra-role behaviours related to non-job specific performance, including behaviours that are very infrequent or only displayed by the most exemplary or divergent employees (Hunt,

1996:53). The following Table displays the nine factors of generic behaviour that employees in any job role can display towards an organisation:

Table 3 – Dimension Names and Associated Behaviours

1. Adherence to confrontational rules: this refers to sticking to the textbook rules of the organisation. Prototypical behaviour: - Despite a long line of customers, take time to check the price of an item as policy requires. Peripheral behaviour: - Notice that merchandise is out of place and return it to the correct area.
2. Industriousness: this refers to preserving the determination to perform a specific task. Prototypical behaviour: - Positive: Keep working even when other colleagues are standing around talking; - Negative: After completing one task, need prompting before moving on to another. Peripheral behaviour: - Positive: Show willingness to be trained in more than one job task; - Negative: Notice that an item is miss-ticked but ignore it.
3. Thoroughness: this refers to being painstakingly accurate or careful. Prototypical behaviour: - Pick up litter or debris which could cause someone to slip and fall. Peripheral behaviour: - Turn in a friend who has shoplifted.
4. Schedule flexibility: refers to being able to change or cope in various circumstances. Prototypical behaviour: - Working flexible hours by accepting schedule changes when necessary. Peripheral behaviour: - Positive: Help out in other busy areas during a slow period; - Negative: Refuse to come to work when extra help is needed.

5. Attendance: this refers to the physical act or state of attending and can also refer to absenteeism in its negative form.

Prototypical behaviour:

- Positive: Always being on time for meetings;
- Negative: Being late for work without a good reason.

Peripheral behaviour:

- Positive: Following company policy exactly on time clock;
- Negative: Refusing to come to work when extra help is needed.

6. Off-task behaviour: this refers to how colleagues behave when nobody is checking on them or nobody is able to see what they are up to.

Prototypical behaviour:

- Positive: Turning in a cell phone at security that you picked up in the store after closing time;
- Negative: Using store phones to make personal, unauthorised calls.

Peripheral behaviour:

- Positive: Working through lunch time in order to complete an extra task for the day;
- Negative: Cheating on timecard by punching in before actually starting work.

7. Unruliness: this refers to being impossible to discipline, control or keep in order in the work place.

Prototypical behaviour:

- Making a mistake and blaming another colleague for it.

Peripheral behaviour:

- Filling out paper-work so sloppy that it has to be redone.

8. Theft: this refers to the unlawful taking of the property of another person.

Prototypical behaviour:

- Advising friends on how to steal merchandise.

Peripheral behaviour:

- Cheating on reporting time worked.

9. Drug misuse: the improper or excessive use of any substance that influences the employee during working hours.

Prototypical behaviour:

- Drinking alcohol or taking drugs on company property.

| Peripheral behaviour: |
| - Coming to work with an apparent hangover. |

Source: Hunt, 1996:53.

In considering the above literature, it becomes even clearer to the researcher that communication plays an important role in every aspect of the organisation, which is why communication should be considered at every level of human resource development, in order to ensure that every level of effectiveness functions at the top of its game. By taking this into consideration, the study was guided to the following problem regarding the incorporation of internal communication into the career development and support of employees in the organisation.

In considering the nine factors of generic employee behaviour that employees in any job role can display towards an organisation, the study aims to determine the extent to which employees in the different career stages will display each of the generic employee behavioural aspects towards the organisation as a result of career development and support provided to them. The study further aims to test the following hypotheses:

H5: There is a difference between

H5(g): employees in the exploration stage of the career life-cycle of an employee -
H5(h): employees in the establishment stage of the career life-cycle of an employee -
H5(i): employees in the maintenance stage of the career life-cycle of an employee -
with regard to employee behaviour in the organisation

H0: There is no difference between

H0(g): employees in the exploration stage of the career life-cycle of an employee -
H0(h): employees in the establishment stage of the career life-cycle of an employee -
H0(i): employees in the maintenance stage of the career life-cycle of an employee -
with regard to employee behaviour in the organisation

2.6 SUMMARY

Ball (1998:11) suggests that any organisational change raises important questions about the career development of individuals. If individuals are expected to take more control of their personal and career development, a clear view of how this can be achieved needs to be provided. Ball (1998:11) further suggests that an adaptable model of career self-management capabilities is a good place for any organisation to start in order to ensure that employee and employer take one step in the right direction towards continuous career development, employee satisfaction and good employee behaviour in the organisation.

In considering the above literature regarding employee satisfaction and employee behaviour, together with all of the different dimensions of these two terms, the study aims to test the following hypothesis:

H6: There is a relationship between the level of employee satisfaction and the employee behaviour in the organisation

H0: There is no relationship between the level of employee satisfaction and the employee behaviour in the organisation

Welch and Jackson (2007:190-191) suggest that internal communication takes place in the context of organisational environments that are dynamic in nature, open for change and can be examined at three various conservational levels: macro, micro and internal. They also suggest that the internal environment involves the organisational structure, processes, culture and subcultures, behaviours of management, as well as individuals, leadership styles, employee relations and internal communication.

In referring to the above literature, the study was guided to the idea that there is a definite link between the importance of continuous career development and support in the organisation as well as a career development culture of individuals, and the way this is communicated and emphasised to employees and managers in the organisation. The study also considered that a career development and support

culture in the organisation will lead to high levels of employee satisfaction and in turn good employee behaviour.

CHAPTER 3: INTERNAL COMMUNICATION PRACTICES IN ORGANISATIONS

3.1 INTRODUCTION

Below is a breakdown of where the current Chapter fits into this specific study:

Table 4 – Chapter breakdown of the current study with focus on Chapter 3

Chapter	Description of Chapter
1	Orientation and background
2	Literature review: Career development and support for human resources
3	**Literature review: Internal communication practices in organisations**
4	Methodological orientation
5	Research results
6	Hypothesis testing
7	Evaluation of results and conclusions

According to Nieman and Bennett (2006:266), humans are seen as social beings who continuously communicate with one another. In an organisation, employees need to communicate with one another in order to achieve certain goals and to co-ordinate tasks. Due to this, we are led to believe that without effective internal communication, activities of the value chain would not be executed at all. Welch and Jackson (2007:178) state that despite the severe importance of internal communication within organisations, various gaps can still be identified in the body of knowledge, which has led practitioners to call for research on the mandates, scope and exact focus of research on the topic. Poor internal communication is a huge concern for most organisations, since it can lead to various workplace inadequacies (Welch & Jackson, 2007:178).

Dasgupta *et al.* (2013:173) state that effective communication in an organisation builds relationships. Wan (2007:300) states that employees become dissatisfied when they have replacement jobs; do not have the necessary information to perform tasks properly; or when they receive incomplete requests from their managers.

Van Riel and Balmer (1997:341) suggest that the breadth, complexity and importance of internal corporate communication was pointed out in arguing that it is crucial for organisations to communicate with all their stakeholders at all times. According to Nieman and Bennett (2006:267), communication is an important support activity in organisations and has to take place within various activities to ensure the objectives are achieved. The more effective the flow of information, the greater is the potential for success (Nieman & Bennett, 2006:267).

Van Riel's integrated corporate communication model (in Welch & Jackson, 2007:179) indicates a broad definition of internal communication by various theorists and puts it into a simplified 'visual' definition below:

Figure 4 – Internal communication positioned within Van Riel's integrated corporate communication model
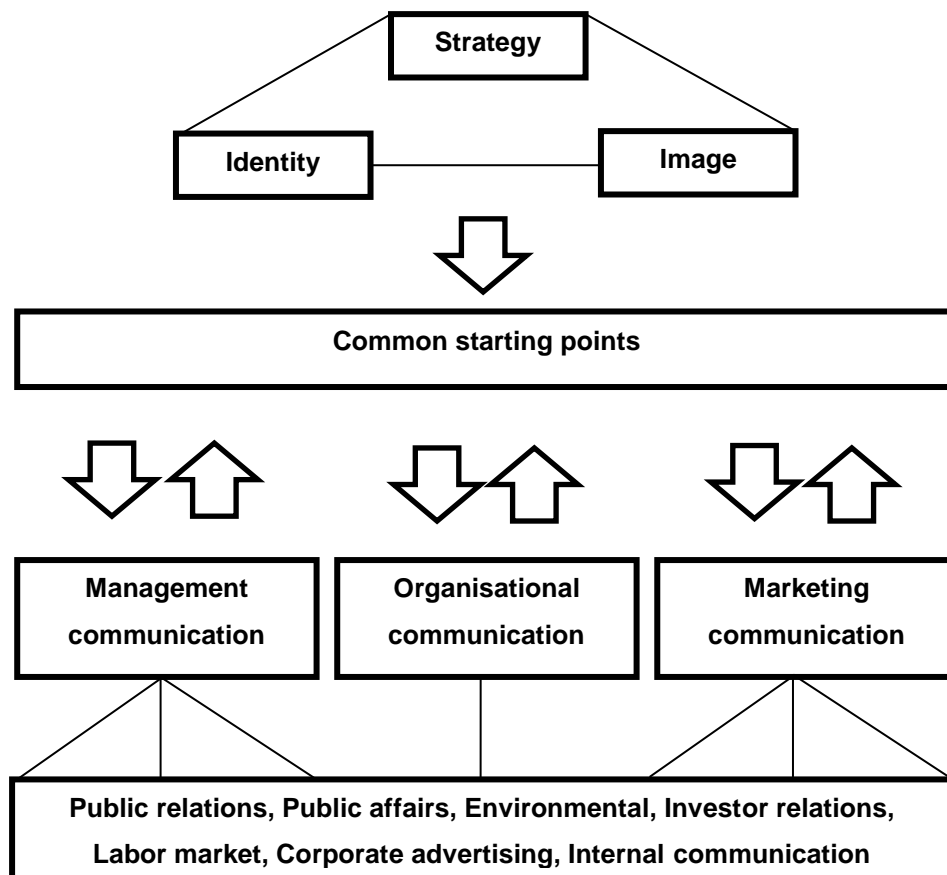
Source: Welch & Jackson (2007:179).

Due to the model of various definitions in Figure 4, a few critical questions regarding internal communication in organisations arise (Welch & Jackson, 2007: 179-180). It is important to consider whether internal communication and organisational communication is the same thing or whether they are different, considering how 'internal communication' is defined, where it is positioned within the organisation, who is involved and what its exact purpose is. Welch and Jackson (2007:180) further suggest that, to answer these questions, it is important to:

- Map the various fields of organisational as well as internal communication in order to position the latter;
- Critically review the various definitions in order to consider the nature, scope, focus and objectives of internal communication;
- Identify the various stakeholders for internal communication in the organisation.

Due to the above literature, the study was guided to take a deeper look at internal communication in organisations, as well as the two sub-categories: management communication and organisational communication.

3.2 INTERNAL COMMUNICATION IN ORGANISATIONS

Communication refers to the exchange of meaning - one individual or group attempts to inform another individual or group about what is meant. It involves any behaviour that another human being perceives and understands; it is an interpretation of what is meant. Communication includes both verbal and non-verbal messages, as well as consciously or unconsciously sent messages. It thus involves a compound, multifaceted, self-motivated process through which a certain meaning is exchanged (Adler, 1991:64). According to Nieman and Bennett (2006:269), an organisation's most valuable assets go down the lift every afternoon and organisations realise this more and more. With the emphasis being on customer satisfaction, service excellence and international competitiveness, it is crucial to develop a skilled and committed

workforce that aligns to the organisation's objectives. Communication furthermore plays a critical role in building this motivated and committed workforce, since this can only be achieved by continuously communicating with employees effectively through formal, informal, as well as non-verbal actions by management (Nieman & Bennett, 2006:270). Modern-day employees want to be acknowledged for their contribution to the organisation's success and therefore expect to be informed and to participate in the decision-making processes.

Welch and Jackson (2007:178) state that internal communication is a constant occurrence in organisations, which includes informal chats on the 'grapevine' as well as managed communication. A historical definition of internal communication that is still being used today is the one by Frank and Brownell (in Welch & Jackson, 2007:179) defining it as "the communications transactions between individuals and/or groups at various levels and in different areas of specialisation that are intended to design and redesign organisations, to implement designs, and to co-ordinate day-to-day activities."

Nieman and Bennett (2006:267) further refer to communication as the flow of information between individuals and groups in an attempt to create understanding, influence behaviour and achieve specific objectives. Below is a figure that although it is taken from research that was included in a text by Adler in the 90's, still forms the basis of what basic communication entails:

Figure 5 – A Communication Model
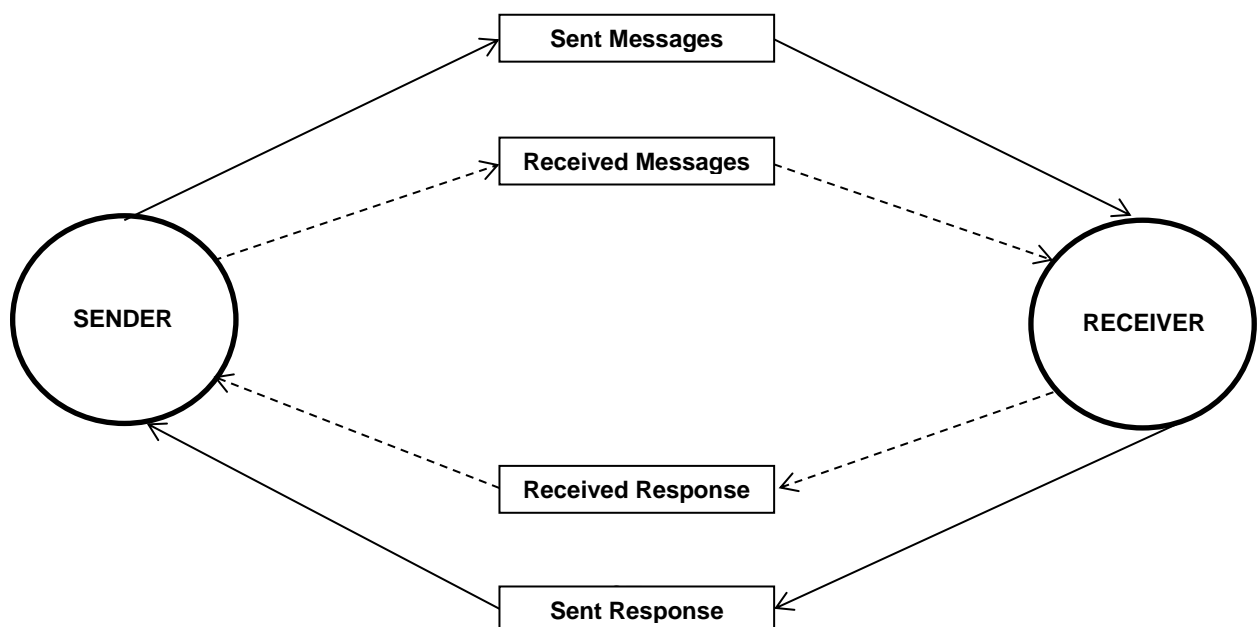
Source: Adler (1991:65).

When considering Figure 5, the study was also guided to consider Figure 6 as an indication of how the figure by Adler in the 90's still forms the basis of the convergence model of communication today:

Figure 6 – A convergence model of communication
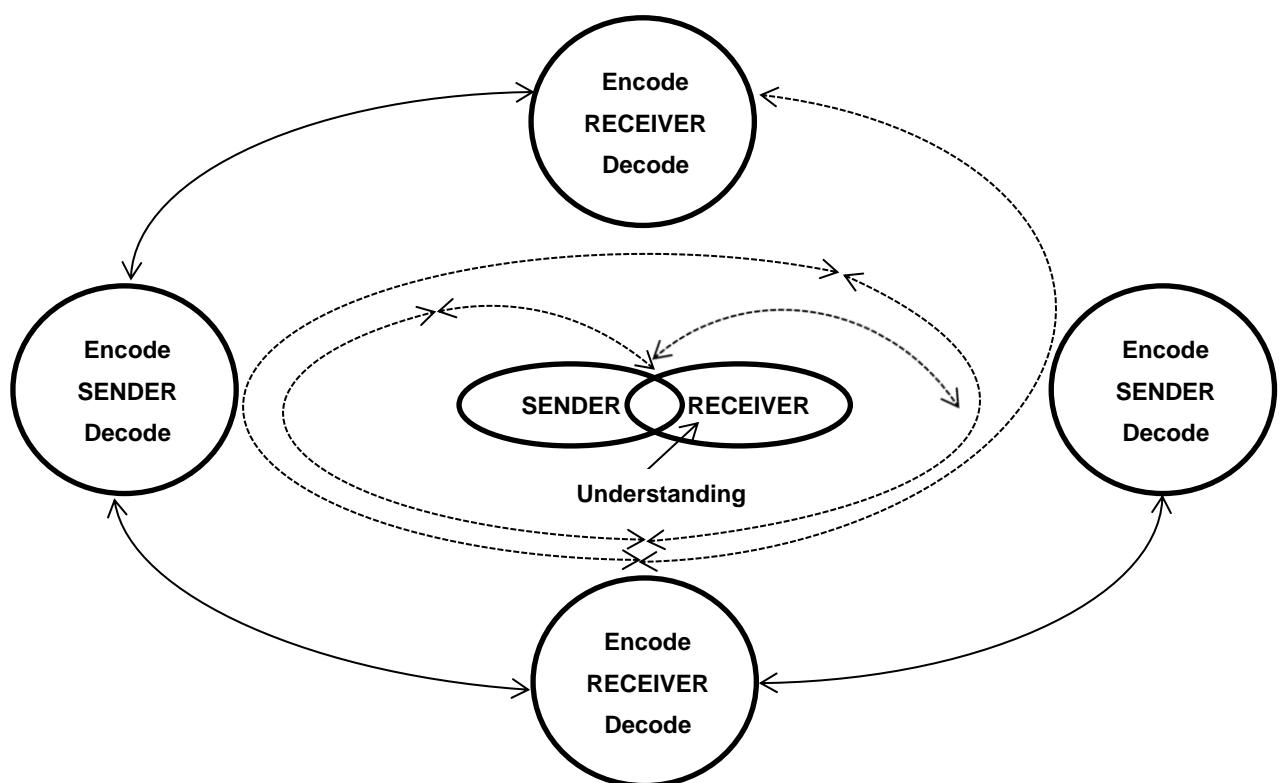
Source: Fielding & Du Plooy-Cilliers (2014:14).

The sent messages are never identical to the received messages, since communication is indirect, a symbolic behaviour of ideas, feelings and pieces of information that cannot be brought about directly, but should be externalised or symbolised before being communicated (Adler, 1991:64). Encoding refers to producing a symbol message, while decoding refers to receiving a message from a symbol. The sender must thus encode the meaning of the message into a form for the receiver to grasp. Receivers on the other hand must decode the words and behaviour back to messages that make sense (Adler, 1991:65).

Communication is a two-phased process and consists of a 'diffusion phase' and a 'response phase.' The diffusion phase takes place when the sender formulates the specific message and then sends it to the receiver by using a specific medium, which includes face-to-face, phone calls, letters or emails. Once the receiver has received and interpreted the message, the response phase takes place, which refers to a new message being sent to the initial sender as feedback on the original message (Nieman & Bennett, 2006:267). Communication looks quite straight forward, but it can become extremely complicated with various problems arising when people do not communicate effectively.

Welch and Jackson (2007:183) created an initial definition stating that internal communication is the management of interactions and relationships between stakeholders at various levels within the organisation. Internal corporate communication on the other hand is suggested as being the communication between organisations' strategic managers and the internal stakeholders in order to create commitment, a sense of belonging, awareness of the changing environment and an understanding of the evolving aims (Welch & Jackson, 2007:186).

In considering the above introductory literature regarding the importance of internal communication, the study was guided to investigate the importance of internal communication in human resources practices in organisations.

3.2.1 The link between internal communication and human resources in organisations

A reoccurring definition of internal communication refers to communication transactions between individuals and/or groups at different levels and in various areas of specialisation. From this perspective, internal communication intends to design and redesign organisations; to implement designs; and to arrange daily activities (Welch & Jackson, 2007:179). Communication usually flows within a channel and links to the overall structure of the organisation. The three most common channels are upward, downward and horizontal (Smith & Mounter, 2008:17).

Smith and Mounter (2008:52) suggest that human resources departments are often regarded as the mouthpiece of management in an organisation. These departments would most likely also be responsible for the career development and training of employees. Organograms of organisations often clearly shows how communication interlinks with the various other departments in an organisation, including Human Resources.

In the figure of the levels of human resource development (Horwitz, 1999:184) depicted below, the extent to which the incorporation of continuous; internal communication will assist the organisation at each of these levels, is considered. This is in order for the organisation to reach its maximum effectiveness and to improve employee satisfaction, as well as behaviour.

Figure 7 – Levels of human resource development
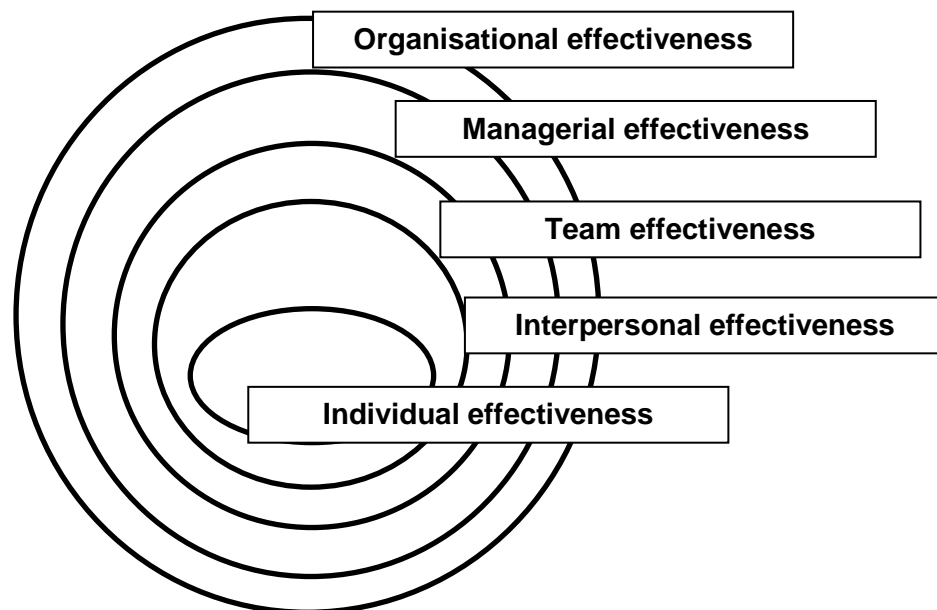
Source: Horwitz, 1999:184.

The above figure underlines the need for developing a methodology that evaluates the degree of alignment between human resource development practices and organisational goals (Horwitz, 1999:183). Horwitz (1999:183) further suggests that human resource development specialists, line managers and external individuals need to actively work together in order to find ways for implementing the most effective development processes in the organisation.

According to Steyn and Puth (2000:17), strategic management can be described as a progression of thinking through the current mission of the company, and the current environmental factors, and combining these elements by setting forth a guide for future decisions and outcomes. This applies to corporate communication in two crucial ways. Firstly, the most senior communication practitioner's involvement in the strategic management of the organisation by plotting the atmosphere, assisting in defining the mission and organisational goals and in developing problem-solving strategies for the overall organisation. Secondly, the corporate communication department manages its own programmes strategically by aligning the communication goals to the organisation's mission, thereby integrating and co-ordinating its work with that of the overall organisation (Steyn & Puth, 2000:17).

According to Puth (1994:3), internal communication is similar to the term 'lifeblood of organisational management,' since a well-designed communication strategy and effective communication skills can empower managers in an organisation to be highly successful if it is practised and applied properly and accurately.

In further considering internal communication, two aspects are highlighted. Firstly, organisational communication, which is concerned with communication as an occurrence (Welch & Jackson, 2007:181), has shifted over the years to one of integrated external and internal communication consisting of blurred boundaries. Hahn *et al.* (2015:2) explicate that organisational communication is the sending and receiving of messages among different individuals in a specific setup to achieve individual and mutual objectives. This form of communication is, however, very circumstantial and culturally dependant and is done face-to-face, in a written format, or through alternative channels. Secondly, management communication has never been more bewildering or challenging since it is probably the most important skill of the 21st century. All the great leaders, generals, entrepreneurs and managers have one thing in common; they are all great communicators (White, 2007:7).

Dasgupta *et al.* (2013:175) declare that while human relations practices play a definite role in the development and maintenance of the exchange relationship between employees and organisations, the appropriate managerial communication style within

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that organisation also assists in building high levels of support. From this perspective, the effect of both organisational communication and management communication in organisations was also investigated.

3.2.2 Positioning internal communication in organisations

Smith and Mounter (2008:9) suggest that internal communication is synonymous with the terms 'staff communication,' 'employee relations,' 'transformation,' or 'reputation management.' The study further posits that internal communication is the act of communicating internally, while 'internal communications' refers to the function which assists in delivering this (Smith & Mounter, 2008:10). Welch and Jackson (2007:177) refer to internal communication as an important and stimulating area, which affects the capacity of organisations to engage with their employees, and of business writers to see it as a core process for their business. Welch and Jackson (2007:180) refer to internal communication as 'employee relations, statements of mission and organisational development.'

Fielding and Du Plooy-Cilliers (2014:87) furthermore suggest that organisations need to pay particular attention to five key areas of communication:

1. Information should stream freely through the entire organisation in order for everybody to gain access to the specific information they need to do their jobs well;
2. There are various types of messages used within the organisational setting;
3. Information and message surplus should be avoided at all cost;
4. Information and message under load should also be avoided at all cost;
5. The communication lines and directions of the communication flow needs to be examined.

Smith and Mounter (2008:124) suggest that professional communicators need to weigh up who the message sender is, and they should consider the audience. The social environment can also determine how the most basic of messages is conveyed.

The majority of internal communicators report to corporate communications, which is often aligned to external communications. Without a clear focus and understanding of the expected goals and results, the organisation might completely fail the

communication effort and will not reach the desired overall communication performance (Smith & Mounter, 2008: 15).

Figure 8 – The internal communication function - the ideal structure

Board of Directors

CEO

| **Director of Communication** | **Director of Human Resources** | **Director of Marketing** |

Head of Internal Communication

Head of External Communication

Internal Communication Manager

Specialists (internally based)

- Website Editor
- Publications Editor
- Consultation

Specialists (externally based)

- Writers
- Photographers
- Video/audio production

Source: Smith & Mounter (2008:56).

The above figure illustrates an ideal internal communications department with ideal reporting lines (Smith & Mounter, 2008:56). Fielding and Du Plooy-Cilliers (2014:2) suggest that communication forms the foundation of any field or professional career. If one is unable to communicate effectively, one will not get ahead.

Communication furthermore displays the following seven major characteristics, namely: that it is functional; it is dynamic; it is a transaction; it involves participants; it involves the creation and sharing of meaning; it involves the exchange of symbols; it is a process (Fielding & Du Plooy-Cilliers, 2014:10). In referring to all of the above on where communication is positioned in the organisation, Steyn and Puth (2000:82) suggest a model for developing an effective plan in order to make sure that the communication is positioned properly in order to be successful.

Figure 9 – Model for developing a communication plan

```
┌─────────────────────────────┐
│      1.  RESEARCH           │
│   Problem or opportunity    │
│        statement            │
│     Situation analysis      │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│       2. PLANNING           │                    ┌──────────────────────────────────────────┐
│ Communication goals (overall, long-term) │      │ 9. SELLING THE PLAN TO TOP MANAGEMENT    │
│ Communication objectives (specific, short-term) │└──────────────────────────────────────────┘
│     Management liaison      │                                    ▲
└─────────────────────────────┘                                    │
              │
              ▼
┌─────────────────────────────┐           ┌──────────────────────────────────────────┐
│   3. ADAPTATION STAGE       │           │      8. EVALUATION RESEARCH              │
│   Specific target groups    │           │  Process/ impact evaluation research     │
│   Statement of limitations  │           │ In-process/internal/external evaluation research │
└─────────────────────────────┘           │  Formative/summative evaluation research │
              │                            └──────────────────────────────────────────┘
              ▼                                           ▲
┌─────────────────────────────┐           ┌──────────────────────────────────────────┐
│        4. MESSAGE           │           │             7. BUDGET                    │
│ Central message derived from goals │     │        Cost of each activity             │
│ Message for each target group │         └──────────────────────────────────────────┘
│     Theme or slogan         │                         ▲
└─────────────────────────────┘                         │
              │
              ▼
┌─────────────────────────────┐           ┌──────────────────────────────────────────┐
│ 5. IMPLEMENTATION STRATEGY AND │        │          6. SCHEDULING                   │
│        ACTIVITIES           │  ────────▷│         Day, week, month                 │
│ Implementation strategy (what) │         └──────────────────────────────────────────┘
│     Activities (how)        │
│ Central action or special event │
│   Media for each activity   │
└─────────────────────────────┘
```

Source: Steyn & Puth (2000:82).

Steyn and Puth (2000:53) argue that the internal communication strategy of an organisation should imitate or replicate the corporate strategy and therefore planning and formulation are essential steps in developing a thorough internal communication strategy. Specific aspects which should be considered by an organisation when developing a strategic internal communication plan for human resources can be identified from the internal and external environment. These elements also influence the corporate communication strategy (Steyn & Puth, 2000:54).

The following aspects from the internal environment have a direct influence on the internal communication strategy and policy of an organisation (Steyn & Puth, 2000:54-55):

1. Corporate profile: This refers to the overall 'image' that the organisation has in the bigger world and includes factors like its financial status, its reputation in the field, the specific products or services being delivered, its overall competitive environment, as well as any marketing, legal or other public relations functions relating to the organisation;

2. Vision: This refers to the realistic, credible, and attractive future state of affairs of the organisation and the future 'better' condition in which the organisation pictures itself to be and towards which it is focussing and working;

3. Mission: This refers to the organisation's sole purpose and its reason for existence; what its main role in society and in the economy is. The organisation's mission flows directly from the values of its stakeholders;

4. Corporate values: This refers to those sets of real beliefs that regulate the standards of practice. The commitment and energy of the organisation's members are powered by the values that motivate the organisation;

5. Corporate philosophy: The corporate philosophy refers to a set of guiding principles that drive the organisational behaviour. This includes employee involvement, empowerment, customer service, quality control, continuous change and improvement, community involvement, etc. (Steyn & Puth, 2000:56);

6. Corporate culture: The corporate culture of an organisation refers to a set of shared values born by symbolic means such as stories, myths, legends and narratives. These are not written down anywhere - they are the basic assumptions adopted by the employees of an organisation about what is acceptable and what is not;

7. Corporate policy: The corporate policy refers to a practical set of principles for conducting business. It is a formalised statement or a conventional understanding that provides managers with general guidelines for decision-making.

The following aspects from the external environment have a direct influence on the internal communication strategy and policy of an organisation (Steyn & Puth, 2000:54-57):

1. The remote (societal/macro) environment: This affects the organisation by influencing its long-term decisions. Organisations are presented with opportunities, threats and limits, but seldom does any single organisation wield meaningful, equal influence in the macro environment. From the internal environment the following aspects have a direct influence on the corporate communication strategy and

policy of an organisation (Steyn & Puth, 2000:57) - the remote environment comprises of several factors:

- Social factors: These include beliefs, values, attitudes, opinions and lifestyles of persons, as established from cultural, ecological, demographic, religious, educational, and ethnic conditioning;

- Economic factors: These appear on both national and international level and include factors like the general availability of credit, the level of disposable income, and the tendency of people to spend;

- Political factors: These factors refer to the legal and regulatory parameters within which organisations must operate;

- Technological factor: These involve the hasty change or swift breakthroughs which are important for promoting innovation;

- Ecological factors: These refer to the relationships between human beings and other living things, and the air, soil and water that support those (Steyn & Puth, 2000:57-8).

2. The industry environment: This explains the five forces that shape competition within an environment and includes the threat of new entrants; bargaining power of customers; bargaining power of suppliers; threat of substitute products or services; and the competition amongst current contestants (Steyn & Puth, 2000:58).

3. The operating environment (task environment): This refers to the direct day-to-day operations and transactions with the organisation and goal accomplishment. This is far more subject to an organisation's influence or control than the remote environment, and organisations can be much more hands-on in dealing with this environment, since it directly relates to the organisation accomplishing its mission (Steyn & Puth, 2000:58).

4. The functional or internal environment: This refers to the specialisation areas in the organisation, including finance, human resources, operations, administration, marketing, corporate communication, and research and development. This

environment is important for detecting internal issues and tapping employees' knowledge regarding issues in the external environment (Steyn & Puth, 2000:59).

The above mentioned internal and external environmental factors were reflected in the formulation of the relevant survey questionnaire and hypotheses for this study, in order to determine to which extent these factors influence the perception of internal communication in the current organisation.

3.2.3 The modern way of internal communication

Welch and Jackson (2007:178) suggest that internal communication is a constant happening, which includes informal chatting on the grapevine, as well as managed communication in organisations. According to Dasgupta *et al.* (2013:174), organisations have started to recognise employees as human capital owners and investors and therefore the emphasis on communication has shifted from 'content' towards 'behaviour' as part of the communication process. From this perspective employees' interpretation of supervisory communication is also more dependent on 'what' is said as well as 'how' it is said. Horwitz (1999:184) refers to the extent to which the incorporation of effective, continuous communication will assist employees on each of the human resources levels mentioned earlier, to enable the level to reach its maximum effectiveness within the organisation.

Dasgupta *et al.* (2013:174) further suggest that a people-centred strategy is an important source of competitive advantage. Unlike technology, costing, or new product development, is difficult to duplicate. Managers can create an environment through communication where employees are happier and more passionate about their jobs and display attitudes and behaviours necessary for overall, enhanced organisational performance. Van Der Westhuizen *et al.* (2003:2) on the other hand focus on the aspect of human resource management within organisations and whether this practice is relevant within, due to many human resource practitioners being criticised for being 'passive' or compliant.

According to Nieman and Bennett (2006:268), formal communication in organisations refer to the communication between managers, subordinates and various other

stakeholders, and takes place in various forms, including instructions, meetings, written memoranda, reports and e-mail messages. Formal communication in organisations also flows in four different directions:

1. Downward: This communication is from managers to employees and includes instructions, providing information, and providing employees with feedback on their performances;

2. Upward: This communication is from employees to their managers and includes informing managers of certain problems, making suggestions for problem resolution and performance improvement, informing managers of certain grievances or irritations of employees and reporting on organisational performance through reports and statistics;

3. Horizontal: This communication takes place between employees and co-workers and is becoming crucial in modern organisations when considering the international competitors of the organisation. This refers to multidisciplinary teams, different departments, divisions and disciplines who all communicate on the same level in order to solve problems; manage activities and new projects; and create new ideas;

4. Diagonal: This refers to communication between employees from various departments and at different levels. This form of communication does not follow the normal paths of authority.

The augmented need for horizontal communication and communication with external people has led to the emergence of 'boundary-less' organisations (Nieman & Bennett, 2006:268).

Welch and Jackson (2007:193) suggest that corporate communication managers may sometimes regard the internal corporate communication concept as useful when communicating with various employees. This communication type is defined as the communication between the strategic managers of the organisation and the internal stakeholders, and is designed to promote a certain commitment to the organisation - a sense of belonging, awareness of the changing environment and an understanding of the evolving goals.

In considering the above literature regarding the importance of communication and human resource practices in an organisation, the question was asked how the combination of internal communication and human resource practices form a crucial fragment of any organisation's overall success.

3.2.4 Managing effective internal communication in organisations

Mumby and Stohl (in Welch & Jackson, 2007:180) emphasise that the organisational communication field focuses on communication, as well as organisational behaviour, and can be defined in different ways. This field includes the symbolic use of language; how various organisations operate; and what the various objectives of these organisations are.

Steyn and Puth (2005:5) define management communication as the integration of communication and management through knowledge and skills in order to manage resources in the organisation properly. Management communication focuses on the internal communication process of an organisation and includes the informal, interpersonal communication between managers and their employees. It is regarded as a means to an end in order to achieve organisational goals. Further to the above definition, Steyn and Puth (2005:29) refer to the 'strategy' of an organisation as having movement, purpose, pattern, being proactive, determining success and providing a proper framework.

According to Puth (1994:10), the communication skills of organisations' managers, plus their understanding of management communication, has a direct influence on all other management functions in the organisation. Welch and Jackson (2007:188) furthermore suggest that there are four main goals regarding internal corporate communication in an organisation:
- The contribution to internal relationships that are characterised by employee assurance;
- The promotion of a positive sense of belonging that employees have;
- The development of awareness by employees of environmental change;
- The development of employees' understanding of the need for the organisation to evolve its goals in response to, or in anticipation of, environmental change.

In considering the above literature, the study was able to further prove the importance of communication in all aspects, specifically regarding career development and support in the organisation.

With regard to the communication needs and expectations of employees, Puth (1994:39) refers to a survey that was done in the USA where the following was found:

- Employees desire personal communication from their immediate managers, senior executives, as well as smaller group meetings;
- The various communication forms that require most improvement are those coming from the senior executives, immediate supervisors, induction programmes, small group meetings and upward communication programmes;
- There is a huge preference for one-on-one communication in all key areas, including the transmission of expectations for performance, rules and regulations, strategies and goals, safety and productivity advice, and benefits information.

Nieman and Bennett (2006:277) further suggest the following specific activities and suggestions for managers, as well as employees, to communicate more effectively and efficiently:

- Choose an appropriate medium. Managers should consider their specific target audience whom they are communicating with. According to this, the communication medium should be picked in order to ensure that the exact message is delivered and that no misunderstandings exist;
- Make sure messages are accurate and communicated in the language that the receiver will understand. This links to the above statement in first considering the target audience before deciding how to communicate the message to the receiver;
- Include feedback mechanisms in the messages to enable you to control the effectiveness;
- Make sure that your non-verbal message does not contradict your verbal message, especially if the receiver is of a different culture;
- Separate your emotions from the message that you are interpreting;
- Be a good listener and pay attention to what the other party is saying before you respond.

In considering the above literature, Cron and Slocum Jr. (1986:17) suggest that the crucial question to be asked refers to how continuous interest and motivation by employees are going to be maintained and regenerated in the organisation. Steyn and Puth (2005:33) refer to the strategic management process as consisting of the following five main purposes in an organisation:

1. Monitoring refers to the change in one component, that will bring about automatic change in various other components and should therefore constantly be monitored for major shifts in the parts;

2. Ensuring effectiveness instead of efficiency refers to focussing on the external standards for meeting stakeholder and employee needs internally;

3. Achieving strategic fit refers to organisations considering the external threats and opportunities, as well as their internal strengths and weaknesses;

4. Formulating and implementing strategies refer to implementing strategies to achieve the organisation's long-term mission, as well as short-term objectives;

5. Considering the stakeholder environment refers to management continuously assessing the impact of certain implemented strategies on the stakeholder environment to ensure improvements where possible.

According to Griffin (2012:280), 'meaningful democratic participation' in an organisation creates better citizens and social choices to provide important economic benefits. Further to this, Griffin (2012:280) suggests that a major goal of this theory is to create open negotiations in the organisation through reconsidering the panel that should have a say in how the organisation is run. This panel includes investors, employees, customers and suppliers.

In considering all of the above literature, Steyn and Puth (2005:34) further refer to strategic decision-making as the decisions that determine the organisational strategy. It also provides a definition of the business together with the general relationship between the organisation and its environment. In order to take effective decisions, organisations should have access to the necessary information. To gain this information, organisations make use of various means, including doing research, using Management Information Systems, as well as using Strategic Information Systems (Steyn & Puth, 2005:34-35).

Considering the modern communication needs of employees, continuous internal communication is crucial and it affects virtually every other area in the business, including the success of continuous career development and support of employees. The following two hypotheses will be tested in terms of the relationship between the regard that employees have for internal communication (specifically organisational and management communication in the organisation) and the regard employees have for current career development and support in the organisation:

H7: There is a relationship between the regard for organisational communication and the level of agreement for career development and support

H0: There is no relationship between the regard for organisational communication and the level of agreement for career development and support

and

H8: There is a relationship between the regard for management communication and the level of agreement for career development and support in the organisation

H0: There is no relationship between the regard for management communication and the level of agreement for career development and support in the organisation

3.2.5 Barriers that influence successful communication in organisations

Cross-cultural communication takes place when a person from one culture sends a message to a person from another culture. Miscommunication steps in once the person from the second culture does not receive or interpret the sender's message correctly (Adler, 1991:66). Miscommunication also regularly takes place within a specific culture. According to Adler (1991:131), diversity is a major cause of communication problems within an organisation. Various cultures often disagree over crucial meanings, including causes of events, determination of evidence, relevance of specific information and possible conclusions.

Nieman and Bennett (2006:275) suggest that the communication process can only be completed successfully when the original sender receives feedback from the original receiver and the message has been interpreted and understood properly as the original sender intended it to. In some cases, however, there are certain barriers that obstruct this message, which include the following:

1. Differences in perception and distortions: Refers to individuals interpreting messages differently due to differences in personalities, preferences, attitudes, cultures, values, norms, ideas and background;

2. Personality differences: Refers to some people being more narrow-minded, more critical or less even-tempered and can also influence the way messages are interpreted;

3. Lack of communication skills: Refers to those basic skills to communicate effectively that some people simply have a lack of;

4. Information overload: Refers to when a person receives too much information at once - making sense of it all can be a difficult task;

5. Choosing the wrong communication medium: Refers to simply choosing the wrong way of communicating to the specific target audience at hand. The sender should first consider the audience, then look at the communication medium and means (Nieman & Bennett, 2006:276);

6. Rumours: Refers to the grapevine stories that can spread very quickly and become very inaccurate. These stories refer to the following examples:

- People do not know the entire story and simply choose to add their own 'tails'

- People are unsure about their future and how corporate decisions could influence their careers and thus start speculating, which results in them being unable to distinguish between fact and fiction

- When one individual threatens the promotion opportunities of another, spreading rumours could become a temptation;

7. Language and emotional barriers: Refers to employees often being required to communicate in their second or even third language within a corporate setup. Apart from this, people sometimes attach different meanings to a specific message, especially in a diverse society like South Africa;

8. Contradiction between verbal and non-verbal messages: Refers to body language and other non-verbal clues like tone and pitch of voice that play a crucial role in the communication process;

9. Diversity: Refers to different cultures having different styles of communication, and in a country like South Africa it is important to consider the communication style of the person that you communicate with to make sure they understand your message correctly (Nieman & Bennett, 2006:276).

The above barriers influence the effective continuous communication in the organisation directly. These barriers were operationalised in the formulation of the survey questionnaire in order to determine to which extent they influence the relationship and continuous communication between managers and employees.

3.3 ORGANISATIONAL COMMUNICATION AS A PRACTICE OF INTERNAL COMMUNICATION IN ORGANISATIONS

Fielding and Du Plooy-Cilliers (2014:79) posit that communication is central to all organisations, since it refers to the way in which managers and other colleagues communicate in order to influence and assist each other to achieve overall organisational goals. Since organisations' survival and realisation are so dependent on proper communication, it is crucial to keep the various barriers in mind and to continuously avoid them as much as possible.

Jones *et al.* (2004:722) suggest that various philosophies, attitudes and practices are covered within organisational communication. This form of communication is regarded as a centralised means by which various activities are coordinated in order to align to organisational goals (Jones *et al.*, 2004:722). According to Elving (2005:129), communication is crucial to the effective implementation of any change within an organisation and if communication is not managed properly, the result is rumours and resistance to change by employees. Elving (2005:131) further argues that organisational communication has two main goals within an organisation. Firstly, it is to inform employees regarding tasks, policies and various issues that occur in the organisation. The second goal of organisational communication refers to the purpose of creating a community within the organisation.

The two goals can thus be summed up as organisational communication as a means to provide information, versus as a means to create a 'community spirit' (Elving,

2005:131). Jones *et al.* (2004:723) suggest that due to the constant change within the global corporate environment, organisations are also challenged to adapt through changing internal structures, processes and market relationships which in turn means that communication processes also need to change in order to align.

Welch and Jackson (2007:179) suggest that internal communication in an organisation is an element of organisational communication within overall integrated corporate communication in the organisation. The field of study refers to communication, as well as organisational behaviour, and is concerned with the symbolic use of language, functions and organisational goals (Welch & Jackson, 2007:180). Organisational communication is thus regarded as being as comprehensive as the overall field of communication within an organisation (Jones *et al.*, 2004:723).

According to Hahn *et al.* (2015:3), organisational communication assists employees in:
1. Accomplishing various tasks related to specific roles and responsibilities in the organisation;
2. Adapting to changes via individual and organisational creativity;
3. Completing tasks through maintaining policies, procedures and regulations in the organisation;
4. Developing relationships where 'human messages' are directed at people in the organisation regarding their attitudes, morale, satisfaction, and fulfilment;
5. Coordinate, plan and control various operations through management in the organisation.

In considering the above, Hahn *et al.* (2015:3) thus state that organisational communication refers to how organisations represent, present as well as establish their climate and culture in terms of attitudes, values and goals that characterise the organisation and its employees. Jones *et al.* (2004:723) posit that for the past two decades organisational communication has been reviewed continuously and can therefore be regarded as one of the most meticulously reviewed fields of communication.

Welch and Jackson (2007:181) suggest that there are three types of corporate communication, which includes: management communication, organisational communication and marketing communication. Organisational communication is made up of seven facets, namely: public relations, public affairs, environmental communication, investor relations, recruitment and corporate advertising.

Bourne *et al.* (2012:1607) identified six different categories most important to consider when referring to an organisation's overall performance management. The following were included in these crucial categories:

- Goal deployment - Presenting corporate objectives to individuals in the organisation;
- Communications - Both ways between the organisation and its employees;
- Leadership role models - The specific management styles taken on within the organisation;
- Incentive systems - Rewarding teams as well as individuals for their performance;
- Recognition systems - Identifying performance and values;
- Training - Opportunities for development.

Against the above literature, it becomes clear how all of the aspects regarding career development and the communication thereof form part of the 'bigger picture' within any organisation and why it is crucial for all these to be managed continuously and properly. The study aims to test the following hypothesis in terms of the effectiveness of organisational communication directed at employees in the various career stages of their career life-cycle:

H9: There is a difference between
H9(j): employees in the exploration stage of their career life-cycle -
H9(k): employees in the establishment stage of their career life-cycle -
H9(l): employees in the maintenance stage of their career life-cycle -
with regard to organisational communication in the organisation

H0: There is no difference between
H0(j): employees in the exploration stage of their career life-cycle -

3.4 MANAGEMENT COMMUNICATION AS A PRACTICE OF INTERNAL COMMUNICATION IN ORGANISATIONS

Welch and Jackson (2007:182) suggest that management communication relates to communication concerning access to resources in the organisation. Management communication furthermore relates to employee relations, mission statements and organisational development, which includes day-to-day management, strategic management and project management. From this perspective, Steyn and Puth (2000:8) refer to John Kotter's figure explaining the relationship between vision, strategy, planning and budgeting as a continuous process - in this figure the role of management is clearly seen, since management are the drivers of strategies and plans in the organisation.

Figure 10 – The continuous process of vision, strategy, planning and budgeting
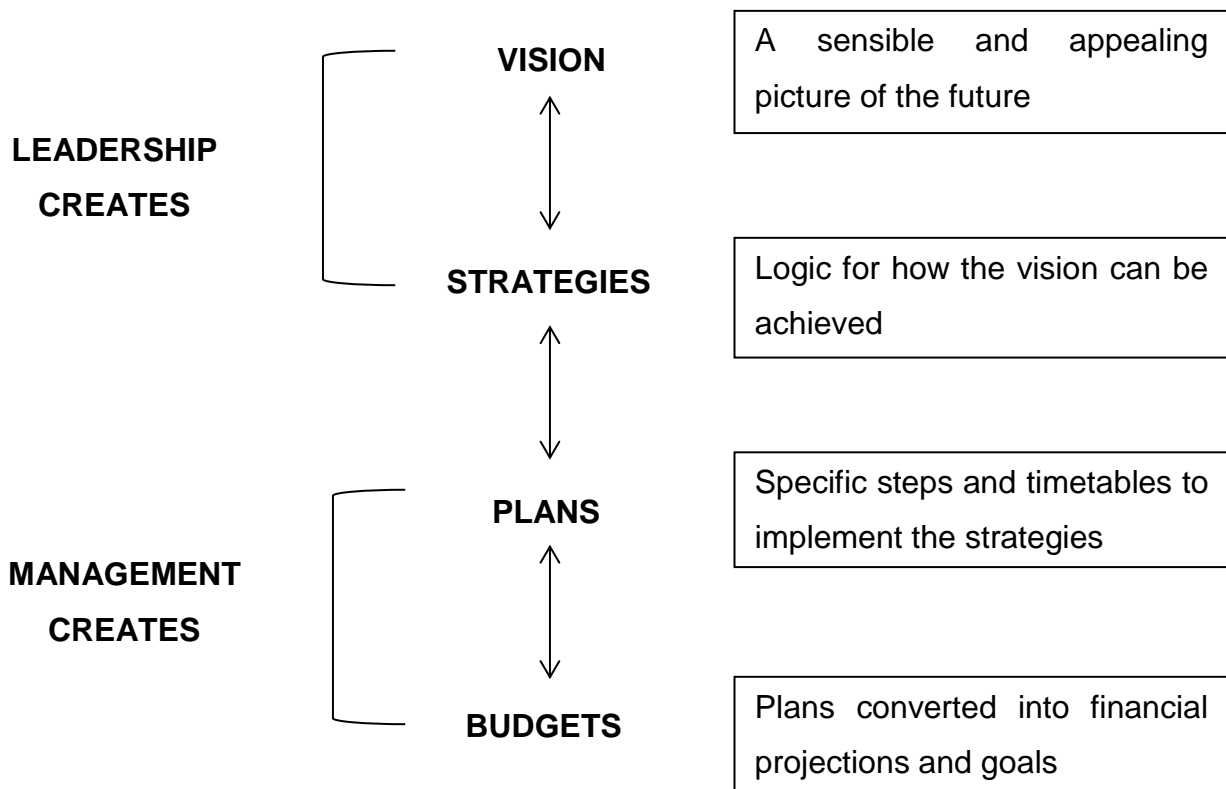
Source: Steyn & Puth (2000:8).

From the systems model of an organisation designed by Verwey and Du Plooy- Cilliers (2009:93), it becomes clear that communication as a process is the linking mechanism between subsystems and processes within the organisation. It is also clear that the interface communication provided between the individual and management subsystems points to the relative importance of communication as the vehicle of connectivity and influence between employees and their managers.

Verwey and Du Plooy-Cilliers (2009:91) have also identified a range of management competencies required from South African leadership, which are based on theoretical and applied research conducted in various industries from 1997 to 2000. These competencies include:
- Achieving business results;
- Growing relationships;
- Stewardship;
- Personal effectiveness.

When considering the above literature and the role of management in organisations, it becomes more evident why management communication plays a crucial role in the overall success of employees and the organisation as a whole.

Dasgupta *et al.* (2013:175) refer to the organisational support theory, derived from the social exchange theory when explaining how management support in organisations affects the behaviour of employees. Managers are regarded as being representatives of the organisation and if employees perceive the manager as being supportive, they automatically feel the need to return this support.

Jones and Culbertson (2011:179) suggest that performance appraisal in organisations should be focused on the relationship between managers and their employees in order to find ways to intervene and evaluate the effectiveness of performance management systems in the organisation.

According to Puth (1994:37), there is a growing recognition of the crucial importance of communication in organisations and that employees are its most important audience. There are specific principles for managers in communication which include sharing, trust, concern and respect for employees; genuine participative management; teamwork; commitment; openness to new ideas; and sincere interest in employees as people. Further to this, the role of management communication is to make ideas tangible and transform facts through the following:

- Imparting enthusiasm;
- Articulateness;
- Creative imagination and vision;
- Understanding;
- Organising;
- Delegating;
- Trust.

Steyn and Puth (2000:11) suggest that a lot of managers deem management communication, strategic communication and management skills to be the most important in their current managerial positions, but indicate that they are not sufficiently equipped with the training they receive in these skills. Further shortcomings can include: failing to make broad decisions, being unable to see the big picture, lack of management, business and planning skills and taking on a reactive instead of a proactive approach.

Dasgupta *et al. (2013:18)* suggest that the human function embedded in the communication of managers can affect the work relationships that facilitate or impede employees' attitudes and behaviours towards the organisation.

Verwey and Du Plooy-Cilliers (2009:79) refer to a number of personality traits that have been forming in managers, which include their sensitivity towards the world around them. Managers with these traits define their priorities as follows:
- The valuing of people instead of assets;
- The loosening of steering and control;
- Organising for learning;

- Shaping of the human community.

Against the above background, the study aims to test the following hypotheses in terms of how management communication is regarded by employees in the different career stages of their career life-cycle:

H10: There is a difference between
H10(m): employees in the exploration stage of their career life-cycle -
H10(n): employees in the establishment stage of their career life-cycle -
H10(o): employees in the maintenance stage of their career life-cycle -
with regard to management communication

H0: There is no difference between
H0(m): employees in the exploration stage of their career life-cycle -
H0(n): employees in the establishment stage of the career life-cycle -
H0(o): employees in the maintenance stage of the career life-cycle -
with regard to management communication

3.5 INTERNAL COMMUNICATION IN CAREER DEVELOPMENT AND SUPPORT, EMPLOYEE SATISFACTION AND EMPLOYEE BEHAVIOUR IN THE CAREER LIFE-CYCLE OF AN EMPLOYEE

Dasgupta *et al.* (2013:173) argue that effective communication can be considered as being the lifeblood of any successful organisation. It strengthens the organisation's vision; connects employees to the organisation; fosters process improvement; facilitates change and drives certain business results by changing employee behaviour. Verwey and Du Plooy-Cilliers (2009:36) argue that employee empowerment can be seen as a contract between management and employees where management proposes an opportunity to employees to have a positive impact on the way the organisation operates in a responsible and accountable manner.

Organisations need to focus on reaching certain goals, as well as satisfying employee needs (Van Rensburg, 2008:74). Employees need to be managed as resources, rather than factors of production, on the following basis:

- Employees are investments that will, if effectively managed and developed, provide long-term rewards to the organisation in the form of greater productivity;
- Policies, programmes and practices must be created to satisfy both the economic and emotional needs of employees;
- A working environment must be created for employees to be encouraged to develop and utilise their skills to their maximum potential and ability;
- Human resources programmes and practices must be implemented with the goal of balancing the goals and needs of both the organisation, as well as the employee.

Van Riel (in Welch & Jackson, 2007:181) defines corporate internal communication as an instrument of management where all consciously used forms of internal, as well as external communication, are harmonised and are as current and well-organised as possible, in order to create a favourable basis for relations with groups upon which the organisation is dependant.

According to Adler (1991:152), there are certain questions that need to be answered regarding the motivation and support of employees. These questions include:
1. What causes high productivity and employee satisfaction?
2. What rejuvenates employees to react in certain ways?
3. What drives and channels this behaviour to reach certain organisational objectives?
4. How would organisations establish certain desired behaviours?

In considering the above literature, a further explanation of how internal communication and human resources directly influence one another in achieving organisational success is provided below.

3.5.1 Internal communication and the career development and support of employees

According to Puth (1994:28), the new dimensions of competition have placed great pressure on all employees to constantly cultivate new skills, capabilities and strengths in order to stay relevant within the ever-changing corporate cycle. Barnett and Bradley (2007:618) suggest that individuals play a huge role in their own career success

considering the individualistic career management approach that organisations have adopted over the past few decades. The implication of this, on the other hand, is that unless organisations honour and develop their employees, combined with allowing them to develop themselves, the top talent will move on to greener pastures a lot sooner than necessary. Nieman and Bennett (2006:252) relate to the above in suggesting that the performance appraisal of employees is crucial in an organisation, since it is used to motivate employees in order to maximise their efforts to benefit the organisation as a whole.

The study by Mehta *et al.*, (2000:509) refers to the different career stages in suggesting that each stage has a different focus. In the exploration stage, personnel are all about finding roles in which they could succeed, with the focus being on self-discovery and the development of a professional self-image. Employees in the establishment stage want to stabilise themselves in their roles by focussing on 'getting ahead' and gaining a sense of security at work. In the maintenance stage, employees generally focus on upholding their current positions, statuses and accomplishment levels. In this stage it is less about upward mobility and more about the concern for financial compensation. The final stage, disengagement, is where workers prepare for retiring even though most employees in this stage untie from their roles long before their actual retirement age (Metha *et al.*, 2000:509).

Performance appraisal is a formal system that is used to review employees' current and past performances relative to a set of new standards. In considering the above statements, it is important for the process to include:

- Setting specific work standards;
- Assessing employees' actual performance relative to specific set standards;
- Providing feedback to employees by aiming to encourage performance that is higher than the current, set standards (Nieman & Bennett, 2006:252).

The various parties that should play a key role in the performance appraisal include the employee, peers, colleagues, customers and teams (Nieman & Bennett, 2006:252). Parvin and Nurul Kabir (2011:114) suggest that in order to achieve and maintain employee motivation and employee satisfaction to ensure organisational

commitment, companies should determine the most appropriate context of developing and supporting, delivering and communicating with its employees.

Chen *et al.* (2004:441) suggest that seeking for learning opportunities at work is a great part of career development in order to ensure job satisfaction and security for employees. Organisations thus need to start thinking about how to develop and manage their employees more as specialists, with specific combinations of knowledge and expertise built up through various career development plans and programmes.

Antoncic and Antoncic (2011:593) advise that investing in career development for employees, increases employee satisfaction. This tends to increase the quality of employees, together with individual as well as organisational performance and outcome. Barnett and Bradley (2007:619) add to this in suggesting that organisations examine their relative contributions to the organisational support they provide for employees' career development, in order to determine whether an investment in supporting career development will enable organisations to improve design strategies to achieve their overall desired results.

In considering the above and earlier literature regarding career development and support and why the communication around this is important, certain questions were posed in the survey questionnaire during the operationalisation phase of the research, to determine how career development and support relates to the internal communication processes of the organisation.

3.5.2 Internal communication and employee satisfaction

Li and Yeo (2011:201) suggest that the quality of work life has become an increasingly important consideration for both employees and employers - they refer to quality of work life as a construct that deals with the well-being of employees. The above statement leads to the observation of work as being rewarding, fulfilling, devoid of stress and other personal foreseeable consequences.

Parvin and Nurul Kabir (2011:115) suggest that employee satisfaction is a complex occurrence with multiple features, which is influenced by aspects such as

compensation, working environment, autonomy, communication, as well as the organisation's commitment towards its employees. Parvin and Nurul Kabir (2011:119) also suggest that research has been conducted to find the various contributors to employee satisfaction and to examine the effects of these contributors towards employee productivity in the organisation. These include aspects such as motivation, performance, leadership and attitudes - in considering the link between all of these, management has started turning their attention away from compensation towards other aspects that play a crucial role in employee satisfaction.

Employees' career success is not only the concern of the individual employee any longer, but is now also the concern of the organisation, since employees' personal success can eventually contribute to the overall success of the organisation in some way (Li & Yeo, 2011:202). Broady-Preston and Steel (2002:384) suggest that the improvement of employee satisfaction also has a direct effect on the improvement of customer satisfaction. It is due to this account that career development is becoming more crucial, since both the nature of the work and the organisation is changing and shaping a new relationship between individuals and organisations in terms of career development (Li & Yeo, 2011:202). From this perspective, Jiang and Klein (2000:222) refer to the Career Satisfaction Research Model in Figure 11 in order to further explain the direct link between employee satisfaction and career development.

The model below and the consideration of both the internal and external career opportunities mentioned, begs the question of whether career development and support of employees directly relate to career satisfaction and whether this in turn influences internal communication.

Figure 11 – Career Satisfaction Research Model
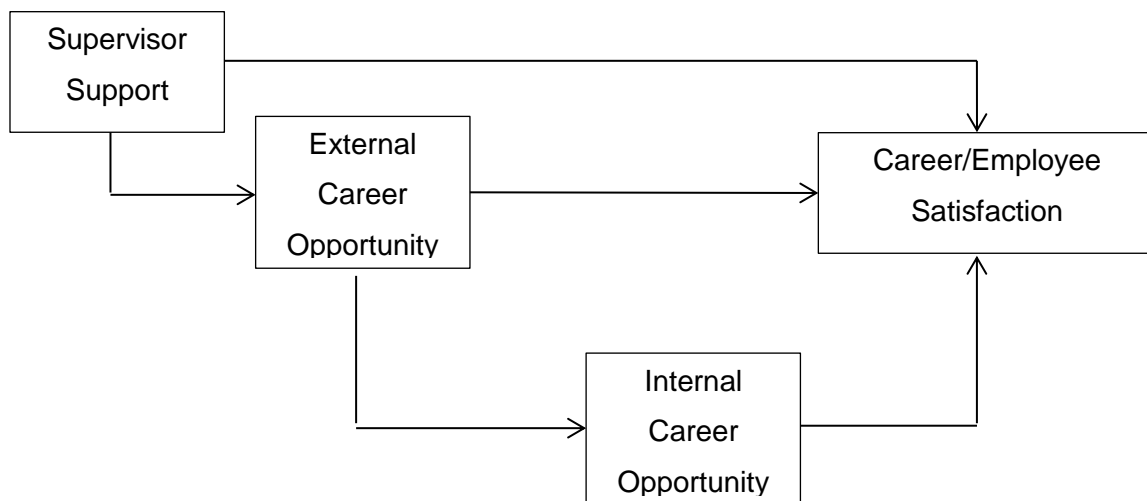
Source: Jiang & Klein, 2000:222.

Employees' regard for organisational communication refers to the way in which employees perceive the organisational communication in the organisation, where employees' regard for management communication in turn refers to the way in which they perceive the management communication in the organisation (Jiang & Klein, 2000:223).

In considering the above literature regarding employee satisfaction and the role that internal communication plays in enhancing this, the following hypotheses will be tested in terms of employee satisfaction and internal communication in the organisation:

H11: There is a relationship between the regard for organisational communication and the level of employee satisfaction in the organisation

H0: There is no relationship between the regard for organisational communication and the level of employee satisfaction in the organisation

and

H12: There is a relationship between the regard for management communication and the level of employee satisfaction in the organisation

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H0: There is no relationship between the regard for management communication and the level of employee satisfaction in the organisation

3.5.3 Internal communication and employee behaviour

Cron and Slocum Jr. (1986:13) suggest that an organisation's business strategy has a substantial influence on a person's attitude towards that organisation and that it is critical to recognise the changing career goals, know how to deal with them, and plan ahead for them. In considering the above questions, multiple motivation theories arise to address the reasons for employee behaviour. One specific theory refers to Maslow's Need Hierarchy which is, to this day, still a very applicable theory when considering employee needs and determining how to satisfy them (Adler, 1991:152). Maslow identifies five basic needs for all human beings which refer to: physiological, safety, social, esteem and self-actualisation. These are now divided into higher-order needs and lower-order needs. Higher-order needs include esteem and self-actualisation and thus influence behaviours. Higher-order needs take place only once lower-order needs have been satisfied (Adler, 1991:153).

According to Mehta *et al.*, (2000:509), rewards in an organisation can be divided into extrinsic and intrinsic rewards. Extrinsic rewards generally satisfy the lower-order needs, indicated by Maslow as physiological and safety, where the intrinsic rewards satisfy higher-order needs, indicated by Maslow as social, esteem and self-actualisation. Furthermore, Mehta *et al.*, (2000:509) state that individuals progressing through the distinct career stages generally have unique concerns, developmental tasks, personal challenges and psychological needs associated with each specific stage. Cron and Slocum Jr. (1986:12) further explicate that each of the four career stages which are exploration; establishment; maintenance and disengagement, are connected to a specific set of career concerns. It is due to this finding that it is important for an organisation's business strategy to have a significant influence on employees' behaviour towards the organisation. In referring to interest in the organisation at the various stages of the career-life cycle, Mehta *et al.* (2000:515) suggest that for employees in their early and late career stages, the most important reward tends to be the achievement of organisational and personal goals, where the highest ranked

reward for employees in the middle career stages refer to their managers' attitudes toward them.

The above literature links to the definition of Scholes (in Welch & Jackson, 2007:182) in suggesting that internal communication is the professional management of relations between all those with an interest or 'stake' in the specific organisation. It is therefore important to consider employees' interest and focus at each stage in the career life-cycle.

The above literature can also be associated with a further definition by Cheney and Christensen (in Welch & Jackson, 2007:182) that suggest three various levels of internal communication including day-to-day management of employee relations, strategic management of the organisation's mission and project management, which refers to organisational development.

In considering all of the above literature regarding employee behaviour and the important role that internal communication has in this, the study aims to test the following hypotheses:

H13: There is a relationship between the employee behaviour and the regard for organisational communication in the organisation

H0: There is no relationship between the employee behaviour and the regard for organisational communication in the organisation

and

H14: There is a relationship between the employee behaviour and the regard for management communication in the organisation

H0: There is no relationship between the employee behaviour and the regard for management communication in the organisation

3.5.4 How internal communication and employee empowerment align with overall operational success

Verwey and Du Plooy-Cilliers (2009:36) suggest that in a competitive and fast-changing environment, organisations need the energy and capacity of all their workers. Employees should feel needed and acknowledged and that they add value to the organisation through using their skills, ability and creativity in sensible ways. Management often resist the idea of empowering workers, since they believe the lie that it implies a loss of control and power for them when the truth is that it actually increases the need for operative leadership.

Van Riel and Balmer (1997:342) refer to the link between the corporate identity formation of organisations, the reputation, improvement and organisational performance by suggesting that the reputation and performance of an organisation is influenced by developments in the external environment. These include changes in competitor as well as corporate stakeholder behaviour of customers, employees and the government. Schematically this link is indicated in the figure below:

Figure 12 – Interaction between corporate identity formation, reputation, improvement and organisational performance
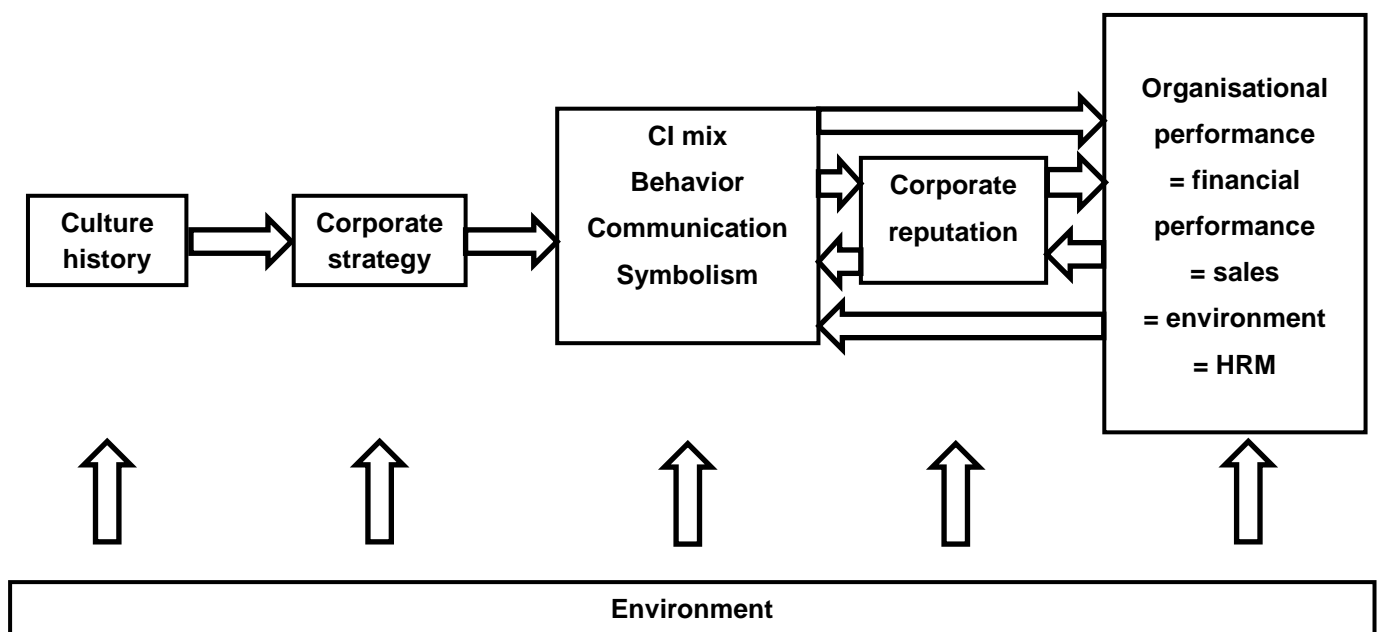
Source: Van Riel & Balmer (1997:342).

3.6 SUMMARY

Welch and Jackson (2007:180) suggest that the discipline of organisational communication focuses on the context of organisations and their specific communication processes as a way to describe and explain organisations and their communication phenomena within. The figure below can also be viewed as a strategic management centre of internal communication and as a further visual suggestion of how internal communication, management support, employee satisfaction and as a result, employee behaviour, are interlinked within an organisation.

Figure 13 – Internal communication
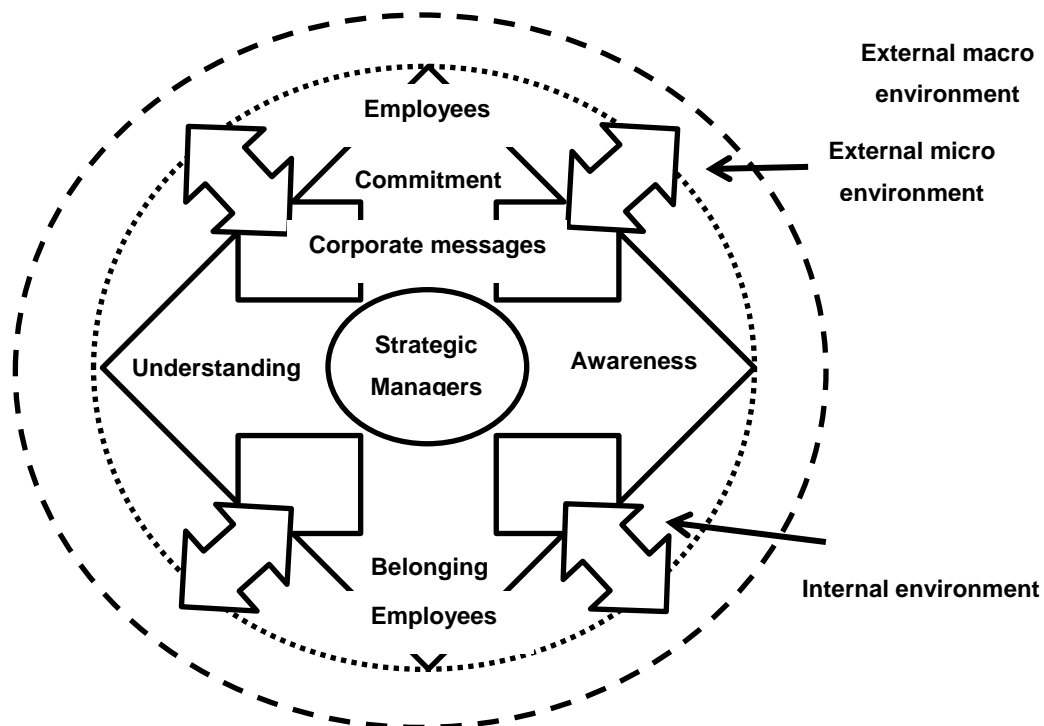
Source: Welch & Jackson (2007:186).

In the above figure, the four arrows leading from the strategic circle indicate the 'corporate messages' while the arrow tips represent the various goals of internal communication. The dotted circle is a representation of all the employees in the organisation. The above model endeavours to balance the interest of the organisation and its various publics by managing conflict with its strategic publics (Welch & Jackson, 2007:187).

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The various interrelated aims of internal communication are considered in:

1. The research of commitment and communication that focuses on day-to-day management communication;
2. Internal corporate communication, that plays a part in developing a sense of belonging for employees;
3. The awareness of environmental change;
4. Understanding how the above impacts on evolving organisational goals of internal corporate communication.

In considering the above literature and all of the literature regarding internal communication and the importance of this in human resources, the question can be presented on how organisational and management communication in the career development and support of employees specifically affects the employee satisfaction and employee behaviour in the organisation.

From all the evidence above, it can be deducted that internal communication is crucial in the career development and support of all employees and that this could enhance the employee satisfaction and employee behaviour of internal communication - specifically where organisational communication and management communication is incorporated into a career development and support plan for all employees in the stages of the career life-cycle of an employee.

The influence this will have on employee satisfaction and employee behaviour towards the organisation will ultimately affect the overall performance of the organisation. Satisfied employees are loyal, hard-working and trustworthy employees and the more organisations realise that it is not only remuneration that motivates employees, the more human resources practitioners and communications practitioners can focus on incorporating internal communication into a career development and support plan by the organisation for its employees.

CHAPTER 4: METHODOLOGICAL ORIENTATION

4.1 INTRODUCTION

Below is a breakdown of where the current Chapter fits into this specific study:

Table 5 – Chapter breakdown of the current study with focus on Chapter 4

Chapter	Description of Chapter
1	Orientation and background
2	Literature review: Career development and support for human resources
3	Literature review: Internal communication practices in organisations
4	**Methodological orientation**
5	Research results
6	Hypothesis testing
7	Evaluation of results and conclusions

According to Wagner, Kawulich and Garner (2012:52), particular paradigms may be associated with certain methodologies, for example a positivistic paradigm usually assumes a quantitative research methodology.

In considering the above, one can also ponder how we know what we know. From this perspective, the theoretical approach to the topic under study; the current literature on the subject; as well as an ethical value system were used to choose the most appropriate paradigm for the current study.

Figure 14 – Factors influencing the choice of a paradigm
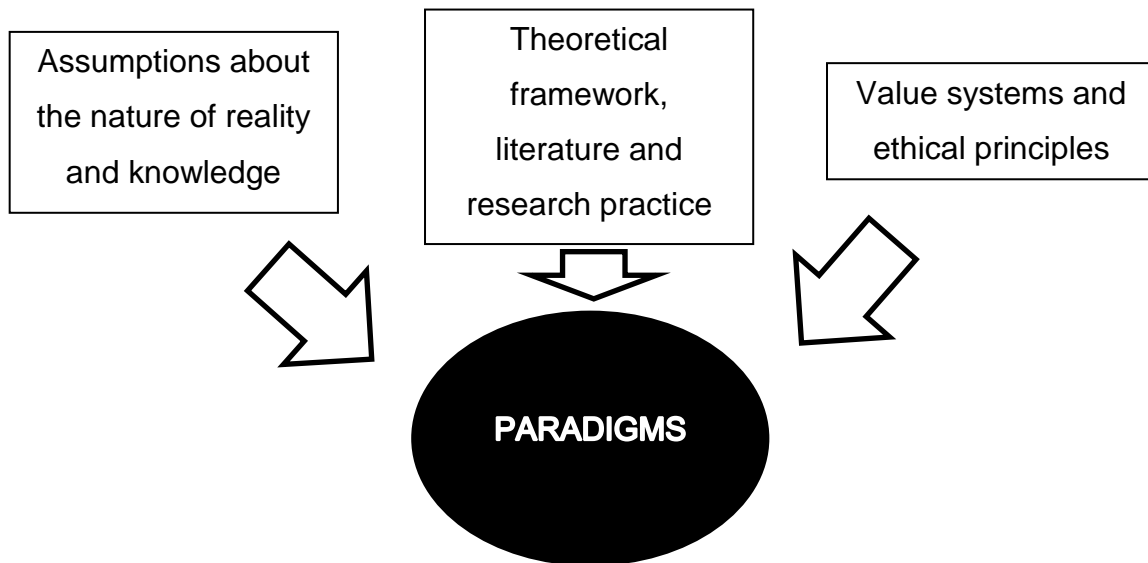
Source: Wagner *et al.* (2012:52).

4.1.1 Research design and approach

As per the above figure, various factors influence one's choice of a paradigm. In considering this and taking certain beliefs and values into account, the following research approach was chosen for the study:

4.1.2 Quantitative research approach

Quantitative research also referred to as positivist or empirical research restricts itself to data of experiences and eliminates all forms of speculation. This research form is based on the following three assumptions (Du Plooy, 2009:22):

Ontological assumptions

When it comes to the nature of reality, positivists believe that a single, tangible reality that is moderately continuous across time and setting exists. As researchers, it is part of our duty to discover what this objective and independent reality is without involving personal feelings. The reality can be discovered within a certain territory of probability through sampling (Wagner *et al.*, 2012:55). According to Du Plooy (2009:22), different

views of reality are linked to different views of communication which have changed over the years, and which strive to relate to the ideal model of a 'good' society representing democracy, liberalisation, pluralism and order.

In considering the above, a quantitative approach was chosen for the study, as the organisation in which the study was conducted is a global financial institution wherein Business Units are broken down into various departments, which in turn are broken down into Business Units. There are many different views and ways in which employees perceive certain scenarios - the researcher is specifically interested in capturing a broad spectrum of these views and opinions without getting involved with the identified employees.

Theoretical assumptions

This abstract category identifies the assumptions on which theoretical explanations of communication are based (Du Plooy, 2009:25). In the current study, theoretical assumptions were made based on the responses obtained through the survey questionnaire in order to understand the perceptions of employees regarding career development and support in the organisation and how this relates to their perception of organisational and management communication; as well as how this influences their employee satisfaction and employee behaviour towards the organisation.

Epistemological and methodological assumptions

According to Du Plooy (2009:29), surveys, experiments and statistical analysis as research methods and techniques, have been valued for many years, since they provide reliable data of communication processes that cannot necessarily be observed in any other way. When using these methods, data can be generalised to a specific target or accessible population and it provides answers regarding the effects of communication in organisations.

For the current study, focus was specifically placed on the effect of internal communication, specifically organisational and management communication in an international financial organisation in order to get a better idea regarding this from an

employee's perspective. This experiment is valuable in that certain realisations were made that cannot necessarily be determined by 'walking the floor' in the organisation.

Wagner *et al.* (2012:55) suggest that positivists view knowledge as statements of belief that can be tested empirically, that can be confirmed and verified or rejected, that can be generalised and that are stable.

Through survey research, using the identified sample (the two chosen teams) - and with the assistance of the various managers in the organisation - the data content reflect the truest version of what the study is aiming to achieve in terms of packaging the overall perceptions of employees about career development and support and how these relate to internal communication in the organisation.

4.2 CONCEPTUALISATION

Descriptive objectives describe the characteristics of singularities or relationships between variables as truly as possible. The objective of such a study refers to giving a description of the frequency with which the variable occurs by describing the degree to which two (or sometimes more) singularities relate or vary (Du Plooy, 2009:51).

In considering the above, a descriptive study was conducted, paired with survey research, using an accessible target population, to obtain the necessary data for the study.

4.2.1 Problem statement

The decision to investigate a certain research problem is often related to the researcher as an individual; to a particular institution or to a wider community or society (Du Plooy, 2009:53). The following criteria guided the study in steering towards the research problem:
- Relevancy – the current problem is relevant to communication;
- Researchability – the current problem merits scientific research;

- Feasibility – there are various resources available to investigate the current problem;
- Ethical acceptability – the participation in this study is voluntary and respondents' privacy is protected throughout the investigation into the research problem.

4.2.2 Orientation and central theoretical argument

Li and Yeo (2011:201) suggest that the 'quality of work life' has become an increasingly important consideration for both employees and employers and they refer to it as a construct that deals with the well-being of employees.

The above statement leads to the observations of work as being rewarding, fulfilling, devoid of stress and other personal foreseeable consequences. Yet we have to consider that the world of work is rapidly changing with the diversity of the world and that the need for sustainable career development throughout employees' working life is also increasing (Lee, 2007:6). This statement in turn leads us to consider where improved communication both on organisational and management level fit in (Bourne *et al.*, 2013:1602).

In referring to the problem statement below, the following subheadings all relate in order to define and further explain the problem statement for the current study in more detail:

Employee success

Employees' career success is not only the concern of the individual employee any longer, but is now also that of the organisation, since employees' personal success can eventually contribute to the overall success of the organisation in some or other way (Li & Yeo, 2011:202). Broady-Preston and Steel (2002:384) suggest that the improvement of employee satisfaction has a direct effect on the improvement of customer satisfaction as well. It is due to this account that career development is becoming more crucial, since both the nature of the work and the organisation is changing and shaping a new relationship between individuals and organisations in

terms of career development (Li & Yeo, 2011:202). Jiang and Klein (2000:222) further refer to the career satisfaction research model in order to explain the direct link between employee satisfaction and career development:

Figure 15 – Career Satisfaction Research Model

```
┌──────────────┐
│  Supervisor  │─────────────────────────────────────┐
│   Support    │                                      │
└──────────────┘                                      │
        │                                             ▼
        │        ┌──────────────┐          ┌──────────────────┐
        │        │   External   │          │  Career/Employee │
        └───────▶│    Career    │─────────▶│   Satisfaction   │
                 │ Opportunity  │          │                  │
                 └──────────────┘          └──────────────────┘
                        │                           ▲
                        │      ┌──────────────┐     │
                        │      │   Internal   │     │
                        └─────▶│    Career    │─────┘
                               │ Opportunity  │
                               └──────────────┘
```
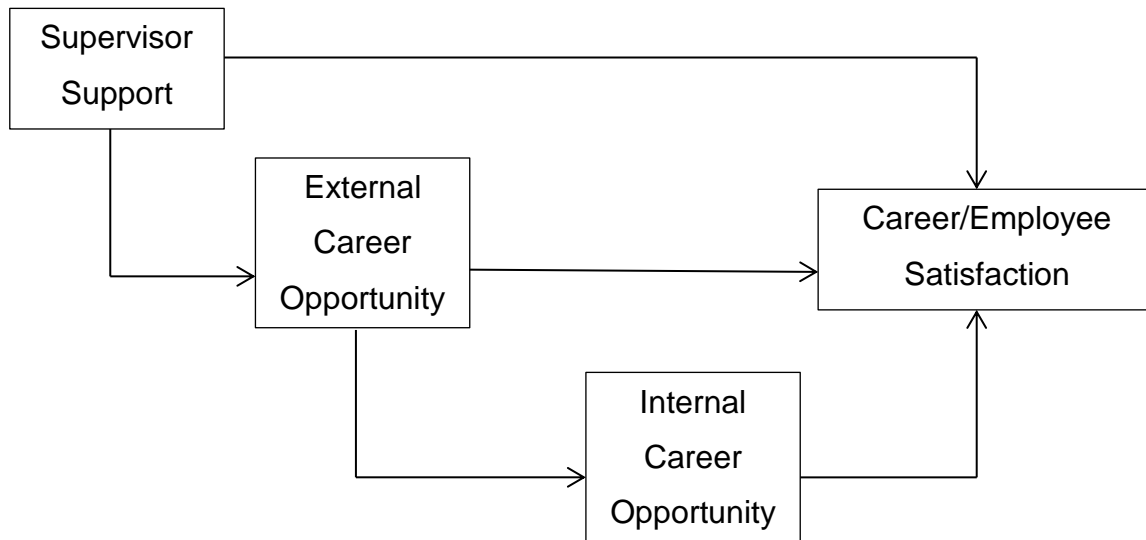
Source: Jiang & Klein, 2000:222.

In referring to the above model and considering both the internal and external career opportunities previously mentioned, the conclusion can be drawn that the career development and guidance of employees directly relate to their career success. This in turn influences the overall organisational performance.

Career development

According to Puth (1994:28), the new dimensions of competition have placed pressure on all employees to constantly cultivate new skills, capabilities and strengths in order to stay relevant within the ever-changing corporate cycle. Barnett and Bradley (2007:618) suggest that individuals play a huge role in their own career success, considering the individualistic career management approach that organisations have adopted over the past few decades. The implication of this is that unless organisations honour and develop their employees, combined with allowing their employees to

develop themselves, the top talent will move on to greener pastures a lot sooner than necessary.

Chen *et al.* (2004:441) further suggest that seeking for learning opportunities at work is a large part of career development in order to ensure employee satisfaction and employee security. Organisations should therefore think about how to develop and manage their employees more as specialists, with specific combinations of knowledge and expertise built up through various career development plans and programmes.

Antoncic and Antoncic (2011:593) advise that investing in career development for employees, increases employee satisfaction. This tends to increase the quality of employees, together with individual performance, leading to better organisational performance as a whole. Barnett and Bradley (2007:619) further add to the above statement in suggesting that organisations examine their relative contributions to the organisational support they provide for employees' career development, in order to determine whether an investment in supporting career development will enable organisations to better design strategies to achieve their overall desired results.

Aligning employee goals and needs to organisational goals and needs

Organisations have to focus on reaching certain goals, as well as satisfying employee needs (Van Rensburg, 2008:74). Employees, on the other hand, have to be managed as resources rather than factors of production, on the following basis:
- Employees are investments that will, if effectively managed and developed, provide long-term rewards to the organisation in the form of higher productivity;
- Policies, programmes and practices have to be created to satisfy both the economic and emotional needs of employees;
- A working environment have to be created for employees to be encouraged to develop and utilise their skills to its maximum potential and ability;
- Human resource programmes and practices have to be implemented with the aim of balancing the goals and needs of both the organisation, as well as the employee.

Aligning communication and employee empowerment to overall operational success

Dasgupta *et al.* (2013:173) argue that effective communication can be considered as the lifeblood of any successful organisation. It strengthens the organisation's vision; connects employees to the organisation; fosters process improvement; facilitates change; and drives certain business results by changing employee behaviour. Verwey and Du Plooy-Cilliers (2009:36) further argue that employee empowerment can be regarded as a contract between management and employees, where management proposes an opportunity to employees to have a positive input and impact on the way the organisation operates in a responsible and accountable manner.

Verwey and Du Plooy-Cilliers (2009:36) also suggest that in a competitive and fast-changing environment, organisations need the energy and capacity of all their workers. Employees should feel required and acknowledged, and that they add value to the organisation through using their skills, ability and creativity in sensible ways. Management often resist the idea of empowering workers, since they believe the lie that it implies a loss of control and power for them when the truth is that it actually increases the need for operative leadership.

In considering the above literature, the following problem statement guided the study:

4.2.3 The problem statement

In the current global financial organisation, employees are becoming more concerned with their career success and where they are headed in the organisation. The organisation, on the other hand, is placing more pressure on its employees to continuously develop new capabilities and to stay relevant in order to keep up with the universal fast-changing pace.

Communication becomes relevant in this context, specifically since the organisation's employees want to continuously be included in career development opportunities that is provided by the organisation and they want to know that the organisation supports the career development and growth of its employees. The way in which communication can be incorporated into the career development and support of this global financial institution will be investigated in this study.

The following research question and objectives based on the above literature and problem statement guided the study:

4.2.4 Research question

What effect does the incorporation of internal communication - specifically organisational communication and management communication – have on the career development and support of employees of a global financial organisation, with specific reference to employee satisfaction and employee behaviour in the different career stages of the career life-cycle of an employee?

From the above research question, the following objectives were formulated to further guide the study:

4.2.5 Research objectives

The objectives of a quantitative research design are usually stated to define, forecast and clarify quantities, degrees and relationships, and to simplify from a sample to the target or accessible population by collecting numerical data (Keyton, 2011:36).

In considering the literature above, as well as the research problem and research question that guided the study, the following research objectives were formulated:

Primary research objective

To determine the effect of the incorporation of internal communication –organisational communication and management communication – on the career development and support, employee satisfaction and employee behaviour of employees in the different stages of the career life-cycle of an employee in a global financial organisation.

Secondary research objectives

1. To determine the effect of the incorporation of internal communication – organisational communication and management communication – on the career development and support of employees in the different stages of the career life-cycle of an employee in the organisation.

2. To determine the effect of the incorporation of internal communication – organisational communication and management communication – on employee satisfaction and employee behaviour in the organisation.

3. To determine whether the level of agreement for career development and support differ for employees in the different stages of the career life-cycle of an employee in the organisation.

4. To determine whether the regard for internal communication - organisational communication and management communication – differ for employees in the different stages of the career life-cycle of an employee in the organisation.

5. To determine whether the career development and support in the organisation influence employee satisfaction and employee behaviour or whether the latter influence the former.

6. To determine whether the level of employee satisfaction influences the current employee behaviour in the organisation or whether the latter influences the former.

7. To determine whether the level of employee satisfaction and employee behaviour differ for employees in the different stages of the career life-cycle of an employee in the organisation.

4.3 HYPOTHESIS FORMULATION

In quantitative research, measurement and observation is used by researchers in order to represent certain amounts, frequencies, degrees, values or intensity (Keyton, 2011:36). Researchers rely on hypotheses in order to direct their quantitative enquiry. A hypothesis refers to an educated guess or assumption that is based on a literature review conducted by the researcher (Keyton, 2011:43). A logical explanation for the difference or similarity needs to be tested between two or more variables and therefore certain concepts and constructs are formulated to base these tests on.

Based on the above explanation, various concepts and constructs were identified from the literature review in order to further guide the study to enable the compilation of different hypotheses to be tested. The following Table serves as a breakdown of the concepts and constructs that were formulated:

Table 6 – Concept and construct identification regarding the use of internal communication in human resource practices

Section	Formulated concept	Formulated construct
Section A	Concept 1 Human Resources (as discussed in Chapter 2)	Construct 1 Career development and support (as addressed in Items 1 to 4 of the data collection instrument)
		Construct 2 Employee satisfaction (as addressed in Item 5 of the data collection instrument)
		Construct 3 Employee behaviour (as addressed in Item 6 of the data collection instrument)
Section B	Concept 2 Internal communication practices in organisations (as discussed in Chapter 3)	Construct 1 Organisational communication (as addressed in Item 7 of the data collection instrument)
		Construct 2 Management communication (as addressed in Item 8 of the data collection instrument)

Directional hypotheses propose the prediction of how variables are related; and are measured by observing these (Du Plooy, 2009:80). In considering the above concepts and constructs for the current study, the Table below indicates the hypotheses that were formulated according to the specific identified concept and construct. The

hypotheses as stated below are numbered as they appear in the various literature review Chapters.

4.3.1 Formulated hypotheses

The Table below links to Table 6 in referring to how each formulated hypothesis link to each formulated concept and construct accordingly:

Table 7 – Hypothesis formulation according to concepts and constructs for the use of internal communication in human resources practices

Formulated hypothesis	Concept / construct addressed
H1: There is a difference between *H1(a): employees in the exploration stage of the career life-cycle of an employee -* *H1(b): employees in the establishment stage of the career life-cycle of an employee -* *H1(c): employees in the maintenance stage of the career life-cycle of an employee -* *with regard to career development and support in the organisation* *H0: There is no difference between* *H0(a): employees in the exploration stage of the career life-cycle of an employee -* *H0(b): employees in the establishment stage of the career life-cycle of an employee -* *H0(c): employees in the maintenance stage of the career life-cycle of an employee -* *with regard to career development and support in the organisation*	Concept 1 (Construct 1)
H2: There is a difference between	Concept 1

H2(d): employees in the exploration stage of the career life-cycle of an employee - *H2(e): employees in the establishment stage of the career life-cycle of an employee -* *H2(f): employees in the maintenance stage of the career life-cycle of an employee -* *with regard to the level of employee satisfaction in the organisation* *H0: There is no difference between* *H0(d): employees in the exploration stage of the career life-cycle of an employee -* *H0(e): employees in the establishment stage of the career life-cycle of an employee -* *H0(f): employees in the maintenance stage of the career life-cycle of an employee -* *with regard to the level of employee satisfaction in the organisation*	(Construct 2)
H3: There is a relationship between the level of employee satisfaction and the level of agreement for career development and support in the organisation *H0: There is no relationship between the level of employee satisfaction and the level of agreement for career development and support by employees in the organisation*	Concept 1 (Construct 1 and 2)
H4: There is a relationship between employee behaviour and the level of agreement for career development and support in the organisation *H0: There is no relationship between employee behaviour and the level of agreement for career development and support in the organisation*	Concept 1 (Construct 1 and 3)
H5: There is a difference between	Concept 1

H5(g): employees in the exploration stage of the career life-cycle of an employee - *H5(h): employees in the establishment stage of the career life-cycle of an employee -* *H5(i): employees in the maintenance stage of the career life-cycle of an employee -* *with regard to employee behaviour in the organisation* *H0: There is no difference between* *H0(g): employees in the exploration stage of the career life-cycle of an employee -* *H0(h): employees in the establishment stage of the career life-cycle of an employee -* *H0(i): employees in the maintenance stage of the career life-cycle of an employee -* *with regard to employee behaviour in the organisation*	(Construct 3)
H6: There is a relationship between the level of employee satisfaction and the employee behaviour in the organisation *H0: There is no relationship between the level of employee satisfaction and the employee behaviour in the organisation*	Concept 1 (Construct 2 and 3)
H7: There is a relationship between the regard for organisational communication and the level of agreement for career development and support *H0: There is no relationship between the regard for organisational communication and the level of agreement for career development and support*	Concept 1 (Construct 1) and Concept 2 (Construct 1)
H8: There is a relationship between the regard for management communication and the level of agreement for career development and support in the organisation	Concept 1 (Construct 1) and Concept 2 (Construct 2)

H0: There is no relationship between the regard for management communication and the level of agreement for career development and support in the organisation	
H9: There is a difference between *H9(j): employees in the exploration stage of the career life-cycle of an employee -* *H9(k): employees in the establishment stage of the career life-cycle of an employee -* *H9(l): employees in the maintenance stage of the career life-cycle of an employee -* *with regard to organisational communication in the organisation* *H0: There is no difference between* *H0(j): employees in the exploration stage of the career life-cycle of an employee -* *H0(k): employees in the establishment stage of the career life-cycle of an employee -* *H0(l): employees in the maintenance stage the career life-cycle of an employee -* *with regard to organisational communication in the organisation*	Concept 2 (Construct 1)
H10: There is a difference between *H10(m): employees in the exploration stage of the career life-cycle of an employee -* *H10(n): employees in the establishment stage of the career life-cycle of an employee -* *H10(o): employees in the maintenance stage of the career life-cycle of an employee -* *with regard to management communication in the organisation* *H0: There is no difference between*	Concept 2 (Construct 2)

H0(m): employees in the exploration stage of the career life-cycle of an employee - *H0(n): employees in the establishment stage of the career life-cycle of an employee -* *H0(o): employees in the maintenance stage of the career life-cycle of an employee -* *with regard to management communication in the organisation*	
H11: There is a relationship between the regard for organisational communication and the level of employee satisfaction in the organisation *H0: There is no relationship between the regard for organisational communication and the level of employee satisfaction in the organisation*	Concept 1 (Construct 2) and Concept 2 (Construct 1)
H12: There is a relationship between the regard for management communication and the level of employee satisfaction in the organisation *H0: There is no relationship between the regard for management communication and the level of employee satisfaction in the organisation*	Concept 1 (Construct 2) and Concept 2 (Construct 2)
H13: There is a relationship between the employee behaviour and the regard for organisational communication in the organisation *H0: There is no relationship between the employee behaviour and the regard for organisational communication in the organisation*	Concept 1 (Construct 3) and Concept 2 (Construct 1)
H14: There is a relationship between the employee behaviour and the regard for management communication in the organisation	Concept 1 (Construct 3) and Concept 2 (Construct 2)

H0: There is no relationship between the employee behaviour and the regard for management communication in the organisation	

All of the above hypotheses were considered throughout the literature review in order to obtain the necessary evidence to build a case around the problem statement and the objectives to be achieved. The survey questionnaire as data collection tool was formulated according to each specific concept/construct and objective in order to ensure that the tool addresses each specific hypothesis to be tested.

In addition to the Table above, the Table below serves as a summary of how each hypothesis is associated with the objective to be achieved:

Table 8 – A summary of the objectives and their associated hypotheses

Objective	Formulated objective to be measured	Hypotheses associated with specific objectives
Primary objective	To determine the effect of the incorporation of internal communication – organisational communication and management communication – on the career development and support, employee satisfaction and employee behaviour of employees in the different stages of the career life-cycle of an employee in a global financial organisation	*H1; H2; H3; H4; H5; H6; H7; H8; H9; H10; H11; H12; H13 and H14*
Secondary objectives	To determine the effect of the incorporation of internal communication – organisational communication and management communication – on the career development and support of employees in the different stages of the	*H7 and H8*

	career life-cycle of an employee in the organisation	
	To determine the effect of the incorporation of internal communication – organisational communication and management communication – on employee satisfaction and employee behaviour in the organisation	*H11; H12; H13 and H14*
	To determine whether the level of agreement for career development and support differ for employees in the different stages of the career life-cycle of an employee in the organisation	*H1*
	To determine whether the regard for internal communication – organisational communication and management communication – differ for employees in the different stages of the career life-cycle of an employee in the organisation	*H9 and H10*
	To determine whether the career development and support in the organisation influences employee satisfaction and employee behaviour or whether the latter influence the former	*H3 and H4*
	To determine whether the level of employee satisfaction influences the current employee behaviour in the organisation or whether the latter influences the former	*H6*
	To determine whether the level of employee satisfaction and employee behaviour differ for employees in the	*H2 and H5*

different stages of the career life-cycle of an employee in the organisation	

4.4 SAMPLING

Sampling suggests a rigorous process of selecting units of analysis from a specific target or available population (Du Plooy, 2009:108) in order to obtain accurate and truthful data through questioning, analysis and investigation. This process is referred to as a census, and specifically in quantitative research, the sample of the target should be extracted in a way that it represents the population (Du Plooy, 2009:108).

In considering the above, the following sampling method was identified for this study:

4.4.1 Selecting a sample size

According to Wagner *et al.* (2012:87) it is important, especially in quantitative research, to ensure that the sample selected will best approximate the characteristics of the population in order to avoid sampling error. The sampling error refers to the difference between the characteristics of the population and the characteristics of the sample. Du Plooy (2009:109) suggests that sampling error can be eliminated through considering the accuracy, with which the sample is drawn, as well as the level of confidence and the amount of error that will be tolerated during the study.

In considering the above for the current study, two very specific Business Units called, the 'Service Operations,' consisting of 800 employees and the 'Business Transformation Office,' consisting of 200 employees within the organisation were selected, since these Business Units represent a part of the truest versions of what the organisation does, which is servicing customers over the phone via a call centre (Service Operations), as well as the back office work that goes into making these customer calls quick and effective (Business Transformation Office). These areas are customer facing and non-customer facing respectively, and include employees in all of the applicable corporate grades (BA2; BA3; BA4; AVP and VP) and in different career stages, in order to see how employees on different levels perceive the internal

communication used in career development and support processes in the organisation.

Du Plooy (2009:112) suggests that the best way to reduce the occurrence of a sampling error is to select a large sample, since the larger the sample, the more demonstrative it is of the population, which increases the generalizability of the results to the population. Keyton (2011:124) posits that as the population size increases, the sampling ratio required to achieve statistical accuracy decreases and that a larger sample is therefore needed in order to represent the population when the amount of variability within the group is greater.

The Table below suggests a shortcut to selecting a sample size and standard tolerated error:

Table 9 – Simple random sampling sizes at 95% confidence level

Target population size	Sample size
500 000	384
100 000	384
50 000	381
10 000	370
5 000	357
3 000	341
2 000	322
1 000	278

Source: Du Plooy, 2009:113.

The above is merely a guide - it is crucial to recognise that the sample drawn is not always the apprehended sample. This is predominantly relevant in survey research conducted by self-administered postal questionnaires, where the response rate is usually low. If the researcher wants a realised sample of 381 and anticipate a 10% response rate, the size of the sample drawn should increase to 3810.

Further suggestions refer to (Keyton, 2011:88):

1. Obtaining the largest sample size possible in order to reduce sampling error;
2. Using enough subjects from the initial pool of subjects to account for breaking into the different groups;
3. Increasing the sample size to 50% due to questionnaires being sent out and only a portion of respondents willing enough to complete these and respond accurately;
4. Using only the necessary sample size to draw findings and conclusions from and not wasting time on a larger pool than necessary.

In considering the above, as well as the fact that one of the geographical measures of the study refers to the specific business area of the respondent in the organisation, the Heads of Departments assisted in driving the initiative to encourage completion. This was in order for employees to understand the 'benefit' for them behind the study and how they contributed to enhancing career development and support, as well as the communication thereof, in the long run.

4.4.2 Choosing a sampling technique

Probability sampling is generally a preferred technique to use in quantitative studies, due to the non-systematic, random selection of participants (Keyton, 2009:89), which suggests that the chances of the sample representing the population is greater than in non-probability sampling. Probability sampling also allows for calculations in order to determine statistically if an individual will be included in the sample in order to make more accurate predictions during the study.

For the current study, probability sampling was used due to the nature of the study, as well as the rapport that the researcher has built with both of the current Heads of Departments for the selected business areas and team. The researcher has also built a rapport with the involved Human Resources partners and management who assisted in providing the names of possible participants. An alpha list of all employees within the respective business areas were used, where after a communication regarding the study was sent to all employees regarding the study.

Keyton (2011:90) suggests that stratified random sampling can be used if there are different, clearly identifiable and non-overlapping sub-populations within the wider population.

For this study, employees have already been divided into two different business areas, namely: specialised (Business Transformation Office) and non-specialised (Service Operations). These sub-populations are homogenous groups within the wider population (Keyton, 2011:91) in terms of their corporate grades (employees in specialised business areas generally have higher corporate grades than employees in a non-specialised areas); overall salary and benefit levels; as well as their level of work intensity and responsibilities.

Keyton (2011:90) further advises that simple random sampling within these groups should then be conducted by firstly dividing the frame into their sub-populations and then using the simple random sampling method within each of these strata.

For the current study, the alpha lists of employees have already been divided into the two business areas. Within both of these groups, a set of random numbers was used to pick the applicable participants for the study after numbering all of them consecutively. Survey questionnaires were distributed accordingly via an email with a link to the Qualtrics website where the survey was to be completed.

4.4.3 Possible implications of sampling

According to Du Plooy (2009:119), there are certain advantages as well as disadvantages associated with stratified random sampling, which are summarised in the below Table:

Table 10 – Stratified random sampling

Advantages or strengths	Disadvantages or weaknesses
1. Easy to draw in a small population with an existing sampling frame;	1. Time-consuming in a large population, unless a computer is

2. The characteristics can be represented in the sample in the proportion they occur in the population, ensuring the representativeness of the variables;	used to automatically draw the sample;
	2. A list of population parameters has to be compiled as a sampling frame;
3. Accuracy is increased due to eliminated sampling bias;	3. In case of no existing sampling frame, data-collection costs will increase due to each unit needing to be checked to determine if it belongs to the stratum quota;
4. A sample can be drawn by means of a computer;	
5. Sampling error is reduced;	4. Selected units may have to be rejected from the sample if the stratum quota is full.
6. Sample is drawn from similar sub-groups.	

Source: Du Plooy (2009:119).

In considering the above, as well as taking the current population and aimed sample into account, this technique was still considered to be the most applicable due to the clear distinction between sub-groups via the business areas. The study further considered that, within the overall business, the current population (chosen teams) is a relatively small, yet accurate representation with an existing sample frame. The characteristics of the various sub-groups are also similar according to income level and work responsibility level, which can be considered as a proper representation of the business as a whole.

In considering some of the disadvantages, none of the above-mentioned seemed to be a problem for this study, and the necessary support could be provided in order to draw accurate data.

4.5 OPERATIONALISATION

It is important in research to define the meaning of particular terms or concepts in such a way that it allows us to describe or measure the accuracy thereof. This is known as operationalisation (Wagner *et al.*, 2012:5). Measuring instruments established during a research study will rely on various factors including the nature of the problem and

whether the methodological preference is qualitative and/or quantitative (Du Plooy, 2009:72).

4.5.1 Survey method

A survey refers to a system for collecting descriptive, comparable, explanatory information through asking questions and having participants respond to stimuli statements (Keyton, 2011:161). Surveys enable us to collect large amounts of data about variables like people's lifestyles, attitudes, demographics and motives. This form of data collection is relatively inexpensive; occurs in a realistic setting; and is not necessarily bound by geographic settings (Du Plooy, 2009:189).

For the current study, survey questionnaires were distributed on the internet via the survey tool, Qualtrics. The link to the survey was distributed to all of the applicable respondents via an email that was sent by the Heads (as discussed earlier in the Chapter) to encourage participation and to excite employees about the research study's purpose and benefits for employees.

The reasons for using an internet survey for the current study include the following advantages (Wagner *et al.,* 2012:102):
- This is a cost-effective and fast way to reach quite a large group of respondents in a short time;
- Great volumes of data were gathered in a far shorter time than an email survey would have taken;
- There was no concern of respondents' identity being given away due to handwriting;
- The responses were automatically captured and analysed immediately.

4.5.2 Measurement level

According to Wagner *et al.* (2012:126), there are two reasons why the way in which we choose to identify and measure certain variables are important:
1. Sound and accurate data allow us to draw true, valid and meaningful conclusions;
2. Errors in measurement lead to bias in the eventual findings.

The measurement procedures used must be structurally similar to that which we aim to investigate (Wagner *et al.*, 2012:127). When making use of ordinal level measurement, rank order is used to determine differences between variables (Wagner *et al.*, 2012:129). This level differs from nominal measurement in that the numerals used to label categories should follow the correspondence rule and should have two characteristics. The first characteristic refers to numerals that are used to rank specific categories in relation to one another. The second characteristic refers to the distances between each specific numeral that is used to rank the categories as unfit.

For the current study, the ordinal level measurement was used for coding and classifying the variables. Since the survey questionnaire revolves around people's behaviour and perceptions, the variables have been numbered in a low to high ranking order. A five-point Likert scale was the primary scale used throughout the survey questionnaire (refer to Section 4.6.4) and statements were rated from 1 (Strongly disagree) up to 5 (Strongly agree) or 1 (No influence) up to 5 (Very large influence) predominantly.

4.5.3 Scale consideration

The procedure that was followed to construct the items based on a Likert scale was as follows (Du Plooy, 2009:142):

1. A large number of positively worded statements, together with contradicting statements based on and taken mostly from the literature review regarding specific constructs, were formulated;
2. A pilot test was undertaken by selecting a random sample of five subjects who were asked to rate the statements to indicate their level of agreement or disagreement with each statement. A five-point scale was used to score each statement;
3. The responses were coded and re-evaluated in order to determine the items with high versus low scores;
4. The statements for the final scales were formulated and packaged into various items used in the data collection instrument.

Below are two examples of how the Likert scale items were used in the final survey questionnaire for coding. Refer to the next section regarding development of the measuring instrument to view scales for each specific item:

Figure 16 – First example of a Likert scale item used in the measuring instrument

There is a career development and support culture in the wider organisation	
Choice	(Score assigned)
Strongly disagree	1
Somewhat disagree	2
Neither agree nor disagree	3
Somewhat agree	4
Strongly agree	5

Figure 17 – Second example of a Likert scale item used in the measuring instrument

The level of influence that access to training and development programmes has on my employee satisfaction in the organisation	
Choice	(Score assigned)
No influence	1
Little influence	2
Moderate influence	3
Large influence	4
Very large influence	5

Further to the Likert scales, the answers to the demographic items in the survey questionnaire were obtained through categorical responses (Keyton, 2011:169). Multiple-choice, single response scales were used for all of the demographic items in the measuring instrument.

Below is an example of how the multiple-choice, single response scale items that were used in the final survey questionnaire were coded (Refer to the next section regarding the development of the measuring instrument to view the scales for each specific question):

Figure 18 – Example of a multiple-choice, single response scale item used in the measuring instrument

Please indicate your gender	
Male	Female
1	2

4.6 MEASURING INSTRUMENT

For the survey to be most effective, certain features were considered while conducting the research (Keyton, 2011:164).

4.6.1 Development of survey questionnaire as measuring instrument

1. The survey was part of a sound research study conducted within a specific organisation;
2. The items in the survey instrument are straightforward;
3. The survey respondents have been chosen specifically to represent a population appropriate to the research question and hypotheses;
4. The survey has been confirmed as both valid and reliable (tested and referred to in the next section);
5. The participants' responses were analysed within the context of the questions that were asked;
6. Survey results are reported accurately and ethically (tested and referred to in the next section and next Chapter).

Further to the above, the development of the survey questionnaire was guided by the research question and research hypotheses developed in the early stages of the research study. The items were formulated according to the concepts and constructs (Keyton, 2011:165). Multiple items were used to address each specific objective.

In addition to the features mentioned above, the survey for the current study is based on the following principles (Wagner *et al.*, 2012:103):

1. The survey is titled according to the overall research study and what is being investigated (refer to Section 4.6.4);

2. The survey was accompanied by an applicable cover letter to briefly explain the overall aim, outlining all the ethical issues and ensuring the confidentiality and anonymity of respondents (refer to Section 4.6.4);

3. The length of the survey was carefully considered and was proven to take a maximum of 12 minutes during the pre-test run (refer to Section 4.6.4);

4. The format and types were also considered in order to make the survey as user friendly as possible for respondents. The entire survey is based on scales and no open-ended questions were included (refer to Section 4.6.4);

5. During the compilation of the survey, the opinion and assistance of the researcher's supervisor, together with the input of a statistician, were considered to make sure the questionnaire is appropriate and valid (refer to Section 4.6.4);

6. Definitions and explanations have been provided in the questionnaire in order to ensure that the respondents know what is expected (refer to Section 4.6.4).

A funnel approach was used in the survey questionnaire, where general questions were asked first; then more specific questions; and personal (demographic) questions were placed at the end (Wagner *et al.,* 2012:104). This was in order to ensure that respondents are at ease before being asked to answer personal, direct questions (refer to Section 4.6.4).

4.6.2 Development of survey questionnaire items

In order to obtain the most accurate, meaningful data from the survey questionnaire, the study paid close attention to how each specific item was worded (Wagner *et al.*, 2012:104) and also considered the following:

1. Through consideration of respondents' corporate grades and level in the organisation, the background and circumstances of respondents were considered to ensure that the respondents are familiar with the language used in the survey;

2. Questions were formulated to be clear and unambiguous, by being as specific as possible to ensure respondents understood questions in the way they were intended by the study;

3. Answers were required on only one specific dimension to ensure that double-barrelled questions were avoided;

4. The study has taken into account all possible answers by using multiple choice items for respondents to choose from at each specific question;

5. The study has pursued a variability of responses in order to make sure that there is a wide range of responses to work with during the analysis;

6. The study has avoided questions that are put in a negative sense, especially double negatives. This was in order to ensure that the responses are easy to interpret and respondents don't get confused;

7. Questions do not imply desired answers - all the questions ask for opinions in a neutral manner in order to make sure respondents do not feel pressured;

8. Unfamiliar words and abbreviations were avoided - the study ensured that the language usage addresses the specific population on their level;

9. Presuppositions were avoided as far as possible; the study ensured that no assumptions were made regarding the respondents' circumstances.

Closed questions were used throughout the study, since Likert scales were the primary scales used (as referred to earlier in the section). The reason for using closed questions pertains to, amongst others, the sample size that was used for the current study.

The Table below indicates and explains how each item relates to a specific concept and construct, and how it is positioned to link to each hypothesis:

Table 11 – Items specific to concepts/constructs and hypotheses:

Section A: Career development and support
Hypotheses being addressed
Items 1 to 4 were formulated in order to address all the hypotheses regarding career development and support in order to support these, and to enable the drawing of specific relationships between variables. The included hypotheses are *H1; H3; H4; H7 and H8* as seen in Section 3 regarding hypothesis formulation.
Concept / construct being addressed

1. Item 1 (refer to Section 4.6.4) specifically looks at career development and support in order for the study to get a proper idea of how employees regard the overall career development and support in the organisation, as well as the career development and support in their teams specifically. As previously mentioned, this question addresses the human resources concept (Concept 1), specifically career development and support (Construct 1) in the organisation;

2. Item 2 (refer to Section 4.6.4) looks at the career development and support plan in order for the study to get a further idea of how employees regard the overall career development and support in the organisation. As previously mentioned, this question also addresses the human resources concept (Concept 1), specifically career development and support (Construct 1) in the organisation;

3. Item 3 (refer to Section 4.6.4) looks at mentorship as an aspect of career development and support in order for the study to understand how employees regard mentorship in the organisation and if they see a relationship between mentorship and career development and support in the organisation. As previously mentioned, this question addresses the human resources concept (Concept 1), specifically career development and support (Construct 1) in the organisation;

4. Item 4 (refer to Section 4.6.4) looks at teamwork as an aspect of career development and support in order for the study to understand how employees regard teamwork in the organisation and if they see a relationship between teamwork and career development and support in the organisation. As previously mentioned, this question addresses the human resources concept (Concept 1), specifically career development and support (Construct 1) in the organisation.

Section B: Employee satisfaction
Hypotheses being addressed
Item 5 was formulated in order to address all the hypotheses regarding employee satisfaction in order to support these and to draw specific relationships between variables. The included hypotheses are *H2; H3; H6; H11 and H12* as seen in Section 3 regarding hypotheses formulation.
Concept / construct being addressed

1. Item 5.1 (refer to Section 4.6.4) specifically looks at employee satisfaction as an aspect of career development and support in order for the study to understand the current level of employee satisfaction in the organisation. As previously mentioned, this question addresses the human resources concept (Concept 1), specifically employee satisfaction (Construct 2) in the organisation;
2. Item 5.2 (refer to Section 4.6.4) specifically looks at employee satisfaction as an aspect of career development and support in order for the study to understand what factors currently affect employee satisfaction in the organisation. As previously mentioned, this question addresses the human resources concept (Concept 1), specifically employee satisfaction (Construct 2) in the organisation.
Section C: Employee behaviour
Hypotheses being addressed Item 6 was conducted in order to address all the hypotheses regarding employee behaviour in order to support these and to draw specific relationships. The included hypotheses are *H4; H5; H6; H13 and H14* as seen in Section 3 regarding hypothesis formulation.
Concept / construct being addressed 1. Item 6.1 (refer to Section 4.6.4) specifically looks at employee behaviour as an aspect of career development and support in order for the study to understand the current employee behaviour in the organisation. As previously mentioned, this question addresses the human resources concept (Concept 1), specifically employee behaviour (Construct 3) in the organisation; 2. Item 6.2 (refer to Section 4.6.4) specifically looks at the actual employee behaviour in order for the study to understand how employees currently behave in the organisation. As previously mentioned, this question addresses the human resources concept (Concept 1), specifically employee behaviour (Construct 3) in the organisation.
Section D: Organisational communication
Hypotheses being addressed Item 7 was conducted in order to address all the hypotheses regarding organisational communication in order to support these and to draw specific

relationships. The included hypotheses are *H7; H9; H11 and H13* as seen in Section 3 regarding hypotheses formulation.
Concept / construct being addressed
1. Item 7 (refer to Section 4.6.4) specifically looks at organisational communication as an aspect of internal communication in order for the study to understand how employees currently regard organisational communication in the organisation. As previously mentioned, this question addresses the internal communication concept (Concept 2), specifically organisational communication (Construct 1) in the organisation.
Section E: Management communication
Hypotheses being addressed   Item 8 was conducted in order to address all the hypotheses regarding management communication in order to support these, and to draw specific relationships between variables. The included hypotheses are *H8; H10; H12 and H14* as seen in Section 3 regarding hypothesis formulation.
Concept / construct being addressed
1. Item 8.1 (refer to Section 4.6.4) specifically looks at management communication as an aspect of internal communication in order for the study to understand how employees currently regard management communication in the organisation. As previously mentioned, this question addresses the internal communication concept (Concept 2), specifically management communication (Construct 2) in the organisation;   2. Item 8.2 (refer to Section 4.6.4) specifically looks at management communication as an aspect of internal communication in order for the study to determine to what extent employees feel that there are communication barriers between them and their managers in the organisation. As previously mentioned, this question addresses the internal communication concept (Concept 2), specifically management communication (Construct 2) in the organisation.
Section F: Demographic information
Hypotheses being addressed   Items 9 to 12 were formulated in order to obtain some demographic information regarding the target population. Item 9, however, is applicable to some of the

hypotheses regarding the different stages of the career life-cycle of an employee in the organisation. This was formulated in order to draw specific relationships between variables. The included hypotheses are *H1; H2; H5; H9 and H10* as seen in Section 3 regarding hypotheses formulation.

Concept / construct being addressed

1. Item 9 (refer to Section 4.6.4) specifically looks at the different stages in the career life-cycle of an employee in order for the study to determine at which level employees, who were part of the sample, currently are in their organisation. This item does not relate to a concept or a construct - this is merely demographic information that will enable the drawing of certain relationships between variables;

2. Item 10 (refer to Section 4.6.4) refers to the gender of the respondent in order for the study to draw conclusions and relationships between variables. This item is not for purposes of addressing a specific concept or construct;

3. Item 11 (refer to Section 4.6.4) refers to the age category in which respondents are in order for the study to draw conclusions and relationships between variables. This item is merely for demographic purposes and not for addressing a specific concept or construct;

4. Item 12 (refer to Section 4.6.4) refers to the Business Unit in which the various respondents are in order for the study to draw conclusions and relationships between variables. This item is merely for demographic purposes and in order to assist the study in the sampling technique used as referred to previously (stratified random sampling). This was not for addressing a specific concept or construct.

4.6.3 Pilot testing

Pilot testing (also referred to as pretesting) takes place prior to the actual data collection. The researcher tries the survey with a small group of participants who are similar to the actual population (Keyton, 2011:177).

For the current study a conventional pre-test was conducted where 10 participants were asked to complete the survey in the way that it will be done by the target

population. Comments were provided on each specific section in the questionnaire, which the researcher reflected on and changed according to the feedback. The following feedback was provided and considered when finalising the final questionnaire:

Survey Introduction
- This is not interesting enough and does not prompt the respondent to want to read further in order to complete the survey;
- Indicate how many items / topics there are for completion.

Structure
- It is unclear exactly what is expected of the respondent in each question;
- For 'next' and 'back' use the above arrows on Qualtrics;
- Insert a progress bar for respondents to track their progress;
- Considering choice questions as (a); (b); (c); etc. instead of 1.1; 1.2; 1.3; etc.;
- Check the use of *Italics* in the instructions throughout the document.

Section A: Career development and support
- Change statement in Question 1(a) from 'organisation' to 'wider organisation' since some people see the organisation as their team only;
- Change statement in Question 1(b) from 'the team' to 'my team' for them to associate better;
- Questions are not set out clearly; put the Qx above the actual Table and not next to the definition.

Section B: Employee satisfaction
- Question 5.2 f include development opportunities 'in the organisation';
- 5.2 g include 'that' the benefits I…
- 5.2 h include 'that' I am …
- 5.2 i include: …that my current …

Section C: Employee behaviour
- Remove the academic word in bracket (Autonomy, etc…) as this is above the language that employees understand and might confuse them;

- Replace the word 'technical' with subject matter expert at question 6(b). Technical expert is not a language that employees will understand.

Section D: Organisational communication
- There needs to be a clearer difference between the definition of organisational communication and management communication.

Section E: Management communication
- Question 8 does not have a proper heading, the definition of management communication needs to be repeated for both questions 8.1 and 8.2.

Section F: Demographic information
- Questions need to have a heading stating that it is demographic information.

After incorporating all of the above comments and changes, the survey questionnaire was finalised in Qualtrics and another test run was conducted in order to ensure the survey questionnaire is user-friendly. The next section includes an outline of the finalised survey questionnaire as it appeared in an email that was distributed with a link to the online survey questionnaire in Qualtrics.

4.6.4 Finalised survey questionnaire with coding

The following section serves as an example of the finalised questionnaire as it was completed by respondents in Qualtrics:

Survey introduction

The purpose of this survey questionnaire is to understand how you regard the current communication you receive from management and from the organisation regarding your career development and support. There are 13 questions in the survey - please answer all of the questions as accurately as possible.

Survey questionnaire

CAREER DEVELOPMENT AND SUPPORT

CAREER DEVELOPMENT AND SUPPORT refers to the lifelong process of the managing and support of advancing and progressing in one's learning and work.

Q1. Please indicate your level of agreement with each of the statements below. Please choose **one** option for each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
(a)	There is a career development and support culture in the wider organisation	1	2	3	4	5
(b)	There is a career development and support culture in my team	1	2	3	4	5
(c)	Career development and support is necessary for each individual	1	2	3	4	5

A CAREER DEVELOPMENT AND SUPPORT PLAN refers to a plan that assists employees with their short and long-term growth and development opportunities in the organisation.

Q2. Please indicate your level of agreement with each of the statements below. Please choose **one** option for each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
(a)	It is necessary for me as an individual to have a career development and support plan in the organisation	1	2	3	4	5
(b)	A career development and support plan enhances my overall career development opportunities	1	2	3	4	5

(c)	There is currently a career development and support plan in place for me in the organisation	1	2	3	4	5

MENTORSHIP refers to a practice where assistance and advice are provided to a less experienced, often younger person.

Q3. Please indicate your level of agreement with each of the statements below. Please choose **one** option for each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
(a)	Mentorship is important for career development and support in the organisation	1	2	3	4	5
(b)	Mentorship enhances overall career development opportunities	1	2	3	4	5
(c)	I am exposed to mentorship in the organisation	1	2	3	4	5

TEAMWORK refers to the process of team members working together, mobilising physical and psychological means that are required to reach certain goals.

Q4. Please indicate your level of agreement with each of the statements below. Please choose **one** option for each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
(a)	Teamwork is important for career development and support in the organisation	1	2	3	4	5
(b)	Teamwork enhances overall career development opportunities	1	2	3	4	5
(c)	I am exposed to teamwork in the organisation	1	2	3	4	5

EMPLOYEE SATISFACTION refers to the level of contentment that employees have with their current roles in the organisation.

Q5.1. Please indicate the level of influence that each of the statements below has on your employee satisfaction in the organisation. Please choose **one** option for each statement.

		No Influence	Little Influence	Moderate Influence	Large Influence	Very large Influence
(a)	Access to training and development programmes	1	2	3	4	5
(b)	The performance review system that is used	1	2	3	4	5
(c)	Opportunities provided to become a specialist in my job	1	2	3	4	5
(d)	Opportunities provided to rotate to a different job	1	2	3	4	5

Q5.2. Please indicate your level of agreement with each of the statements below. Please choose **one** option for each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
	I am satisfied…					
(a)	… with the general culture of the organisation	1	2	3	4	5
(b)	… with my work relationships with my colleagues	1	2	3	4	5
(c)	… with my top managers as positive role models	1	2	3	4	5
(d)	… with my direct managers as positive role models	1	2	3	4	5
(e)	… with the recognition, I receive for outstanding work	1	2	3	4	5

Q5.2. Please indicate your level of agreement with each of the statements below. Please choose **one** option for each statement.

(f)	… with the available career development opportunities in the organisation	1	2	3	4	5
(g)	…that the benefits I receive matches my level of responsibility	1	2	3	4	5
(h)	…that I am empowered enough to carry out my work responsibilities	1	2	3	4	5
(i)	…that my current salary matches my level of responsibility	1	2	3	4	5

EMPLOYEE BEHAVIOUR

EMPLOYEE BEHAVIOUR refers to the behaviour that employees display towards the organisation.

Q6.1 Please indicate the level of influence that each of the statements below has on your employee behaviour in the organisation. Please choose **one** option for each statement.

		No Influence	Little Influence	Moderate Influence	Large Influence	Very large Influence
(a)	The amount of responsibility I have in my current role	1	2	3	4	5
(b)	The opportunity to become a technical expert in my current role	1	2	3	4	5
(c)	The loyalty I receive from the company in my current role	1	2	3	4	5
(d)	The amount of freedom I have in my current role	1	2	3	4	5
(e)	The number of choices I have in my current role	1	2	3	4	5

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
(f)	The opportunities provided to gain prestige within my current role	1	2	3	4	5
(g)	The opportunities provided to complete tasks outside of my current role	1	2	3	4	5

Q6.2. Please indicate your level of agreement with each of the statements below. Please choose **one** option for each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
(a)	I adhere to the rules in the organisation	1	2	3	4	5
(b)	I always tell the truth in the organisation	1	2	3	4	5
(c)	I am thorough in my daily work in the organisation	1	2	3	4	5
(d)	I deliver proper outcomes in the organisation	1	2	3	4	5
(e)	I am able to cope with various situations in the organisation	1	2	3	4	5
(f)	I am seldom absent from work in the organisation	1	2	3	4	5
(g)	I always display good behaviour in the organisation	1	2	3	4	5
(h)	I am not very disciplined in the organisation	1	2	3	4	5
(i)	I struggle to stick to timelines in the organisation	1	2	3	4	5
(j)	I have committed unethical behaviour in the organisation before	1	2	3	4	5
(k)	I regularly come to work with a hangover, alcohol or drugs in my system	1	2	3	4	5

ORGANISATIONAL COMMUNICATION

ORGANISATIONAL COMMUNICATION is a subfield of the larger discipline of communication studies. Organisational communication, as a field, is the consideration, analysis, and criticism of the role of communication in organisational contexts. Its main function is to inform, persuade and promote goodwill.

Q7. Please indicate your level of agreement with each of the statements below. Please choose **one** option at each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
	The organisational communication I receive…					
(a)	… assists in making my daily work tasks clear	1	2	3	4	5
(b)	… motivates me to network with different people in the organisation	1	2	3	4	5
(c)	… helps me to adapt a positive attitude within my team	1	2	3	4	5
(d)	… helps me to gain confidence within my current role	1	2	3	4	5
(e)	… helps me to gain employee satisfaction in the organisation	1	2	3	4	5
(f)	… assists me in coordinating my time optimally	1	2	3	4	5
(g)	… makes me aware of the current issues in the organisation	1	2	3	4	5

MANAGEMENT COMMUNICATION

MANAGEMENT COMMUNICATION is a verbal or written function of internal communication which helps managers to communicate with each other as well as with employees in the organisation.

Q8.1. Please indicate your level of agreement with each of the statements below. Please choose **one** option for each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
(a)	My manager regularly communicates with me regarding a career development and support plan	1	2	3	4	5
(b)	I desire direct communication from my direct manager	1	2	3	4	5
(c)	I desire direct communication from my senior managers	1	2	3	4	5
(d)	I desire improvement in the way my direct manager communicates with me	1	2	3	4	5
(e)	I desire improvement in the way my senior managers communicate with me	1	2	3	4	5

Q8.2 Please indicate your level of agreement with each of the statements. Please choose **one** option at each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
(a)	My perceptions differ from my manager's in certain work-related situations	1	2	3	4	5
(b)	My personality clashes with my manager's in certain work-related situations	1	2	3	4	5

Q8.2 Please indicate your level of agreement with each of the statements. Please choose **one** option at each statement.

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
(c)	My manager lacks communication skills	1	2	3	4	5
(d)	I am overloaded with information from my manager at times	1	2	3	4	5
(e)	My manager communicates with me in the wrong way	1	2	3	4	5
(f)	There is a language barrier between my manager and me	1	2	3	4	5
(g)	There is an emotional barrier between my manager and me	1	2	3	4	5
(h)	My manager says one thing but does something different	1	2	3	4	5

DEMOGRAPHIC INFORMATION

Q9. Consider the four career stages stated below and indicate in which stage you would consider yourself to be at this moment in your career. Please choose **one** option.

Stage 1: Exploration (I am still figuring out what career I want to pursue and I want to become skilled)	1
Stage 2: Establishment (I am committed to the field that I have chosen and I want to build myself up in the organisation)	2
Stage 3: Maintenance (I have achieved everything that I wanted to in my career but I need to stay up-skilled and relevant to the organisation)	3
Stage 4: Disengagement (I am about to go on pension and only want to finish my career path successfully)	4

Q10.Please indicate your gender

Male	Female
1	2

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Q11. Please indicate your age category

18-25	26-35	36-45	46-55	56-65
1	2	3	4	5

Q12. Please indicate your current Corporate Grade in the organisation

BA2	BA3	BA4	AVP	VP	P
1	2	3	4	5	6

Q13. Please indicate your current Business Unit

Service Operations	Business Transformation Office
1	2

Thank you for completing the survey.
Your assistance is highly appreciated.

4.7 DATA PROCESSING

Once the data has been collected, it is still not useful until it has been interpreted. The results from many individuals are generalised to the specific population from which the sample was selected in the first place (Keyton 2011:182).

The collected data should be analysed and interpreted properly in order to formulate valid findings which should be related to the context of the specific study. These findings form the foundation of conclusions and recommendations and also influence whether these will be used in the future (Du Plooy, 2009:100).

For the current study, Qualtrics was used (as previously mentioned) in order to export the data into Excel sheets from where the raw data was used to test for the internal reliability (Cronbach's alpha) in order to draw certain findings and conclusions from.

4.8 DATA ANALYSIS

It is the researcher's responsibility to make sure that an accurate, ethical account of the way in which the data was analysed is provided. This is in order to make sure that future researchers are able to evaluate the validity of the research and to replicate it (Du Plooy, 2009:398).

For the current study, a methodological evaluation based on what has been reported and found in the research was conducted.

4.8.1 Descriptive statistics

Descriptive statistics refer to those numbers that provide evidence about the sample, or supply information regarding variables (Keyton, 2011:189). In basic terminology, they describe what has been found in detail. According to Wagner, *et al.* (2012:176), the purpose of collecting research data is to make applicable conclusions about the specific problem that is being investigated. The purpose of statistical analysis is thus to use the data to answer the specific research question.

The first way in which to interpret quantitative data, namely descriptive statistics, aims to make sense of a large amount of information in a pure, controllable and reasonable manner. The aim is to describe and summarise the data that were collected through research by using measures of central tendency, measures of variability and graphical representations to achieve this. Through descriptive statistics, the researcher is able to make valuable judgements and interpretations about exactly what is meant by the data (Keyton, 2011:189). The measures of central tendency describe how most of the respondents answered to a specific variable.

4.8.2 Inferential statistics

Inferential statistics are used to make certain conclusions about the population based on the information obtained from the sample or to assume from the sample data what it is that the population might think. We therefore differentiate between the population

parameters for the total population versus the statistics for the sample (Wagner *et al.*, 2012:203).

According to Keyton (2011:203), inferential statistics are used to draw certain conclusions about a population by examining and interpreting the data collected from the chosen sample. This is in order to assist the researcher in testing the hypotheses that were developed and to answer the research question, as well as to extract meaning from the results.

The ability to draw certain conclusions from the data is based on the probability principle. In using this principle as a basis to build the test on, the researcher is able to assess the likeliness that the differences found are real and not by chance.

For the current study, both descriptive and inferential statistics were extracted in order to address the research problem, research question and the various hypotheses that were initially formulated. The descriptive and inferential statistics are explained in detail in Chapter 5.

4.9 RESEARCH ETHICS

Researchers have an ethical obligation towards both participants, in order to protect their anonymity and confidentiality, as well as towards the research community in terms of writing in an honest and true manner, and being transparent in everything that they write (Du Plooy, 2009:392).

According to Keyton (2011:77), researchers firstly have a scientific ethical responsibility towards their profession and discipline. This means conducting research that is beneficial and worth knowing in the research community. Secondly, the researcher has an obligation towards the participants and the relationship with them needs to be considered when conducting the research.

The following questions can guide the researcher in making sure that the research study adheres to the ethical obligations described above (Keyton, 2011:77):

1. What are the benefits of the study towards the field of communication?

2. How will the consent of the participants be gained?

3. How can the confidentiality and anonymity of research participants be handled?

4. Are the participants appropriate to the purpose of the study?

5. What potential harm – physical and psychological – could come to the participants as a result of the study?

6. What are the consequences of the study for the participants?

7. How will the researcher's role affect the study?

8. Is the research design valid and credible?

9. Is the researcher capable of carrying out the procedures in a valid and credible manner?

In considering the above, the current study aligns to the various ethical considerations since all of the above questions can be answered in a positive manner in terms of considering the participants, as well as the field of communication. All of the above questions are answered throughout the study in describing in detail how the research was conducted and how the data was obtained.

4.10 QUALITY AND RIGOUR OF THE RESEARCH DESIGN

Various questions arise around the feasibility and ethical implications of a research study, which include (Du Plooy, 2009:96):

- Whether the main research problem, sampling procedures and research method are relevant and appropriate;
- Whether investigating the research problem is practical and feasible;
- Whether our personal bias and subjectivity influence the research;
- Whether the study is subject to political, institutional or personal constraints;
- Whether inaccurate and invalid findings are acknowledged when they are interpreted and reported.

Considering the above questions and the literature on the current study, the following possible advantages and limitations of the study are stated:

4.10.1 Advantages of using quantitative research

According to Keyton (2011:51), there are various advantages of using quantitative research due to the experimental form in which it is conducted. Quantitative methods firstly imply a specific amount of thoroughness in the research process itself in order to make the findings and conclusions more stable and accurate. The language used in quantitative research is the same for researchers across the communication field since a common interest regarding the communication phenomenon is shared.

The above advantage is important for the current study in order to make proper recommendations for the organisation and to specifically indicate how important the field of communication is within the field of Human Resources in any organisation, more specifically in this case, a global financial organisation.

The second advantage of using quantitative research refers to the idea that researchers can be precise and exact within their comparisons (Keyton, 2011:52), which is important to isolate certain variables and gain more knowledge on certain topics. For the current study, this advantage is important in order to make exact comparisons and to isolate ideas that the organisation has had up to this point that might be historical and inaccurate in terms of communication and Human Resources, and how these are influenced within the organisation.

The third advantage identified for quantitative methods refers to comparisons that can be made across a large group of participants - through this the findings can be generalised in certain instances (Keyton, 2011:52). For the current study, this advantage is important since the study is conducted within a global organisation and the sample size will be quite extensive. Due to this, the conclusions will most probably be generalised across the various departments and corporate levels of participants. Findings will then be used to make general recommendations and comparisons for future research.

4.10.2 Limitations of using quantitative research

According to Keyton (2011:52), quantitative research has various limitations as well. First of all, quantitative research does not capture the complexity and profoundness of the communication phenomena over time, since it only focuses on micro elements during research. For the current study, the focus is placed merely on the role of internal communication within specific Human Resources dimensions, which is a small fraction of both these terms in order to prove the study to be accurate. There is so much more around the specific subject that can be suggested for future research and findings.

A second limitation pointed out by Keyton (2011:53) refers to the constraint of focusing on only a few variables that make it difficult for the researcher to examine the whole process. Again, this limitation is applicable to the current study due to the in-depth focus being placed on certain Human Resources dimensions and how employee satisfaction and behaviour and its link to communication are specifically influenced.

The final limitation suggests that all participants should be exposed to the exact same stimuli and methodical procedures in order for the study to be a success and to provide accurate conclusions and findings (Keyton, 2011:53). A very specific data collection method has been used for the current study in order to draw accurate conclusions and findings to provide to the organisation. This will make the study feasible and of use to the organisation during possible future endeavours, especially regarding end-year performance reviews.

4.11 SUMMARY

The current Chapter covered the research methodology in detail. The design of the measuring instrument was also covered in detail in order to explain how the various objectives, together with the hypotheses, are addressed. In conclusion, the aim of this Chapter was to indicate how the entire research study is connected and how each individual aspect and section is part of the research study as a whole. The data analysis procedure was also touched on briefly.

CHAPTER 5: RESEARCH RESULTS

5.1 INTRODUCTION

In the previous Chapters of the research study, the main academic constructs relating to career development and support, employee satisfaction, employee behaviour, organisational communication and management communication were discussed in detail. Chapter 4, regarding the methodological orientation of the study, focussed specifically on how the measuring instrument was developed, how hypotheses were formulated, how data were collected and how data were analysed.

In this Chapter, the results of the analysed data will be discussed in more detail. Data analysis with the use of statistics usually involves two categories, namely: descriptive statistics and inferential statistics. Descriptive statistics make it possible to provide a specific summary regarding certain characteristics of the units of analysis, including income, gender, educational level, age, etc. Inferential statistics is about drawing suggestions beyond these behavioural descriptions (Du Plooy, 2009:234).

The descriptive and inferential statistics for each section of the measuring instrument are discussed in this Chapter to illustrate how the research problem, objectives and hypotheses were addressed by the measuring instrument and how this can be interpreted into certain findings and conclusions.

When analysing the data collected from a population, certain limitations are alluded to; statistics specifically referring to the data that have been collected from the sample. The goal of the descriptive statistics is to summarise the information that has been collected via research, which can be done both graphically and numerically (Wagner *et al.*, 2012:201). Inferential statistics on the other hand test hypotheses and draw conclusions regarding the population that is based on the data collected from the sample. This is in order to help the researcher make a specific decision regarding whether the results were due to chance or not (Wagner *et al.*, 2012:226).

In this study, descriptive and inferential statistics were used to test the formulated hypotheses and to draw conclusions regarding the data in order to determine if the research objectives were met and ultimately if the research problem was addressed.

A brief overview of the hypothesis testing process is provided in this Chapter. The specific conclusions regarding the research objectives and the hypotheses will be discussed in detail in Chapter 6.

Below is a breakdown of where the current Chapter fits into this specific study:

Table 12 – Chapter breakdown of the current study with focus on Chapter 5

Chapter	Description of chapter
1	Orientation and background
2	Literature review: Career development and support for human resources
3	Literature review: Internal communication practices in organisations
4	Methodological orientation
5	**Research results**
6	Hypothesis testing
7	Evaluation of results and conclusions

Considering the formulated research question, this study endeavours to determine the effect that the incorporation of internal communication – specifically organisational communication and management communication – has on the career development and support of the employees in a global financial organisation, with specific reference to employee satisfaction and employee behaviour in the different career stages of the career life-cycle of an employee.

The next few sections in this Chapter will answer this question through focussing on and interpreting the results based on the methodological orientation discussed in Chapter 4.

5.2 REALISATION RATE

For this study, a total of 300 respondents were emailed and asked to complete the survey questionnaire. The ideal sample size was 240 responses: 192 from the Service Operations Business Unit and 48 from the Business Transformation Office Business Unit. A total of 171 respondents in the Service Operations Business Unit and 76 respondents in the Business Transformation Office Business Unit completed the survey questionnaire (as indicated in Figure 23). This gave the researcher a sample size of 247 respondents, which was an accurate size for conducting the data analysis.

For some of the items there were only 246 respondents who duly completed the survey questionnaire, however, the analysis was still conducted on the entire 247, which makes n=247 for this study. This adds up to a response rate of 82%, which is extremely high and thus, indicates that the responses were enough to use for analysis. The normal response rate for research of this kind is indicated as between 32% and 73%, depending on each individual study and the researcher's discretion (Keyton, 2011:180).

From the received responses, descriptive statistics were obtained and are discussed below:

5.3 DEMOGRAPHIC PROFILE

Once data have been collected, it is normally converted to a spread sheet in order to be interpreted and analysed. It is important to evaluate whether data were captured correctly and to focus on the demographics of the study in order to understand the population and specifically the demographic profile of the sample used for the study (Wagner *et al*, 2012:176).

As previously mentioned, a funnel approach was used for the current study. Items 9 to 13, the last section of items in the measuring instrument addressed the demographic profile of each respondent with multiple-choice, single response scales

that were used for these items (Wagner *et al*, 2012:104). Below is a visual, basic representation of the demographic profile of the study (Items 9 to 13).

Figure 19 – Different career stages of the career life-cycle of respondents

Career stages of the career life-cycle

1% 14% 32% 53%

- 1. Exploration stage
- 2. Establishment stage
- 3. Maintenance stage
- 4. Disengagement stage
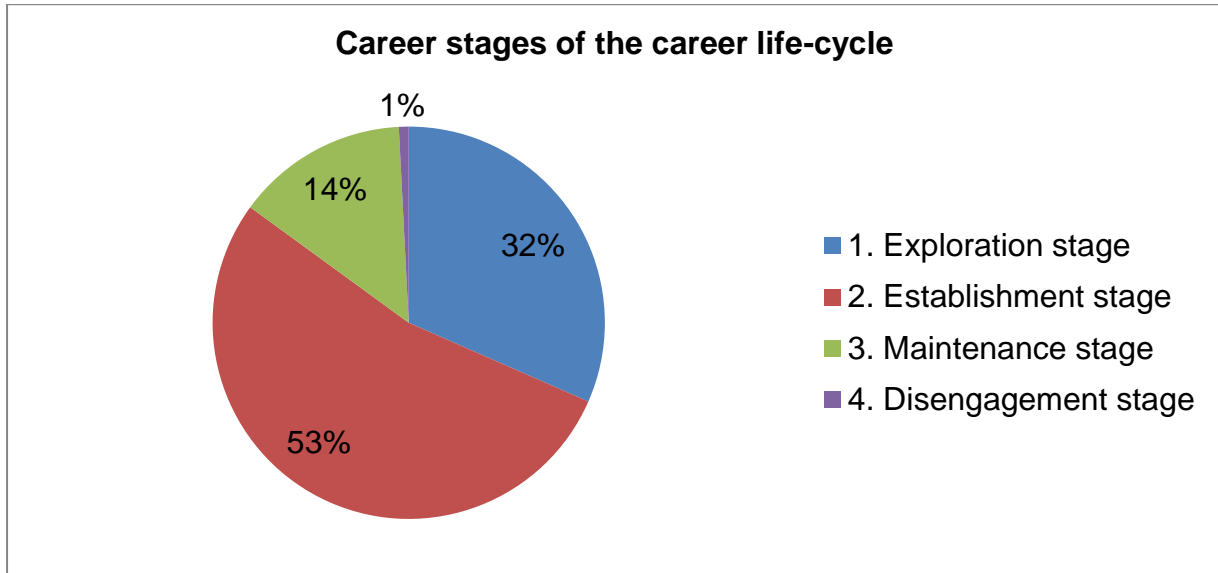
As indicated in Figure 19, a total of 247 respondents, which is the entire sample, completed this question. A total of 78 (32%) respondents indicated that they regard themselves to be in the exploration stage (Stage 1) of their career life-cycle. For the establishment stage (Stage 2), a total of 132 (53%) respondents indicated that they regard themselves to be in the maintenance stage of their career life-cycle. A total of 35 (14%) respondents indicated that they regard themselves to be in the maintenance stage (Stage 3) of their career life-cycle and merely 2 (1%) respondents regard themselves to be in the disengagement stage (Stage 4) of their career life-cycle.

Figure 20 – Gender of respondents

Gender

36% Male
64% Female
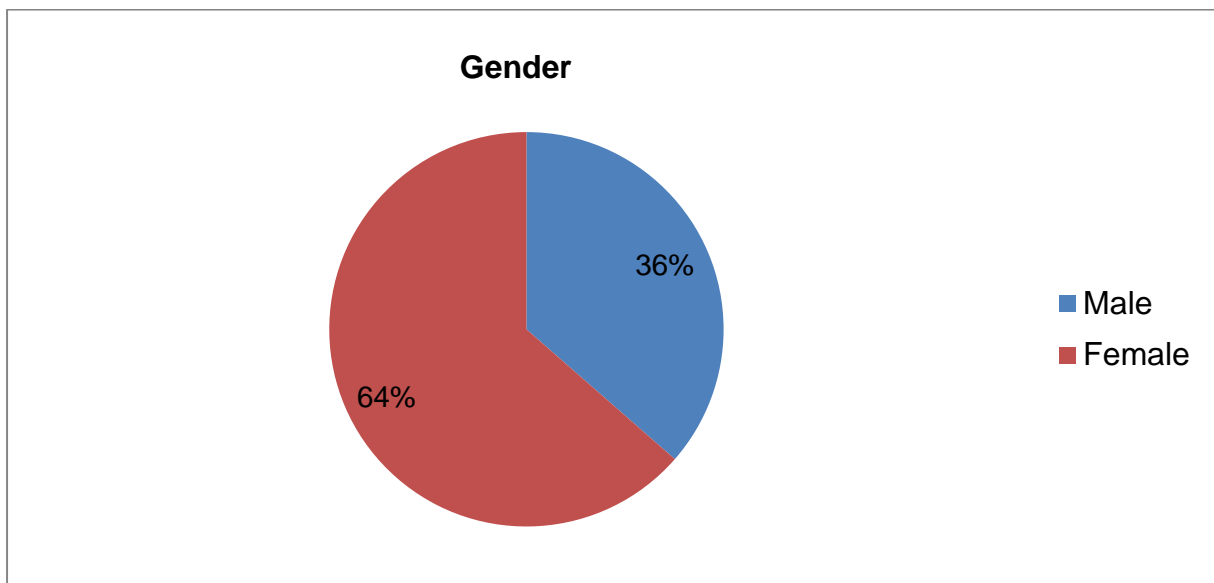
From Figure 20, it is evident that a total of 247 respondents, which is the entire sample, completed this question. A total of 90 (36%) respondents are male and a total of 157 (64%) of the respondents are female.

Figure 21 – Age category of respondents

Age category

2%
8%
15%
27%
48%

18-25
26-35
36-45
46-55
56-65
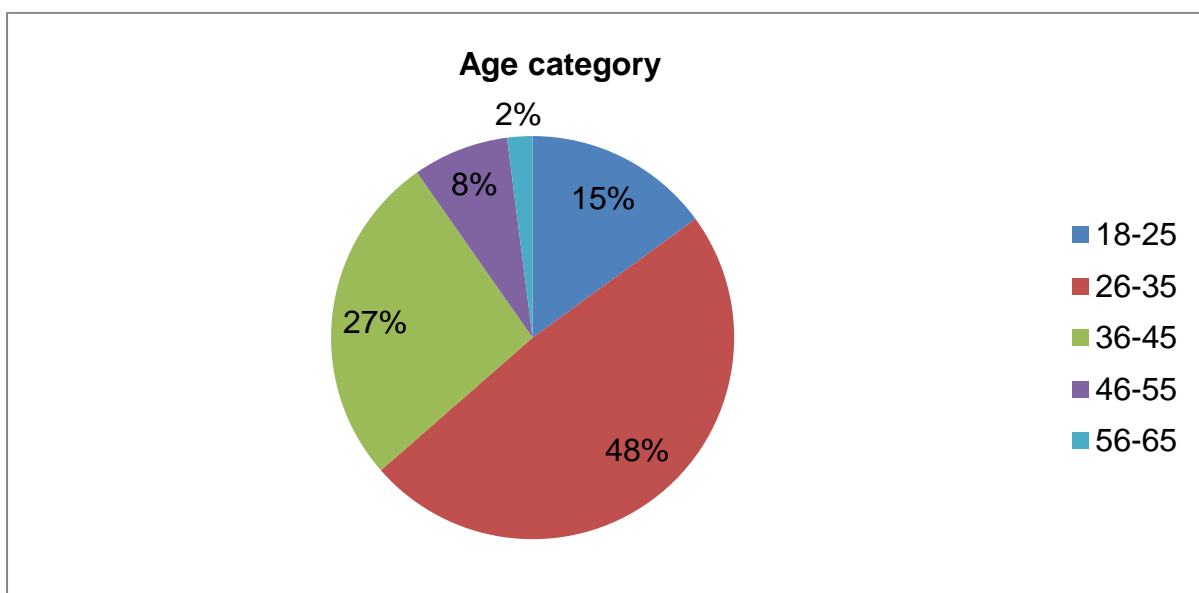
From Figure 21, it is evident that a total of 247 respondents, which is the entire sample, completed this question. A total of 37 (15%) respondents in the age category 18-25 completed the survey. In the age category 26-35, a total of 120 (48%) completed the survey. The majority of the respondents are in this age category. A total of 66 (27%)

of the respondents are in the 36-45 age category and merely 19 (8%) of the respondents are in the 46-65 category. There are 5 (2%) respondents who are in the 56-65 age categories.

Figure 22 – Corporate grade of respondents
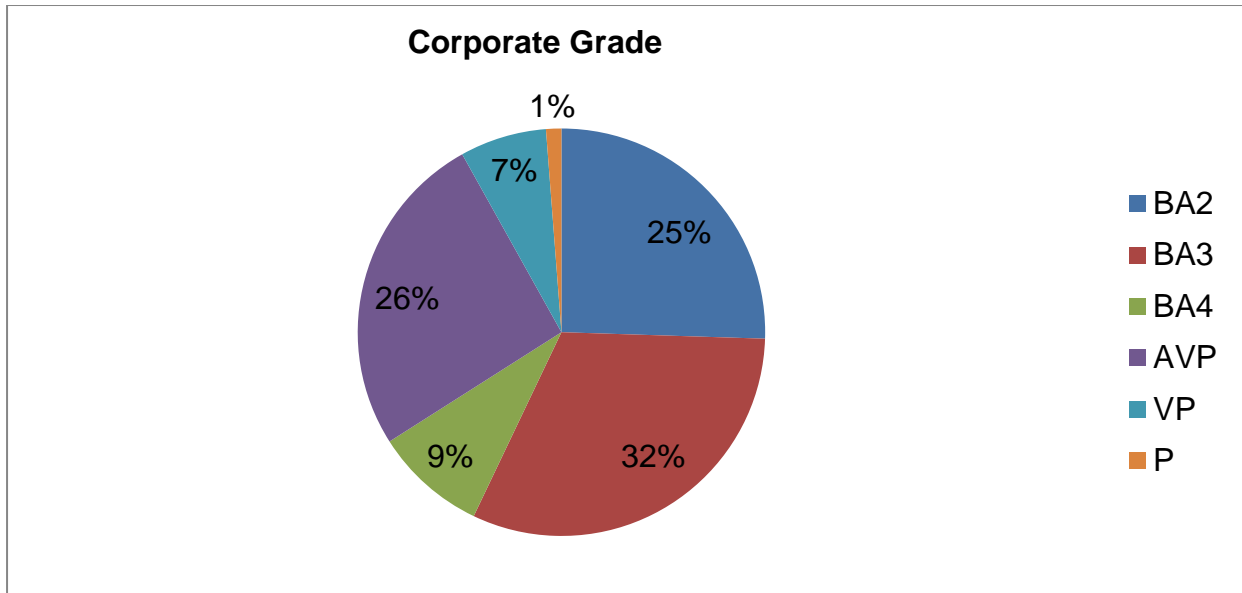
From Figure 22 it can be deducted that a total of 247 respondents, which is the entire sample, completed this question. The corporate grades in the organisation vary from the lowest (BA2) up to the highest (P) grade. A total of 63 (25%) respondents are currently on a BA2 corporate grade, where 78 (32%) respondents (the majority) are on a BA3 corporate grade. Merely 22 (9%) of the respondents are on a BA4 corporate grade and 64 (26%) are on an AVP corporate grade. From the responses received, there are 17 (7%) respondents who are on a VP corporate grade and merely 3 (1%) of the respondents are on a P corporate grade. From the responses received, there is a good distribution of corporate grades with a good representation of how employees are actually distributed on these corporate grades in the organisation.

Figure 23 – Business Unit of respondents

Business Unit

- Service Operations
- Business Transformation Office

31%

69%
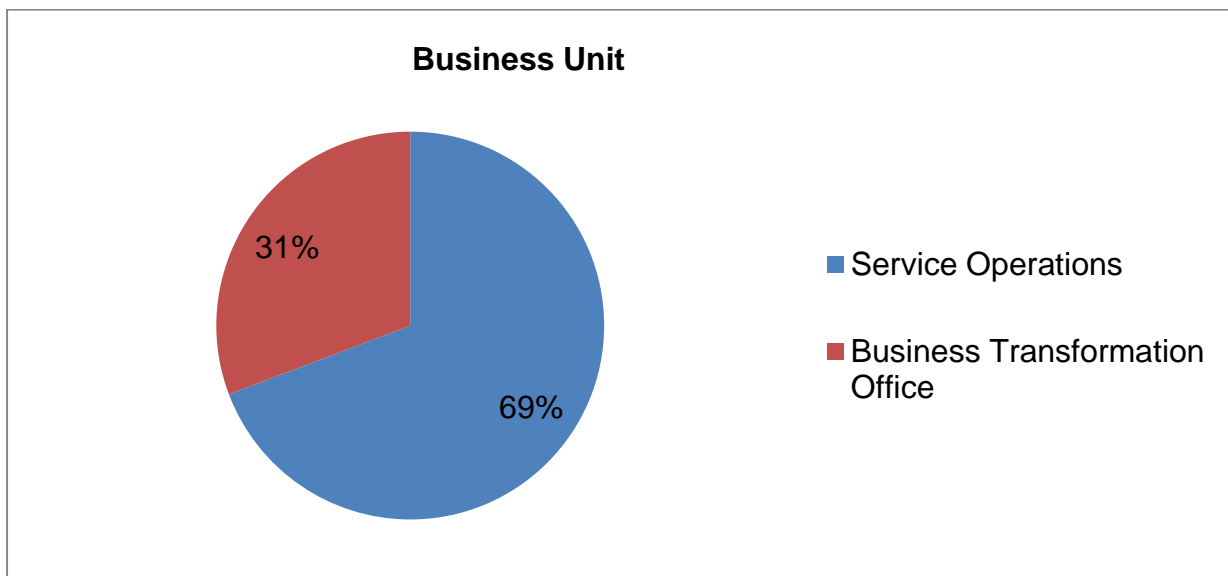
Figure 23 illustrates that the majority of respondents are in the Service Operations Business Unit, which is the larger (general) Business Unit, versus the Business Transformation Office Business Unit (specialised). A total of 247 respondents, which is the entire sample, completed this question. From the responses received, it can be deducted that a total of 171 (69%) respondents are currently in the Service Operations Business Unit and a total of 76 (31%) are in the Business Transformation Office Business Unit.

Below is a summary of the demographic profile of the respondents, as per the above Figures 19 to 23:

Table 13 – Summary of demographic profile of the study

Item	Item description	Total responses	Percentages of responses
9	Consider the below four career stages and indicate in which stage you would consider yourself	1 = 78 2 = 132 3 = 35 4 = 2	32% 53% 14% 8%

	to be at this moment in your career.		
10	Please indicate your gender	M = 90 F = 157	36% 64%
11	Please indicate your age category	18 – 25 = 37 26 – 35 = 120 36 – 45 = 66 46 – 55 = 19 56 – 65 = 5	15% 48% 27% 8% 2%
12	Please indicate your current Corporate Grade in the organisation	BA2 = 63 BA3 = 78 BA4 = 22 AVP = 64 VP = 17 P = 3	25% 32% 9% 26% 7% 1%
13	Please indicate your current Business Unit	Service Ops = 171 BTO = 76	69% 31%

5.4 DESCRIPTIVE STATISTICS

Descriptive statistics is a subdivision within statistics and refers to all graphs, tables and charts used to display data in order to make it more understandable for the researcher and the reader (Levin & Rubin, 1991:3).

According to Keyton (2011:189), descriptive statistics provide a standardised method and procedure to summarize and organise the different cases of a specific quantitative variable. Descriptive statistics are calculated for each variable in order to assess differences and relationships between variables.

The measuring instrument for the study was divided into six sections, which are categorised as follows:

- Section A: Career development and support
- Section B: Employee satisfaction
- Section C: Employee behaviour
- Section D: Organisational communication
- Section E: Management communication
- Section F: Demographic information

The demographic information in Section F is displayed above under the demographic profile of the sample in the research study. Below is a visual representation of Sections A to E in order to obtain an overall, basic understanding of the findings for each item contained in the measuring instrument.

5.4.1 Career development and support

As discussed in detail in Chapter 4, this section of the measuring instrument addresses the human resources concept of the research study. All the items in this section address the career development and support construct.

The first section consists of three items of which the first two focus on the career development culture and the third one focuses on the necessity of career development. Figure 24 is a visual representation of the responses to these items. Item (a) referred to the career development and support culture in the wider organisation, item (b) referred to the career development and support culture in the teams and item (c) referred to the necessity of career development and support for each individual in the organisation.

Figure 24 – Findings related to career development and support
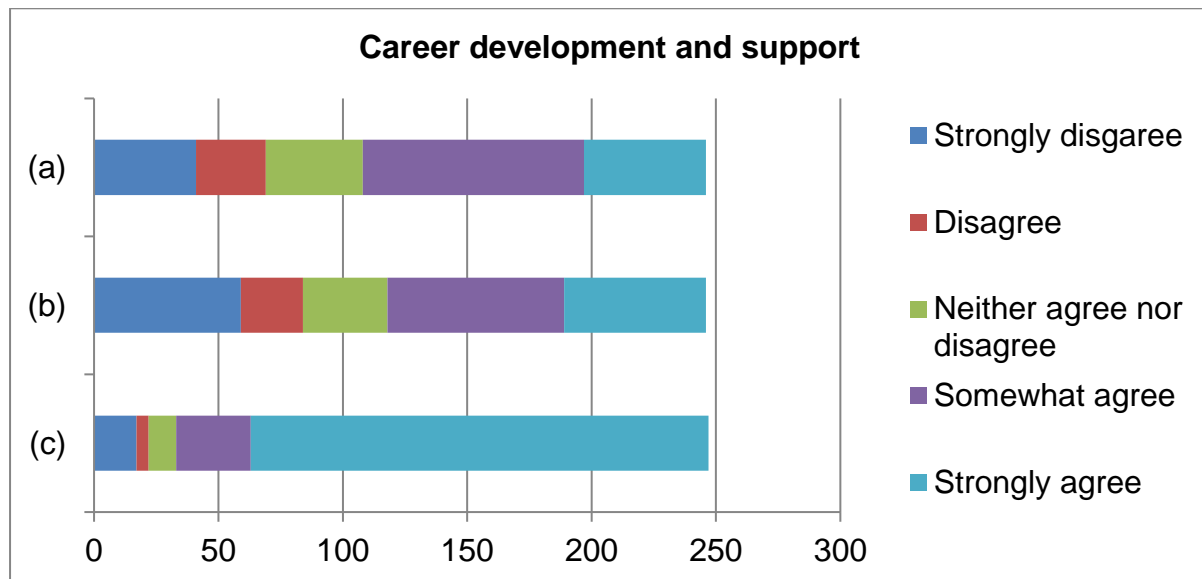
Figure 24 indicates that 246 respondents answered item (a) and 246 respondents answered item (b). A total of 247 respondents - the entire sample - completed item (c). For item (a), 89 (36%) of the respondents somewhat agree and 49 (20%) respondents strongly agree that there is a career development and support culture in the wider organisation, however, 41 (17%) respondents strongly disagree about the career development and support culture in the wider organisation. A total of 71 (29%) respondents somewhat agree and 57 (23%) respondents strongly agree to item (b), which indicates that the majority of respondents feel positive about the career development and support culture in their teams, however, 59 (24%) respondents strongly disagree about the career development and support culture in their teams. For item (c), regarding the necessity of career development and support, 184 (75%) respondents strongly agree.

The second section consists of three items, of which the first one focuses on the necessity for a career development and support plan; the second one focuses on the link between a career development and support plan and career development and support opportunities; the third one focuses on the current state of a career development and support plan for individuals in the organisation.

Figure 25 – Findings related to a career development and support plan
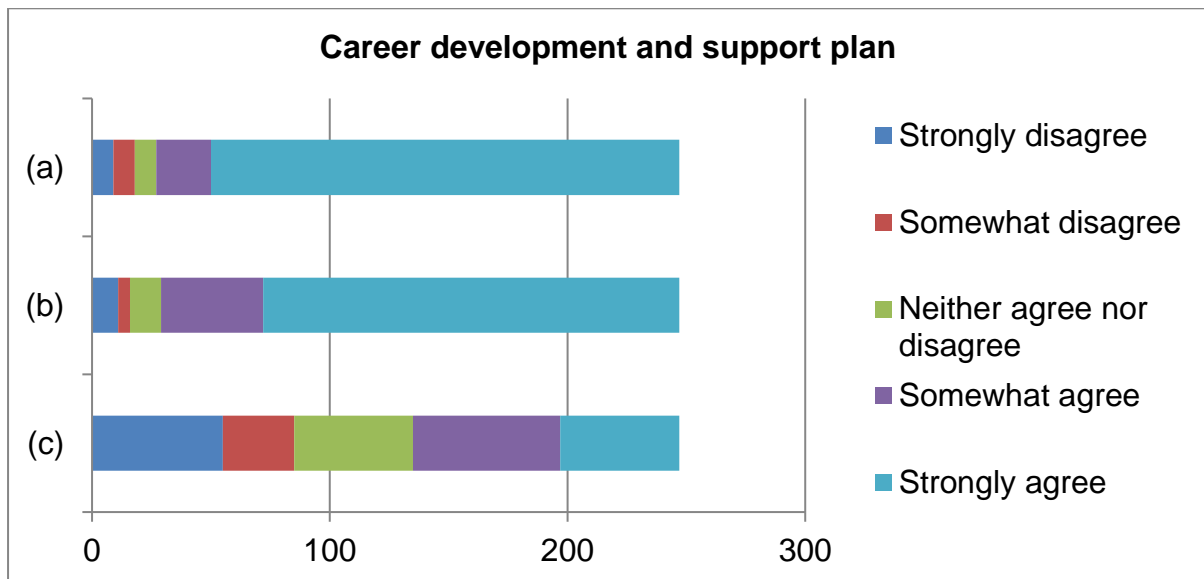
Figure 25 indicates that 247 respondents - the entire sample - responded to all three items. For item (a), 197 (80%) respondents strongly agree to the necessity for each individual to have a career development and support plan in place. A total of 175 (71%) respondents strongly agree that a career development and support plan enhances their overall career development and support opportunities in the organisation (item (b)). For item (c), 62 (25%) of the respondents somewhat agree and 50 (20%) respondents strongly agree that there is currently a career development and support plan in place for them, however, 55 (22%) respondents strongly disagree with this statement.

The third section consists of three items of which the first one focuses on the importance of mentorship in career development and support; the second one focuses on the link between mentorship and career development and support opportunities; the third one focuses on the current exposure of employees to mentorship in the organisation.

Figure 26 – Findings related to mentorship
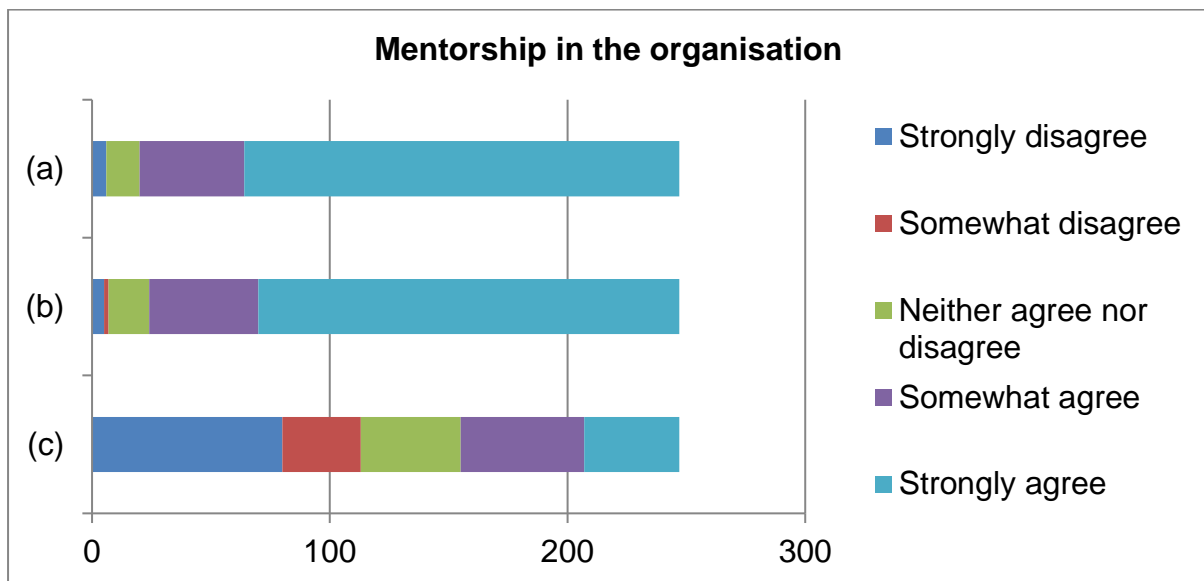
Figure 26 indicates that 247 respondents - the entire sample - responded to all the items in this section. For item (a), 183 (74%) respondents strongly agree to the importance of mentorship in career development and support. A total of 177 (71%) respondents strongly agree with the link between mentorship and career development and support opportunities (item (b)). Lastly, 80 (32%) respondents strongly disagree with item (c) regarding their exposure to mentorship in the organisation.

The fourth section consists of three items of which the first one focuses on the importance of teamwork in career development and support; the second one focuses on the link between teamwork and career development and support opportunities; and the third one focuses on the current exposure of employees to teamwork in the organisation.

Figure 27 – Findings related to teamwork
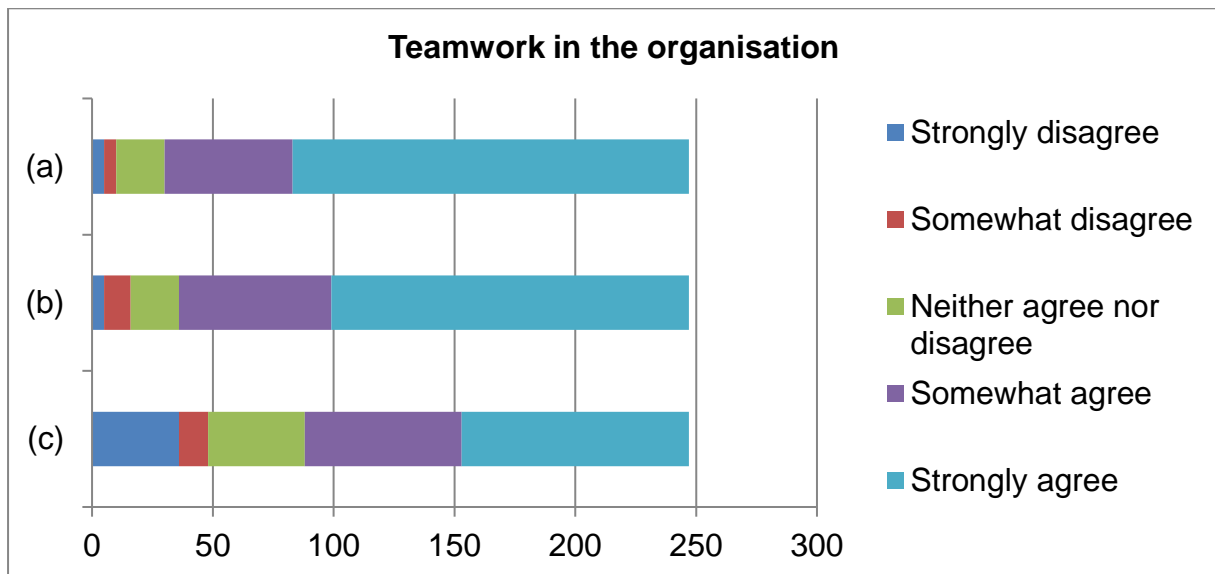
Figure 27 indicates that 247 respondents - the entire sample - responded to all three items. A total of 164 (66%) respondents strongly agree with item (a) regarding the importance of teamwork in career development and support. For item (b), 148 (60%) respondents strongly agree with the link between teamwork and career development and support opportunities. A total of 94 (38%) respondents strongly agree with item (c) regarding their exposure to teamwork in the organisation.

5.4.2 Section B: Employee satisfaction

As discussed in detail in Chapter 4, this section of the measuring instrument addresses the human resources concept of the research study. The two items in this section address the employee satisfaction construct.

The first section consists of four items, which are a list of employee retention aspects that could possibly affect employee satisfaction. Figure 28 is a visual representation of the responses to these items in order to get an idea of the extent to which each of these factors currently influence employee satisfaction.

Figure 28 – Findings related to retention aspects that influence employee satisfaction
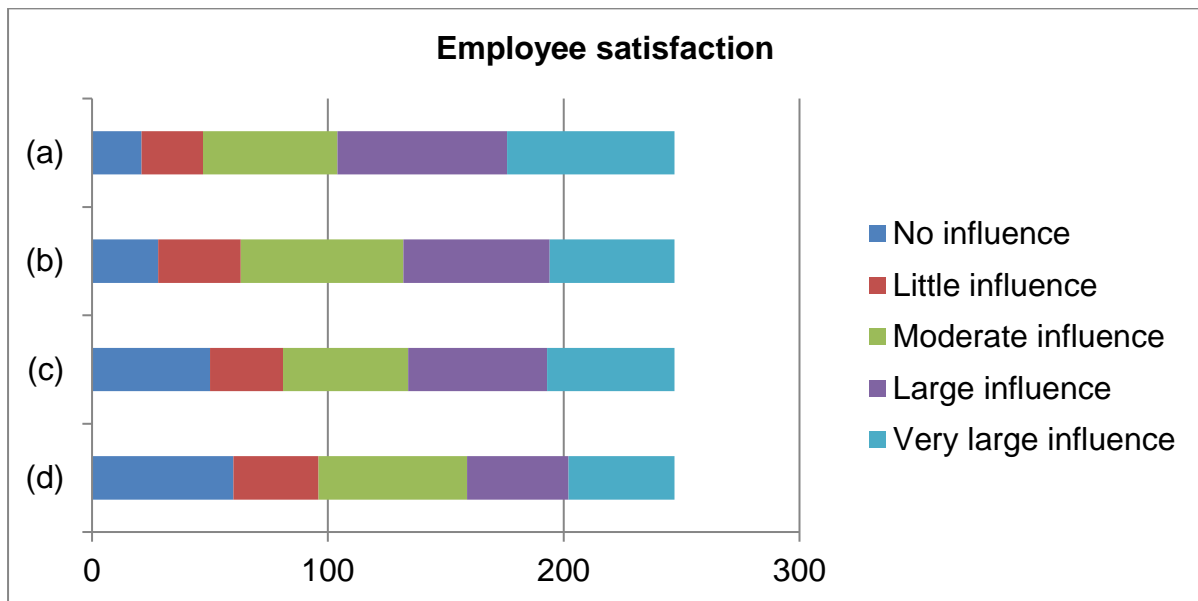
Figure 28 indicates that 247 respondents - the entire sample - completed all four items. For item (a), 72 (29%) respondents feel that access to training and development has a large influence, while 71 (29%) respondents feel that it has a very large influence on their employee satisfaction. For item (b), 69 (28%) respondents feel that the performance review system used has a moderate influence, while 62 (25%) respondents feel that it has a large influence on their employee satisfaction. A total of 59 (24%) respondents feel that opportunities provided to become a specialist in their jobs (item (c)) have a large influence, while 54 (23%) respondents feel that it has a very large influence on their employee satisfaction. For item (d), 63 (26%) respondents feel that opportunities provided to rotate to a different job have a moderate influence, while 60 (24%) respondents feel that it has no influence on their employee satisfaction.

The second section consists of nine items, which are a list of aspects and activities taking place in organisations that could possibly affect employee satisfaction. Figure 29 is a visual representation of the responses to these items in order to determine the extent to which each of these aspects and activities currently affect the employee satisfaction.

Figure 29 – Findings relating to aspects and activities that influence employee satisfaction
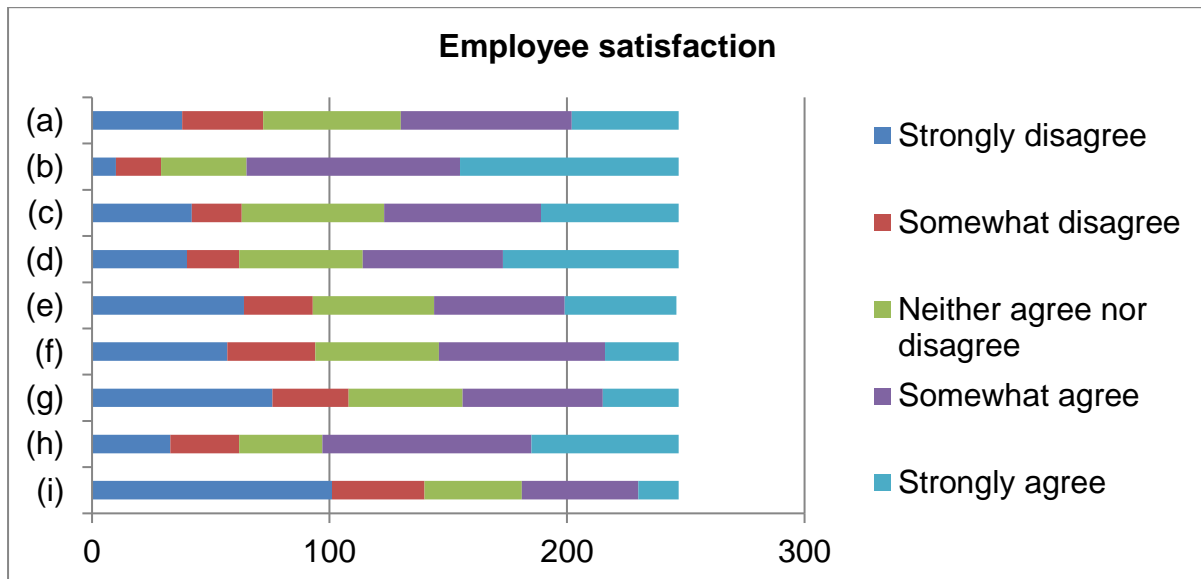
Figure 29 indicates that 247 respondents - the entire sample - completed items (a), (b), (c), (d), (f), (g), (h) and (i). A total of 246 respondents completed item (e). For item (a), 72 (29%) respondents somewhat agree that they are satisfied with the general culture in the organisation. A total of 92 (37%) respondents strongly agree (item (b)) that they are satisfied with their work relationships with colleagues. For item (c), 66 (27%) respondents somewhat agree that they are satisfied with top managers as positive role models, while 74 respondents (30%) strongly agree (item (d)) that they are satisfied with direct managers as positive role models. For item (e), 64 (26%) respondents strongly disagree that they are satisfied with the recognition they receive for outstanding work, while for item (f), 70 (28%) respondents somewhat agree that they are satisfied with the career development opportunities in the organisation. A total of 76 (31%) respondents strongly disagree that they are satisfied that the benefits they receive match their level of responsibility (item (g)), while 88 (36%) respondents agree somewhat that they are satisfied that they are being empowered enough to carry out their work responsibilities (item (h)). For item (i), 101 (41%) respondents strongly disagree with the statement that they are satisfied that their current salary matches their level of responsibility.

5.4.3 Section C: Employee behaviour

Section C of the measuring instrument addresses the human resources concept, specifically focussing on the employee behaviour construct. All the items in this Section address employee behaviour.

The first part consists of seven items which present a list of aspects that could possibly influence employee behaviour. Figure 30 is a visual representation of the responses to these items, which were formulated to determine the extent to which each of the factors influences employee behaviour.

Figure 30 – Findings relating to aspects that influence employee behaviour
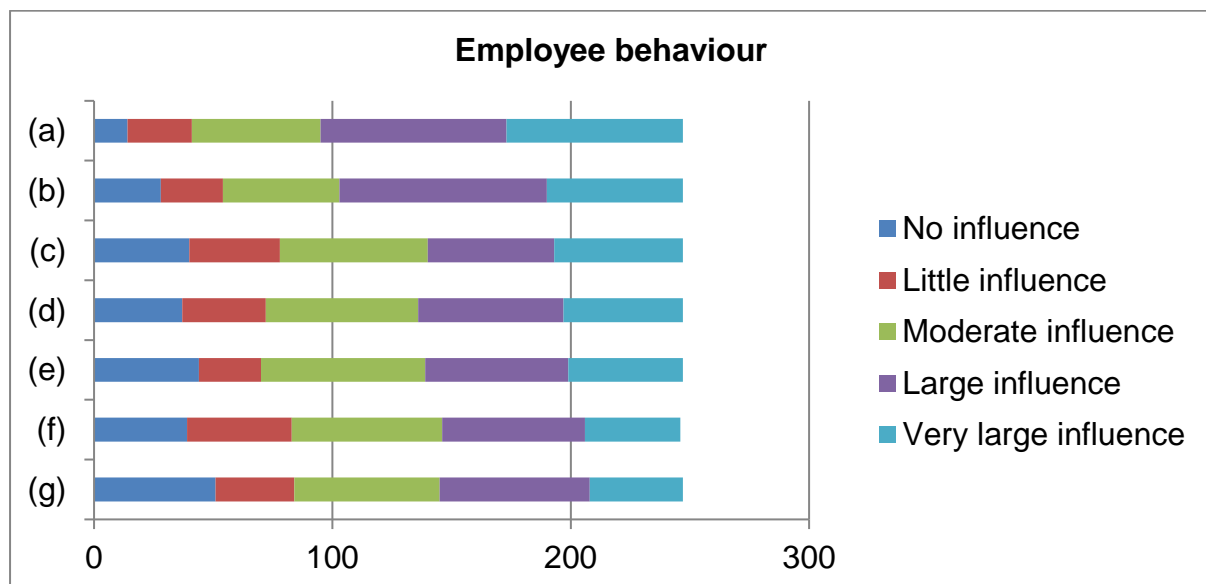
Figure 30 indicates that 247 respondents - the entire sample – responded to all of the items. A total of 78 (32%) respondents feel that the amount of responsibility they have in their current role have a large influence, while 74 respondents (30%) feel that it has a very large influence on their employee behaviour (item (a)). For item (b), 87 (35%) respondents feel that the opportunity to become an expert in their current job has a large influence on their employee behaviour, where 62 (25%) respondents feel that the loyalty they receive from the organisation in their current role has a moderate influence on their employee behaviour (item (c)). A total of 64 (26%) respondents feel that the amount of freedom they receive in their current role has a moderate influence and 61 respondents (25%) feel it has a large influence on their employee behaviour

(item (d)). For item (e), 69 (28%) respondents feel that the number of choices they have in their current role has a moderate influence on their employee behaviour and 63 (26%) respondents feel that the opportunities provided to gain prestige within their current role have a moderate influence on their employee behaviour (item (f)). For item (g), a total of 63 (26%) respondents feel that the opportunities provided to complete tasks outside of their current role have a large influence on their employee behaviour.

The second part consists of eleven items, which is a list of the employee behaviours, good and bad, in organisations. Figure 31 is a visual representation of the responses to these items, formulated to determine the extent to which employees agree to display each of these behaviours.

Figure 31 – Findings relating to good and bad employee behaviour
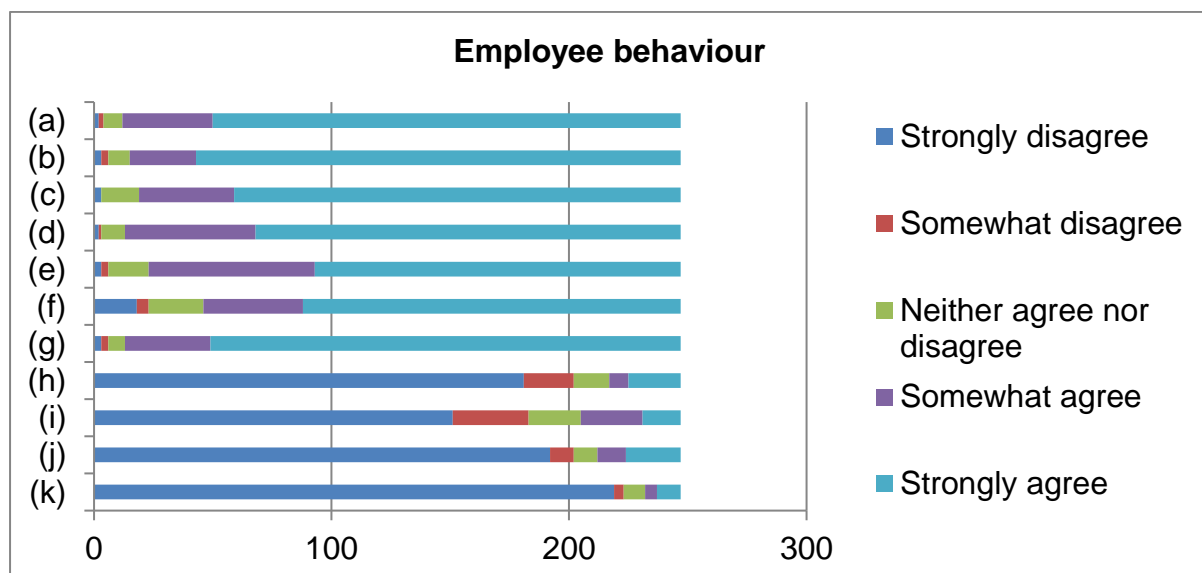
Figure 31 indicates that 247 - the entire sample – responded to all of the items. Items (a) to (g) refer to good behaviour in the organisation. A total of 197 (80%) respondents strongly agree that they adhere to the rules in the organisation (item (a)). For item (b), 204 (83%) respondents strongly agree that they always tell the truth in the organisation, while 188 (76%) respondents strongly agree that they are thorough in their daily work (item (c)). A total of 179 (73%) respondents strongly agree that they deliver proper outcomes in the organisation (item (d)) and 154 (62%) respondents strongly agree that they are able to cope with various situations in the organisation (item (e)). For item (f), 159 (64%) respondents strongly agree that they are seldom

absent from work and 198 (80%) respondents strongly agree that they always display good behaviour in the organisation (item g).

Items (h) to (k) refer to bad behaviour in the organisation. A total of 181 (73%) respondents strongly disagree that they are not very disciplined in the organisation (item (h)). For item (i), 151 (78%) respondents strongly disagree that they struggle to stick to timelines in the organisation and 192 (78%) respondents strongly disagree that they have committed unethical behaviour in the organisation (item (j)). A total of 219 (89%) respondents strongly disagree that they regularly come to work with a hangover, alcohol or drugs in their system (item (k)).

5.4.4 Section D: Organisational communication

Section D of the measuring instrument addresses the internal communication concept, specifically focussing on the organisational communication construct. There are seven items in this Section, which all address organisational communication in order to determine how employees regard this form of communication in the organisation.

Figure 32 – Findings related to organisational communication
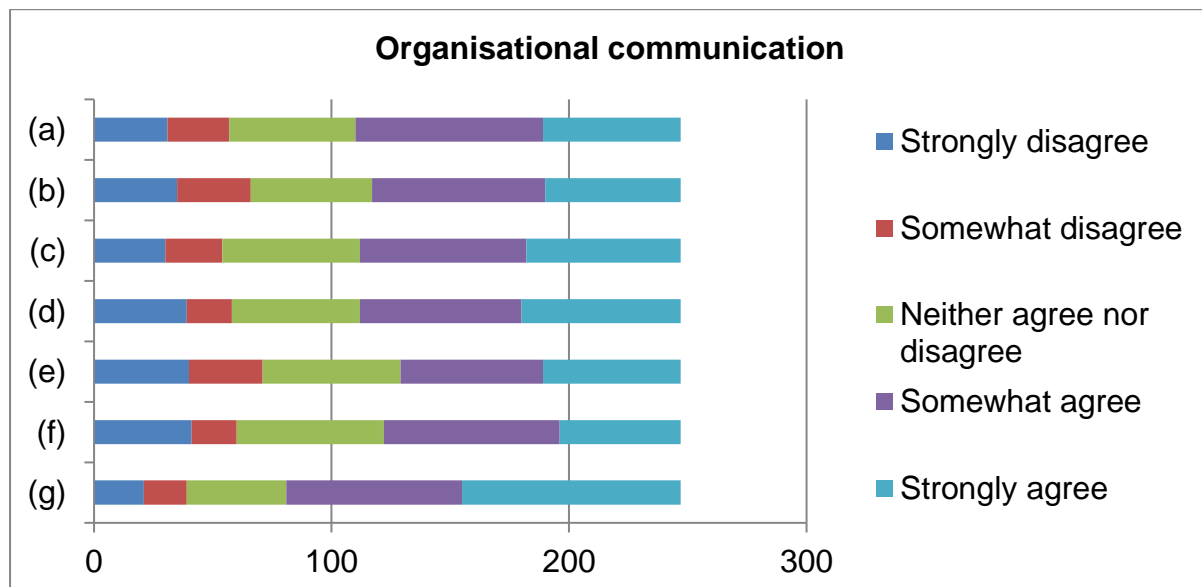
Figure 32 indicates that 247 respondents - the entire sample – responded to all the items. A total of 79 (32%) respondents agree somewhat that the organisational communication they receive assists them in making their daily tasks clear (item (a)),

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while 73 (30%) respondents agree somewhat that it motivates them to network with different people in the organisation (item (b)). For item (c), 70 (28%) respondents agree somewhat, while 65 (26%) respondents strongly agree that organisational communication helps them to adapt a positive attitude within their teams. A total of 68 (28%) respondents somewhat agree and 67 (27%) respondents strongly agree that organisational communication helps them gain confidence in their current roles (item (d)). For item (e), 58 (24%) respondents neither agree nor disagree and 58 (24%) respondents strongly agree that organisational communication helps them gain employee satisfaction in the organisation. A total of 74 (30%) respondents somewhat agree that organisational communication assists them in coordinating their time optimally (item (f)) and 92 (37%) respondents strongly agree that it makes them aware of the current issues in the organisation (item (g)).

5.4.5 Section E: Management communication

In Section E of the measuring instrument, the concept of internal communication, specifically the management communication construct, is addressed. Both parts of this Section address management communication.

The first part consists of five items that were formulated to determine how employees regard management communication in the organisation.

Figure 33 – Findings relating to management communication
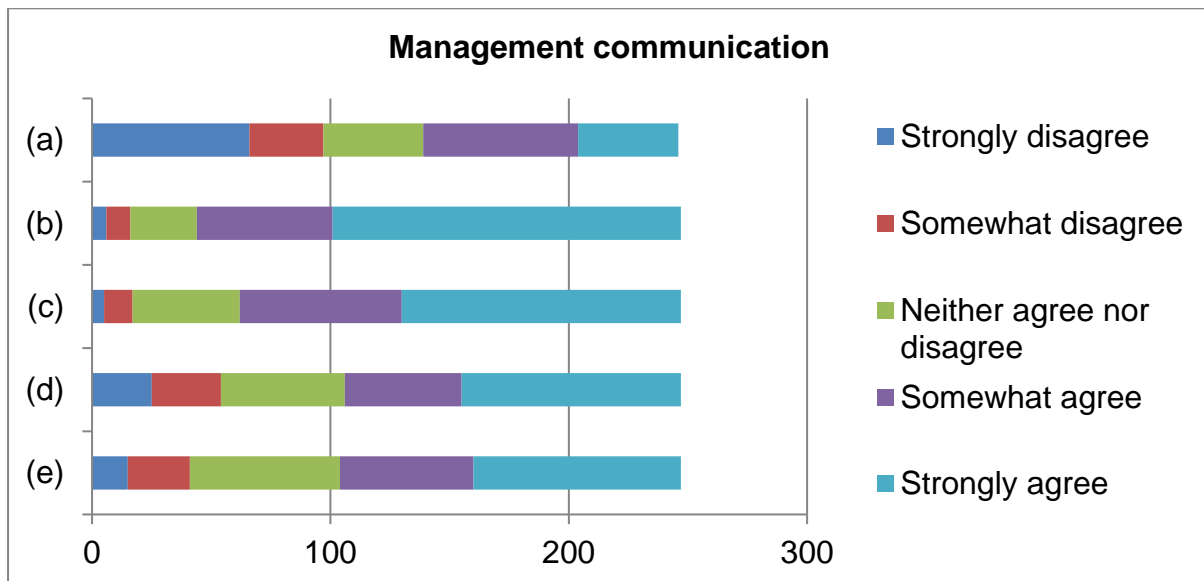
Figure 33 indicates that 247 respondents - the entire sample – responded to items (b), (c), (d) and (e). A total of 246 respondents answered item (a). For item (a), 66 (27%) respondents strongly disagree, while 65 (36%) respondents somewhat agree that their manager regularly communicates with them regarding career development and support. A total of 146 (59%) respondents strongly agree that they desire direct communication from their manager (item (b)), while 117 (47%) respondents strongly agree that they desire direct communication from senior managers (item (c)). For item (d), 92 (37%) respondents strongly agree that they desire an improvement in the way their direct manager communicates with them, while 87 (35%) respondents strongly agree that they desire improvement in the way their senior managers communicate with them (item (e)).

The second part of this Section consists of eight items which refer to the possible communication barriers between employees and their managers. Figure 34 below is a visual representation of the responses to these items, to determine the extent to which these barriers influence the management communication between employees and their managers.

Figure 34 – Findings relating to management communication
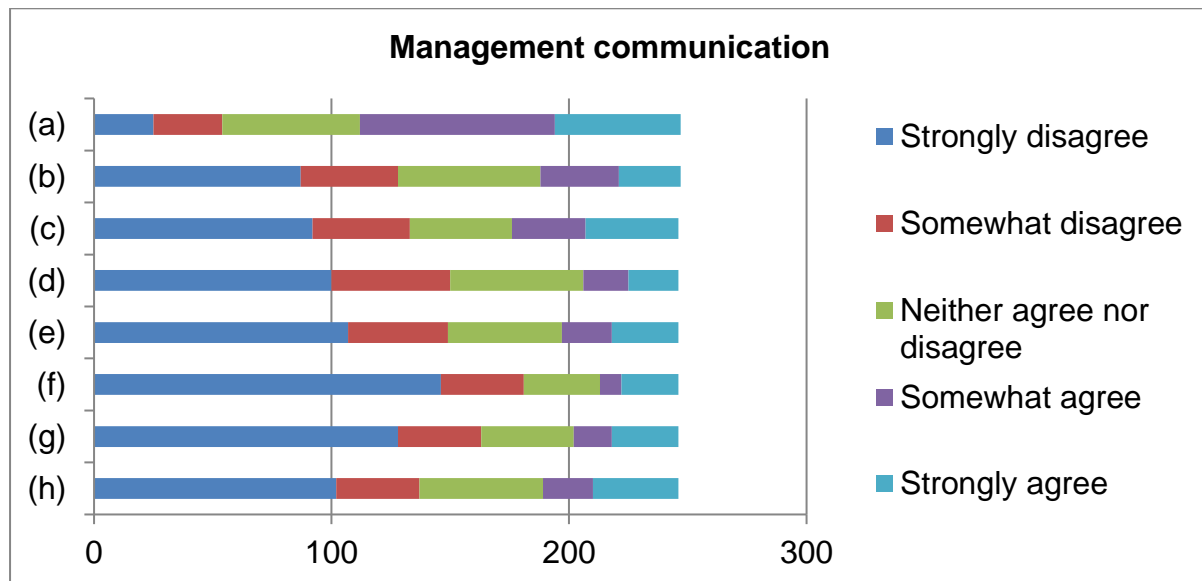
Figure 34 indicates that 247 respondents - the entire sample - completed items (a) and (b), while only 246 respondents completed items (c), (d), (e), (f), (g) and (h). For item (a), a total of 82 (33%) respondents somewhat agree that their perceptions differ from their manager's in certain work-related situations. A total of 87 (35%) respondents strongly disagree that their personality clashes with their manager's (item (b)), while 92 (37%) respondents strongly disagree that their manager lacks communication skills (item (c)). For item (d), 100 (41%) respondents strongly disagree that they are overloaded with communication by their manager at times, while 107 (43%) respondents strongly disagree that their manager communicates with them in the wrong way (item (e)). A total of 146 (59%) respondents strongly disagree that there is a language barrier between them and their manager (item (f)), while 128 (52%) respondents strongly disagree that there is an emotional barrier between them and their manager (item (g)).

The reliability and validity of the current study will be discussed next:

5.5 RELIABILITY AND VALIDITY

It is important for researchers to focus on the reliability and validity of a research study since social scientists are often measuring intangible constructs such as behaviours, emotions or personality (Wagner *et al.,* 2012:80). Reliability refers to the consistency

of one's measurement, which is the degree to which a specific instrument measures a construct the same way every time that it is used under the same conditions with the same respondents. Validity, on the other hand, refers to the degree to which one is actually measuring what one is supposed to. There are various types of reliability and validity to which a research study should align.

Multiplying the number of scales that measure the same underlying element increases the measurement reliability and therefore the statistical technique. Factor analysis was used for the current study as part of testing the reliability of the data (Du Plooy, 2009:147).

5.5.1 Reliability

Before research is actually conducted, one should determine the extent to which the measuring instrument tests reliability and one should place specific focus on how to decrease certain threats to the reliability (Wagner *et al.*, 2012:82). There are six different measures that can be used to calculate the reliability coefficient, which ranges from 0, which indicates no reliability, to 1, which indicates perfect reliability (Du Plooy, 2009:131).

The following table indicates how the reliability can be viewed and interpreted:

Table 14 – Interpretation of reliability coefficients

Reliability	Consistency of the measure
0.9 or higher	Extremely good
0.80 – 0.89	Good
0.70 – 0.79	Fair

Source: Du Plooy, 2009:133.

For the current study, the internal consistency reliability test was used in order to determine the reliability of each section of the instrument with its items. Internal consistency reliability refers to the extent to which individual items within a measuring instrument are actually measuring the same construct consistently (Wagner *et al.*,

2012:82). The statistical formula Cronbach's coefficient alpha together with factor analysis were used to determine the reliability of the measure which contains items that measure respondents' perceptions, attitudes and ratings throughout the measuring instrument (Du Plooy, 2009:134).

5.5.2 Validity

Since social sciences research includes human respondents, it is always subject to human influence as well as error (Wagner *et al.,* 2012:81) and therefore it is important to make every possible effort to minimise the applicable threats according to the following types of validity:

- Content validity

Content validity can be assessed through the involvement of experts in the field to review the content or through conducting a literature review (Wagner *et al.,* 2012:81). For the current study, the researcher ensured content validity through conducting a thorough literature review where both the concepts with its constructs were discussed in detail. Through constant, continuous liaison with an assigned study leader who is an expert in the field of communication and who is reviewing the study, further content validity is ensured.

- Criterion validity

Criterion validity refers to the comparison of the performance of the measure against the encoded set of criteria that is available. This is often done through making certain predictions based on the theory that is related to the specific construct. For the current study, the researcher achieved this firstly via predictive validity through predicting certain outcomes of the research based on the theory and literature review that has been conducted around the topic in the past. Secondly, the researcher achieved this via concurrent validity through accurately identifying certain current behaviours of individuals and conducting the research around this.

- Construct validity

Construct validity refers to the extent to which the operationalisation of the constructs align to the actual theoretical constructs one is trying to measure. For the current study, the researcher ensured construct validity through convergent validity by indicating that the measures related in the study are actually related in real-life. The researcher also ensured construct validity through discriminant validity by indicating that the constructs that are not related in the study are essentially not related in real-life. This has been achieved through comparing the findings in the literature to the actual findings from the current study by drawing up and testing certain hypotheses in the study.

5.5.3 Factor analysis

According to Fabrigar and Wegener (2012:3), factor analysis is a set of statistical procedures designed to regulate the number of distinct constructs needed in order to account for the pattern of correlations among a set of measures. In other words, factor analysis is used to determine the number of distinct constructs assessed by a set of measures. In cases where the researcher has no clear expectations or relatively incomplete expectations regarding the underlying structure of correlations, there are specific procedures for conducting exploratory factor analysis (EFA), better known as unrestricted factor analysis (Fabrigar & Wegener, 2012:4).

For the current study, exploratory factor analysis was conducted on the various sections in the measuring instrument, including: career development and support; employee satisfaction; employee behaviour; organisational communication and management communication.

The Kaiser-Meyer-Olkin (KMO) test is a measure of how suitable one's data are for factor analysis. This test measures sampling adequacy for each specific variable, as well as all the variables combined. The lower the proportion of the variables, the more suited the data are for factor analysis. The following table indicates how the statistics should be interpreted (Keyton, 2011:121):

Table 15 – Kaiser-Meyer-Olkin test measuring sampling adequacy

KMO value	Sampling interpretation	Adequacy
0.00 – 0.49	Unacceptable	Not adequate
0.50 – 0.59	Miserable	Semi-adequate
0.60 – 0.69	Mediocre	Semi-adequate
0.70 – 0.79	Middling	Semi-adequate
0.80 – 0.89	Meritorious	Adequate
0.90 – 1.00	Marvellous	Adequate

Source: Keyton, 2011:122.

The Bartlett's Test of Sphericity is conducted in order to compare the observed correlation matrix to the identity matrix. It checks if there is a certain severance between the variables. If the variables are perfectly correlated, only one factor is sufficient. If the values outside the main diagonal are often high (in absolute value), some variables are correlated; if most of these values are near to zero, the Principle Component Analysis (PCA) is not really useful (Keyton, 2011:122).

Section A: Career development and support

For the first three items in this Section regarding specifically career development and support, an explorative factor analysis was directed, with principle axis factoring as the extraction method (indicating that one factor was extracted with 73 iterations required) and promax as rotation method (which indicated that the solution cannot be rotated). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.528) and the Bartlett's Test of Sphericity which was significant ($p=0.000$), both indicate that the factor analysis for this item is appropriate (even though the KMO value is indicated as miserable it is regarded as semi-adequate, since it is above the minimum acceptance of 0.5 as indicated in Table 15).

Table 16 indicates the mean and standard deviation of the items included in the factor analysis.

Table 16 – Descriptive statistics for Items 1 (a) to 1 (c)

Item	Mean	Std. Deviation	Analysis N
1(a)	3.31	1.360	246
1(b)	3.17	1.502	246
1(c)	4.47	1.116	247

[1]

The analysis identified one factor, based on the eigenvalue criterion of eigenvalues greater than one, which explained 49.07% of the variance. The final factor loadings can be seen in Table 17.

Table 17 – Factor analysis of Items 1 (a) to 1 (c)

	Items	Factors	
		1	**2**
1(a)	There is a career development and support culture in the wider organisation	.964	
1(b)	There is a career development and support culture in my team	.704	
1(c)	Career development and support is necessary for each individual	(x)	

[2]

The above factor is labelled 'career development and support' (CDS1). Using the Cronbach's coefficient alpha, the reliability (internal consistency) for this factor was found to be 0.807 (excluding the missing value), which is considered as 'good' (according to Table 14), since it was above the minimum acceptance of 0.7, which is deemed as being satisfactory.

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[1] Percentages do not add up to 100% due to missing value
[2] (x) – There was no value indicated for this item

For the second set of items in this Section regarding specifically a career development and support plan, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that one factor was extracted with 44 iterations required) and promax as rotation method (which indicated that the solution cannot be rotated). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.538) and the Bartlett's Test of Sphericity which was significant (p=0.000), both indicate that the factor analysis for these items is appropriate (even though the KMO value is indicated as miserable, it is regarded as semi- adequate, since it is above the minimum acceptance of 0.5 as indicated in Table 15).

Table 18 indicates the mean and standard deviation of the items included in the factor analysis for this section.

Table 18 – Descriptive statistics for Items 2 (a) to 2 (c)

Items	Mean	Std. Deviation	Analysis N
2(a)	4.58	.988	247
2(b)	4.48	1.007	247
2(c)	3.09	1.440	247

The analysis identified one factor, based on the eigenvalue criterion of eigenvalues greater than one, which explained 55.143% of the variance. The final factor loadings can be seen in Table 19.

Table 19 – Factor analysis of Items 2 (a) to 2 (c)

	Items	Factors	
		1	2
2(a)	It is necessary for me as an individual to have a career development and support plan in the organisation	.947	
2(b)	A career development and support plan enhances my	.833	

	overall career development opportunities		
2(c)	There is currently a career development and support plan in place for me in the organisation	(x)	

3

The above factor is labelled 'a career development and support plan' (CDSP2). Using the Cronbach's coefficient alpha, the reliability (internal consistency) for this factor was found to be 0.882 which is considered as 'good' (according to Table 14), since it was above the minimum of 0.7 which is deemed as being satisfactory.

For the third set of items in this Section regarding mentorship, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that one factor was extracted with eight iterations required) and promax as rotation method (which indicated that the solution cannot be rotated). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.505) and the Bartlett's Test of Sphericity which was significant (p=0.000), both indicate that the factor analysis for these items is appropriate (even though the KMO value is indicated as miserable, it is regarded as semi-adequate, since it is above the minimum acceptance of 0.5 as indicated in Table 15).

Table 20 indicates the mean and standard deviation of the items included in the factor analysis.

Table 20 – Descriptive statistics for Items 3 (a) to 3 (c)

Items	Mean	Std. Deviation	Analysis N
3(a)	4.61	.803	247
3(b)	4.57	.823	247
3(c)	2.75	1.495	247

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3 (x) – There was no value indicated for this item

The analysis identified one factor, based on the eigenvalue criterion of eigenvalues greater than one, which explained 56.735% of the variance. The final factor loadings can be seen in Table 21.

Table 21 – Factor analysis of Items 3 (a) to 3 (c)

	Items	Factors	
		1	**2**
3(a)	Mentorship is important for career development and support in the organisation	.921	
3(b)	Mentorship enhances overall career development opportunities	.920	
3(c)	I am exposed to mentorship in the organisation	(x)	

4

The above factor is labelled 'mentorship' (Mentor). Using the Cronbach's coefficient alpha, the reliability (internal consistency) for this factor was found to be 0.917, which is considered as 'extremely good' (according to Table 14), since it was above the minimum of 0.7 which is deemed as being satisfactory.

For the fourth set of items in this Section regarding teamwork, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that one factor was extracted with 31 iterations required) and promax as rotation method (which indicated that the solution cannot be rotated). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.543) and the Bartlett's Test of Sphericity which was significant (p=0.000), both indicate that the factor analysis for these items is appropriate (even though the KMO value is indicated as miserable, it is regarded as semi-adequate since it is above the minimum acceptance of 0.5 as indicated in Table 15).

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[4] (x) – There was no value indicated for this item

Table 22 indicates the mean and standard deviation of the items included in the factor analysis.

Table 22 – Descriptive statistics for Items 4 (a) to 4 (c)

Items	Mean	Std. Deviation	Analysis N
4(a)	4.48	.883	247
4(b)	4.37	.953	247
4(c)	3.68	1.399	247

The analysis identified one factor, based on the eigenvalue criterion of eigenvalues greater than one, which explained 56.801% of the variance. The final factor loadings can be seen in Table 23.

Table 23 – Factor analysis of Items 4 (a) to 4 (c)

	Items	Factors	
		1	**2**
4(a)	Teamwork is important for career development and support in the organisation	.936	
4(b)	Teamwork enhances overall career development opportunities	.868	
4(c)	I am exposed to teamwork in the organisation	(x)	

5

The above factor is labelled 'teamwork' (Teamwork). Using the Cronbach's coefficient alpha, the reliability (internal consistency) for this factor was found to be 0.895, which is considered as 'good' (according to Table 14 above), since it was above the minimum of 0.7 which is deemed as being satisfactory.

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[5] (x) - There was no value indicated for this item

Section B: Employee satisfaction

For the first set of items in this Section regarding employee satisfaction, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that one factor was extracted with six iterations required) and promax as rotation method (which indicated that the solution cannot be rotated). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.756) and the Bartlett's Test of Sphericity which was significant ($p=0.000$), both indicate that the factor analysis for these items is appropriate (even though the KMO value is indicated as middling, it is regarded as semi-adequate, since it is above the minimum acceptance of 0.5 as indicated in Table 15).

Table 24 indicates the mean and standard deviation of the items included in the factor analysis.

Table 24 – Descriptive statistics for Items 5.1 (a) to 5.1 (d)

Items	Mean	Std. Deviation	Analysis N
5.1(a)	3.59	1.242	247
5.1(b)	3.31	1.270	247
5.1(c)	3.15	1.427	247
5.1(d)	2.91	1.421	247

The analysis identified one factor, based on the eigenvalue criterion of eigenvalues greater than one, which explained 62.608% of the variance. The final factor loadings can be seen in Table 25 below.

Table 25 – Factor analysis of Items 5.1 (a) to 5.1 (d)

	Items	Factors	
		1	2
5.1(a)	Access to training and development programs	.770	
5.1(b)	The performance review system that is used	.769	

5.1(c)	Opportunities provided to become a specialist in my job	.844	
5.1(d)	Opportunities provided to rotate to a different job	.780	

The above factor is labelled 'employee satisfaction influence' (ESInfluence). Using the Cronbach's coefficient alpha, the reliability (internal consistency) for this factor was found to be 0.869, which is considered as 'good' (according to Table 14), since it was above the minimum of 0.7, which is deemed as being satisfactory.

For the second set of items in this Section regarding employee satisfaction, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that two factors were extracted with nine iterations required) and promax as rotation method. The Kaiser-Meyer-Olkin measure of sampling adequacy (0.892) and the Bartlett's Test of Sphericity which was significant (p=0.000), both indicate that the factor analysis for this item is appropriate (the KMO value is indicated as meritorious and thus regarded as adequate as indicated in Table 15).

Table 26 indicates the mean and standard deviation of the items included in the factor analysis.

Table 26 – Descriptive statistics for Items 5.2 (a) to 5.2 (i)

Items	Mean	Std. Deviation	Analysis N
5.2(a)	3.21	1.319	247
5.2(b)	3.96	1.093	247
5.2(c)	3.32	1.372	247
5.2(d)	3.43	1.417	247
5.2(e)	2.97	1.468	246
5.2(f)	2.92	1.367	247
5.2(g)	2.75	1.438	247
5.2(h)	3.47	1.342	247
5.2(i)	2.35	1.358	247

The analysis identified two factors, based on the eigenvalue criterion of eigenvalues greater than one, which explained 53.041% (Factor 1) and 6.902% (Factor 2) of the variance respectively. The final factor loadings can be seen in Table 27.

Table 27 – Factor analysis of Items 5.2 (a) to 5.2 (i)

	Items	Factors	
		1	**2**
	I am satisfied…		
5.2(a)	… with the general culture of the organisation	.676	
5.2(b)	… with my work relationships with my colleagues	.580	
5.2(c)	… with my top managers as positive role models	.915	
5.2(d)	… with my direct managers as positive role models	.871	
5.2(e)	… with the recognition I receive for outstanding work	.497	
5.2(f)	… with the available career development opportunities in the organisation		.520
5.2(g)	…that the benefits I receive matches my level of responsibility		.880
5.2(h)	…that I am empowered enough to carry out my work responsibilities		.377
5.2(i)	…that my current salary matches my level of responsibility		.877

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[6] Percentages do not add up to 100% due to missing value

The above factors are labelled as follows: Factor 1 (Items (a), (b), (c), (d) and (e)) is called 'employee satisfaction organisation' (ESOrg). Factor 2 (Items (f), (g), (h) and (i)) is called 'employee satisfaction individual' (ESInd).

Using the Cronbach's coefficient alpha, the reliability (internal consistency) for these factors (excluding the missing value) were found to be 0.859 (Factor 1) and 0.848 (Factor 2) which are both considered as 'good' (according to Table 14), since it was above the minimum of 0.7, which is deemed as being satisfactory.

Section C: Employee behaviour

For the first set of items in this Section regarding employee behaviour, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that one factor was extracted with four iterations required) and promax as rotation method (which indicated that the solution cannot be rotated). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.917) and the Bartlett's Test of Sphericity which was significant (p=0.000), both indicate that the factor analysis for these items is appropriate (the KMO value is indicated as marvellous and thus regarded as adequate as indicated in Table 15).

Table 28 indicates the mean and standard deviation of the items included in the factor analysis.

Table 28 – Descriptive statistics for Items 6.1 (a) to 6.1 (g)

Items	Mean	Std. Deviation	Analysis N
6.1(a)	3.69	1.173	247
6.1(b)	3.48	1.267	247
6.1(c)	3.17	1.365	247
6.1(d)	3.20	1.325	247
6.1(e)	3.17	1.349	247
6.1(f)	3.07	1.307	246

6.1(g)	3.02	1.363	247

The analysis identified one factor, based on the eigenvalue criterion of eigenvalues greater than one, which explained 68.822% of the variance. The final factor loadings can be seen in Table 29.

Table 29 – Factor analysis of Items 6.1 (a) to 6.1 (g)

	Items	Factors	
		1	**2**
6.1(a)	The amount of responsibility I have in my current role	.656	
6.1(b)	The opportunity to become a technical expert in my current role	.804	
6.1(c)	The loyalty I receive from the company in my current role	.851	
6.1(d)	The amount of freedom I have in my current role	.845	
6.1(e)	The number of choices I have in my current role	.877	
6.1(f)	The opportunities provided to gain prestige within my current role	.901	
6.1(g)	The opportunities provided to complete tasks outside of my current role	.850	

The above factor is labelled as 'employee behaviour influence' (EBInfluence). Using the Cronbach's coefficient alpha, the reliability (internal consistency) for this factor (excluding the missing value) was found to be 0.938, which is considered as 'extremely

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[7] Percentages do not add up to 100% due to missing value

good' (according to Table 14), since it was above the minimum of 0.7, which is deemed as being satisfactory.

For the second set of items in this Section regarding employee behaviour, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that two factors were extracted with seven iterations required) and promax as rotation method (which indicated that the rotation converged in three iterations). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.860) and the Bartlett's Test of Sphericity which was significant (p=0.000), both indicate that the factor analysis for these items is appropriate (the KMO value is indicated as meritorious and is thus regarded as adequate, as indicated in Table 15).

Table 30 below indicates the mean and standard deviation of the items included in the factor analysis.

Table 30 – Descriptive statistics for Items 6.2 (a) to 6.2 (k)

Items	Mean	Std. Deviation	Analysis N
6.2(a)	4.72	.642	247
6.2(b)	4.73	.701	247
6.2(c)	4.66	.708	247
6.2(d)	4.65	.657	247
6.2(e)	4.49	.780	247
6.2(f)	4.29	1.181	247
6.2(g)	4.71	.694	247
6.2(h)	1.66	1.271	247
6.2(i)	1.88	1.303	247
6.2(j)	1.64	1.314	247
6.2(k)	1.31	.948	247

The analysis identified two factors, based on the eigenvalue criterion of eigenvalues greater than one, which explained 38.139% (Factor 1) and 14.320% (Factor 2) of the variance respectively. The final factor loadings can be seen in Table 31.

Table 31 – Factor analysis of Items 6.2 (a) to 6.2 (k)

	Items	Factors	
		1	2
6.2(a)	I adhere to the rules in the organisation	.746	
6.2(b)	I always tell the truth in the organisation	.743	
6.2(c)	I am thorough in my daily work in the organisation	.812	
6.2(d)	I deliver proper outcomes in the organisation	.798	
6.2(e)	I am able to cope with various situations in the organisation	.681	
6.2(f)	I am seldom absent from work in the organisation	.366	
6.2(g)	I always display good behaviour in the organisation	.682	
6.2(h)	I am not very disciplined in the organisation		.717
6.2(i)	I struggle to stick to timelines in the organisation		.701
6.2(j)	I have committed unethical behaviour in the organisation before		.780
6.2(k)	I regularly come to work with a hangover, alcohol or drugs in my system		.822

The above factors are labelled as follows:

Factor 1 (Items (a), (b), (c), (d), (e), (f) and (g)) is called 'employee behaviour' (EB1) and Factor 2 (Items (g), (h), (i), (j) and (k)) is called 'employee behaviour' (EB2).

Using the Cronbach's coefficient alpha, the reliability (internal consistency) for these factors were found to be 0.831 (Factor 1) and 0.832 (Factor 2), which are both considered as 'good' (according to Table 14), since it was above the minimum of 0.7, which is deemed as being satisfactory.

Section D: Organisational communication

For the set of items in this Section regarding organisational communication, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that one factor was extracted with four iterations required) and promax as rotation method (which indicated that the solution cannot be rotated). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.922) and the Bartlett's Test of Sphericity which was significant (p=0.000), both indicate that the factor analysis for this item is appropriate (the KMO value is indicated as marvellous, and thus regarded as adequate, as indicated in Table 15).

Table 32 indicates the mean and standard deviation of the items included in the factor analysis.

Table 32 – Descriptive statistics for Items 7 (a) to 7 (g)

Items	Mean	Std. Deviation	Analysis N
7(a)	3.43	1.298	247
7(b)	3.35	1.341	247
7(c)	3.47	1.306	247
7(d)	3.43	1.377	247
7(e)	3.26	1.376	247
7(f)	3.30	1.335	247
7(g)	3.80	1.251	247

The analysis identified one factor, based on the eigenvalue criterion of eigenvalues greater than one, which explained 75.255% of the variance. The final factor loadings can be seen in Table 33.

Table 33 – Factor analysis of Items 7 (a) to 7 (g)

	Items	Factors	
		1	**2**
	The organisational communication I receive		
7(a)	… assists in making my daily work tasks clear	.810	
7(b)	… motivates me to network with different people in the organisation	.889	
7(c)	… helps me to adapt a positive attitude within my team	.932	
7(d)	… helps me to gain confidence within my current role	.923	
7(e)	… helps me to gain employee satisfaction in the organisation	.903	
7(f)	… assists me in coordinating my time optimally	.887	
7(g)	… makes me aware of the current issues in the organisation	.706	

The above factor is labelled as 'organisational communication' (OrgCom). Using the Cronbach's coefficient alpha, the reliability (internal consistency) for this factor was found to be 0.954, which is considered as 'extremely good' (according to Table 14 above) and was above the minimum of 0.7, which is deemed as being satisfactory.

Section E: Management communication

For the first set of items in this Section regarding management communication, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that one factor was extracted with six iterations required) and promax as rotation method (which indicated that the solution cannot be rotated). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.651) and the Bartlett's Test of Sphericity which was significant (p=0.000), both indicate that the factor analysis for these items is appropriate (although the KMO value is indicated as mediocre, it is still regarded as semi-adequate since it is above the minimum acceptance of 0.5 as indicated in Table 15).

Table 34 below indicates the mean and standard deviation of the items included in the factor analysis.

Table 34 – Descriptive statistics for Items 8.1 (a) to 8.1 (e)

Items	Mean	Std. Deviation	Analysis N
8.1(a)	(x)	(x)	247
8.1(b)	4.32	.992	247
8.1(c)	4.13	1.009	247
8.1(d)	3.62	1.352	247
8.1(e)	3.70	1.222	247

[8]

The analysis identified one factor, based on the eigenvalue criterion of eigenvalues greater than one, which explained 53.834% of the variance. The final factor loadings can be seen in Table 35.

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[8] (x) - There was no value indicated for this item

Table 35 – Factor analysis of Items 8.1 (a) to 8.1 (e)

	Items	Factors	
		1	**2**
8.1(a)	My manager regularly communicates with me regarding a career development and support plan	(a)	
8.1(b)	I desire direct communication from my direct manager	.623	
8.1(c)	I desire direct communication from my senior managers	.744	
8.1(d)	I desire improvement in the way my direct manager communicates with me	.748	
8.1(e)	I desire improvement in the way my senior managers communicate with me	.808	

[9]

The above factor is labelled as 'management communication exposure' (ManComexp). Using the Cronbach's coefficient alpha, the reliability (internal consistency) for this factor was found to be 0.816, which is considered as 'good' (according to Table 14) and was above the minimum of 0.7, thus deemed as being satisfactory.

For the second set of items in this Section regarding management communication, an explorative factor analysis was directed with principle axis factoring as the extraction method (indicating that one factor was extracted with five iterations required) and promax as rotation method (which indicated that the solution cannot be rotated). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.897) and the Bartlett's Test of Sphericity which was significant (p=0.000), both indicate that the factor analysis for

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[9] (a) - There was no value indicated for this sub-statement

these items is appropriate (the KMO value is indicated as meritorious and thus regarded as adequate as indicated in Table 15).

Table 36 indicates the mean and standard deviation of the items included in the factor analysis.

Table 36 – Descriptive statistics for Items 8.2 (a) to 8.2 (h)

Items	Mean	Std. Deviation	Analysis N
8.2(a)	3.43	1.233	247
8.2(b)	2.46	1.357	247
8.2(c)	2.53	1.486	246
8.2(d)	2.23	1.290	246
8.2(e)	2.27	1.389	246
8.2(f)	1.90	1.321	246
8.2(g)	2.11	1.400	246
8.2(h)	2.41	1.459	246

[10]

The analysis identified one factor, based on the eigenvalue criterion of eigenvalues greater than one, which explained 54.828% of the variance. The final factor loadings can be seen in Table 37.

Table 37 – Factor analysis of Items 8.2 (a) to 8.2 (h)

	Items	Factors	
		1	**2**
8.2(a)	My perceptions differ from my manager's in certain work-related situations	.547	
8.2(b)	My personality clashes with my manager's in certain work-related situations	.736	

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[10] Percentages do not add up to 100% due to missing value

8.2(c)	My manager lacks communication skills	.781	
8.2(d)	I am overloaded with information from my manager at times	.559	
8.2(e)	My manager communicates with me in the wrong way	.851	
8.2(f)	There is a language barrier between my manager and me	.720	
8.2(g)	There is an emotional barrier between my manager and me	.828	
8.2(h)	My manager says one thing but does something different	.833	

The above factor is labelled as 'management communication' (ManCom82). Using the Cronbach's coefficient alpha, the reliability (internal consistency) for this factor was found to be 0.903, which is considered as 'extremely good' (according to Table 14) and was above the minimum of 0.7, thus deemed as satisfactory.

Summary of factor analysis

As already indicated, an exploratory factor analysis was conducted on the items in each of the five sections of the measuring instrument. Maximum likelihood extraction as well as direct oblimin rotation was used to determine the non-dimensionality of each of the sections for this study.

Tables 38 and 39 serve as a summary of the factor analysis done for all the items in all the sections which were tested in the study.

Table 38 – Summary 1 of factor analysis conducted

	CDS1	CDSP2	Mentor	Teamwork	ESInfluence	ESOrg
N	246	247	247	247	247	246
Valid Missing	1	0	0	0	0	1
Mean	3.2419	4.5304	4.5911	4.4251	3.2389	3.3748
Median	3.5000	5.0000	5.0000	5.0000	3.2500	3.4000
Std. Deviation	1.31142	.94358	.78139	.87389	1.13724	1.07172
Skewness	-.382	-2.448	-2.690	-1.896	-.259	-.332
Kurtosis	-1.049	5.435	8.334	3.762	-.827	-.832
Minimum	1.00	1.00	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00

Table 39 – Summary 2 of factor analysis conducted

	ESInd	EBInfluence	EB1	EB2	OrgCom	ManComexp
N	247	246	247	247	247	247
Valid Missing	0	1	0	0	0	0
Mean	2.8775	3.2561	4.6090	1.6235	3.4349	3.9464
Median	3.0000	3.2857	4.8571	1.0000	3.5714	4.0000
Std. Deviation	1.14095	1.11752	.55358	.99359	1.17495	.92608
Skewness	-.006	-.246	-3.062	1.937	-.498	-.699
Kurtosis	-1.122	-.899	14.404	3.199	-.688	-.031
Minimum	1.00	1.00	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00

From the above tables it becomes evident that employees are very positive about mentorship and they highly agree with statements made around this (this item focused on mentorship as a practice that contributes to and enhances career development and support in the organisation) since the mean is very high (mean=4.5911). It is also evident that employees are highly influenced by certain factors that affect employee behaviour in the organisation (this item focused on factors in the organisation that influence employee behaviour) since the mean tested highest (mean = 4.6090) and contradicting to this, there are certain employee behaviours that employees do not agree with at all (this item focused on the actual good and bad employee behaviours that employees display towards the organisation) since the mean tested very low (mean= 1.6235).

As mentioned in the analysis above, the Kaiser-Meyer-Olkin test of Sampling Adequacy was above the recommended threshold of 0.5 and the Bartlett's Test of Sphericity were statistically significant ($p < 0.000$) for all of the items in the measuring instrument. The Cronbach's coefficient alpha, the reliability (internal consistency) test was also above the minimum of 0.7 and thus all the items were deemed as satisfactory for this study. Even though some of the items did not count up to a 100% completion due to some missing values, the relevancy and validity were not sincerely affected by this matter.

An overview of hypothesis testing will be provided in the next section and will be discussed in detail in the next chapter.

5.6 HYPOTHESIS TESTING

In referring to hypothesis testing, it is important to understand the basic definitions of hypotheses and hypothesis testing. A hypothesis refers to an assumption or theory we make about a population limitation. A null hypothesis refers to the hypothesis, or theory, about a population limitation we wish to test, usually an assumption of the status quo (Levin & Rubin, 1991:400).

According to Keyton (2011:198), hypotheses state the expected relationship or difference between two plus variables. A hypothesis can thus be defined as an educated guess (Wagner *et al.*, 2012:204). The power of the hypothesis test refers to the likelihood of rejecting a certain null hypothesis when it is untrue. This is also known as the measure of how well the test is working (Levin & Rubin, 1991:400).

Hypothesis testing relies on two scientific techniques, namely: sampling as well as significance testing (Keyton, 2011:198). It is assumed that the null hypothesis (H_0) is true until it is proven that there is a significant difference; till then one has to assume that there is no difference (Wagner *et al.*, 2012:205). H_0 is also the standard against which all the research outcomes in the study will be compared. The research or alternative hypothesis (H_a) is the exact opposite of H_0; it indicates that there is a significant relationship between the variables in the research study.

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5.6.1 One-way analysis of variance (ANOVA)

The statistical test, *F*, refers to the distributions by comparing the means with the standard deviations of the dependant variable. If the difference between the groups is larger than the difference within the groups, the ANOVA is stated as significant which means H_0 is rejected and H_a is accepted (Keyton, 2011:215).

Table 40 is an indication of when to use which statistical test, with the focus in this case on the ANOVA test.

Table 40 – Identifying the applicable statistical test of difference

Total variables	Level of variable	Test to conduct
One variable	Nominal level	One-way / Chi-square
Two variables	IV/DV not specified; both nominal level	Contingency analysis
	1 nominal IV with 2 levels; 1 continuous level DV	t-test
	1 nominal IV with 2+ levels; 1 continuous level DV	ANOVA
Three or more variables	2 or more nominal level IV's; 1 continuous level DV	

[11]

Source: Keyton, 2011:216.

Various hypotheses in the current research study have 'three or more' variables that need to be compared and therefore the ANOVA test will be used for *H1; H2; H5; H9* and *H10* in the current study. More detail on this will be provided in Chapter 6.

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[11] IV = Independent Variable / DV = Dependent Variable

5.6.2 Pearson correlation coefficient test

A correlation provides descriptive information about the relationship between two variables, the Pearson correlation coefficient is used to examine the relationship between two variables, both with data captured on scales (Keyton, 2011:230). This correlation coefficient is used to interpret the direction (positive or negative), significance and strength of the relationship between the two variables.

Various hypotheses in the current research study have various variables that need to be compared and therefore the Pearson correlation coefficient will be used for *H3, H4, H6, H7, H8, H11, H12, H13* and *H14* in the current study. More detail on this will be provided in Chapter 6.

5.6.3 T-test

The test for independent groups is conducted when the means of two unrelated groups are compared. These groups are considered independent since the individuals within the groups are not related and data is gathered from each person only one time (Wagner *et al.*, 2012:218).

Below is an indication of when to use the t-test for independent samples/groups:

Table 41 – Types of studies and associated statistical tests

Are you investigating a relationship between variables or the difference between groups?		
Option 1	*Option 2*	
I am investigating a relationship between variables	I am investigating differences between two groups	
	Are the same group of participants being tested more than once?	
Use the t-test for the significance of the correlation	*YES*	*NO*
	Use the t-test for dependant sample	Use the t-test for independent sample

Source: Wagner *et al.* (2012:220).

Most statistical tests have one or more assumptions underlying the use of the test. This refers to a condition that must be met in order to use the specific test to make a certain decision about H_0 (Wagner *et al*, 2012:219).

H_0 state that there is no difference in the mean scores or $H_0: \mu_1 = \mu_2$. The research (alternative) hypothesis thus states that there is a difference between these two groups or $H_1: X_1 \neq X_2$.

None of the hypotheses in the current research study have 'two' variables (refer to Table 40) that need to be compared, however this test will be used to determine the difference of perceptions between the Service Operations unit and Business Transformation Office unit with regard to certain variables. This is in order for the study to make suggestions for further, future research.

5.6.4 Errors during hypothesis testing

During the hypothesis testing process, there are two errors that could occur. The following table serves as an explanation of the difference between 'Type I' and 'Type II' errors.

Table 42 – Relationship between Type I and Type II errors

	In reality, the Null hypothesis is true	**In reality, the Null hypothesis is false**
Researcher uses level of significance to reject Null hypothesis	**Type I Error –** H_0 is rejected even though it is true OR researcher claims difference / relationship exists which does not	**Decision 1 -** H_0 is rejected when it is false (or H_a is accepted), OR researcher claims some difference / relationship and that one is found
Researcher uses level of significance to retain Null hypothesis	**Decision 2 -** H_0 is retained (or researcher fails to reject H_0) when it	**Type II Error –** H_0 is retained even though it is false, OR researcher

	is true, OR researcher does not claim difference / relationship, one is also not recognized	misses difference / relationship which is real

Source: Keyton, 2011:199.

In referring to the above table, it becomes clear that a Type I error occurs when H0 is rejected even when being true and Type II error occurs in the opposite case. It is easy for the researcher to make any of these errors and thus the researcher should be vigilant during the hypothesis testing to ensure accurate and true findings and explanations (Keyton, 2011:198).

For this study, the researcher wanted to pair the hypothesis testing together with the final conclusions and thus this section will be covered in detail in the next chapter.

5.7 CLUSTER ANALYSIS OF STUDY

A cluster analysis divides data into groups referred to as clusters that are significant and useful to a study. It is the generic name for a wide variety of procedures used to create a classification. The cluster captures the natural structure of the data in order to determine certain 'patterns' that were formed by the data. The procedures naturally form 'clusters' that are similar (Aldenderfer & Blashfield, 1984:2).

For this study, a cluster analysis was successively conducted to determine if the identified variables in the study, in concurrence with the demographics including career stage; gender; age; corporate grade and Business Unit cluster respondents into segments. A detailed analysis is provided in Chapter 6.

5.8 SUMMARY

The current Chapter focussed on the demographic profile, descriptive statistics and inferential statistics of the research study in order to determine the reliability and validity of the items in the measuring instrument.

An overview of the hypothesis testing was provided, as this will be the next major focus of the study. The next chapter, Chapter 6, is the closing chapter for this study and will focus on how the tested hypotheses addressed each objective. This Chapter will also address the research question that needs to be answered.

Suggestions for future research and further conclusions regarding internal communication for human resources will also be covered in Chapter 6.

CHAPTER 6: HYPOTHESIS TESTING

6.1 INTRODUCTION

Below is a breakdown of where the current Chapter fits into this specific study.

Table 43 – Chapter breakdown of the current study with focus on Chapter 6

Chapter	Description of chapter
1	Orientation and background
2	Literature review: Career development and support for human resources
3	Literature review: Internal communication practices in organisations
4	Methodological orientation
5	Research results
6	**Hypothesis testing**
7	Evaluation of results and conclusions

The previous Chapter focussed on the interpretation and analysis of the data that were collected via the measuring instrument. The demographic profile, descriptive statistics and inferential statistics were addressed in order to demonstrate the reliability of the items in the measuring instrument that was developed by the researcher.

Chapters 1 to 5 sought to explain how internal communication, specifically organisational and management communication, is incorporated into human resources, specifically career development and support; and how this incorporation affects employee satisfaction and employee behaviour in organisations.

This study focuses on applied research, of which the findings can be used to make certain decisions and suggestions in the organisation. Furthermore, the purpose of this study is descriptive, since it explains a specific social situation and relationships. Quantitative research was used through collecting information via a measuring

instrument; and deductive reasoning was applied accordingly, since the study is testing social theory (Wagner *et al.*, 2012:8).

The study has been structured through first doing desk research and compiling a literature review; then developing a measuring instrument to gather new data on the specific topic; and after this, analysing the data and documenting new findings, conclusions and advising suggestions for further research.

Due to the above, the current Chapter will focus on hypothesis testing, while the last Chapter will focus on applying the findings in an organisation, final remarks and conclusions. All of the findings and statements presented in the last Chapter will be tied back to the literature and objectives in the first few chapters in order to answer the overall research question in the end.

6.2 HYPOTHESIS TESTING

Hypothesis testing has already been explained in detail in Chapter 5. It has also been explained and confirmed that the ANOVA and t-test were used in order to decide on the interpretation of Ha and H0. The procedure for testing the 14, non-directional relationship hypotheses (Du Plooy, 2009:79) that all link directly to the primary and secondary research objectives, will be described separately below.

The findings from the hypothesis testing in this study will be used to explain the research objectives and to answer the research question that has been set at the beginning of the study. By accepting and rejecting the hypotheses, the researcher will be led to certain conclusions in order to make recommendations accordingly (Keyton, 2011:200).

Hypothesis 1

As mentioned in Chapter 5, a one-way analysis of variance (ANOVA) was conducted to determine if differences exist between employees in each of the first three stages in the career life-cycle (Question 9) with regard to multiple variables which include *career development and support* (CDS1; CDSP2; Mentor and Teamwork). Stage 4 of

the career life-cycle was not considered for the ANOVA test since there were too little respondents in this Stage to make it feasible for the test.

The hypotheses that were tested are as follows:

H1: There is a difference between
H1(a): employees in the exploration stage of the career life-cycle of an employee -
H1(b): employees in the establishment stage of the career life-cycle of an employee -
H1(c): employees in the maintenance stage of the career life-cycle of an employee -
with regard to career development and support in the organisation
H0: There is no difference between
H0(a): employees in the exploration stage of the career life-cycle of an employee -
H0(b): employees in the establishment stage of the career life-cycle of an employee -
H0(c): employees in the maintenance stage of the career life-cycle of an employee -
with regard to career development and support in the organisation

The construct of *career development and support* was operationalised as follows:

Table 44 – Operationalisation of *career development and support*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Career development and support	Career development and support culture (factor)	Item 1 (a) and 1 (b)
	Career development and support necessity (single item)	Item 1 (c)
A career development and support plan	Necessity of a career development and support plan (factor)	Item 2 (a) and 2 (b)
	Current situation regarding a career development and support plan (single item)	Item 2 (c)
Mentorship	Necessity of mentorship (factor)	Item 3 (a) and 3 (b)
	Current situation regarding mentorship (single item)	Item 3 (c)
Teamwork	Necessity of teamwork (factor)	Item 4 (a) and 4 (b)

	Current situation regarding teamwork (single item)	Item 4 (c)

The statistical results for the individual hypotheses (H1(a) to H1(c)) were calculated and an ANOVA was used to determine if differences exist between the career stages of employees regarding the four variables mentioned above. The results are indicated in Table 45 and 46.

Table 45 – Descriptive of *career development and support* construct

Variable	Career stage used	N	Mean (μ)	Standard deviation
CDS1	1	78	2.9582	1.35882
	2	132	3.4205	1.26737
	3	35	3.2429	1.29689
	Total	245	3.2479	1.31238
CDSP2	1	78	4.4615	1.03123
	2	132	4.6288	.82569
	3	35	4.4143	1.06056
	Total	245	4.5449	.93104
Mentor	1	78	4.5449	.84202
	2	132	4.5947	.79869
	3	35	4.6571	.57868
	Total	245	4.5878	.78371
Teamwork	1	78	4.3974	.93406
	2	132	4.5076	.75913
	3	35	4.1714	1.10442
	Total	245	4.4245	.87627

[12]

In considering the career development and support construct in terms of the 5-point Likert scale items used in the survey, the mean in Table 45 refers to the average agreement level that respondents indicated. From the above average it is evident that for the CDS1 variable, the average mean was 3.2479 which show that most

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[12] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

respondents 'neither agree nor disagree' with the items provided. For the CDSP2 variable, most respondents 'somewhat agree' with the items (average mean is 4.5449). For the Mentor variable, most respondents 'strongly agree' with the items (average mean is 4.5878) and for the Teamwork variable, most respondents 'somewhat agree' with the items (average mean is 4.4245).

The ANOVA results for *career development and support* are as follows:

Table 46 – Calculation of ANOVA for *career development and support* construct

		Sum of squares	df	Mean square	F	Sig.	Reject / Do not reject H0
CDS1	Between groups	10.476	2	5.238	3.093	.047	Reject
	Within groups	409.773	242	1.693			
	Total	420.249	244				
CDSP2	Between groups	2.068	2	1.034	1.195	.305	Do not reject
	Within groups	209.438	242	.865			
	Total	211.506	244				
Mentor	Between groups	.318	2	.159	.258	.773	Do not reject
	Within groups	149.545	242	.618			
	Total	148.863	244				
Teamwork	Between groups	3.210	2	1.605	2.109	.124	Do not reject
	Within groups	184.143	242	.761			
	Total	187.353	244				

[13]

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[13] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

The results above indicate that only the career development and support (CDS1) variable is statistically significant at a 5% level of significance. The results thus indicate that H0 will be rejected for this specific variable and that there is a difference between the employees in the different career stages with regard to their level of agreement regarding career and development support (factor).

In addition to the above findings, the Tukey HSD multiple comparison test (generally used in conjunction with an ANOVA) was used to determine which groups of employees in the specific career stages differ from each other. For career development and support (CDS1), tested between three of the career stages, the statistically significant differences detected were between Career stage 1 and Career stage 2 (p = 0.036).

For the career development and support plan (CDSP2) variable, mentorship (Mentor) variable and teamwork (Teamwork) variable tested between three of the career stages, H0 will not be rejected since there were no statistically significant differences detected between any of the career stages for these variables.

Hypothesis 2

As mentioned in Chapter 5, a one-way analysis of variance (ANOVA) was conducted to determine if differences exist between employees in each of the first three stages in the career life-cycle (Question 9) with regard to multiple variables which include *employee satisfaction* (ESInfluence, ESInd and ESOrg). Stage 4 of the career life-cycle was not considered for the ANOVA test since there were too little respondents in this stage to make it feasible for the test.

The hypotheses that were tested were as follows:

H2: There is a difference between

H2(d): employees in the exploration stage of the career life-cycle of an employee -
H2(e): employees in the establishment stage of the career life-cycle of an employee -
H2(f): employees in the maintenance stage of the career life-cycle of an employee -
with regard to the level of employee satisfaction in the organisation

H0: There is no difference between
H0(d): employees in the exploration stage of the career life-cycle of an employee -
H0(e): employees in the establishment stage of the career life-cycle of an employee -
H0(f): employees in the maintenance stage of the career life-cycle of an employee -
with regard to the level of employee satisfaction in the organisation

The construct of *employee satisfaction* was operationalised as follows:

Table 47 – Operationalisation of *employee satisfaction*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Employee satisfaction	Influence of certain aspects on employee satisfaction (factor)	Item 5.1 (a) and 5.1 (d)
	Employee satisfaction in the organisation (factor)	Item 5.2 (a) – 5.2 (i)

The statistical results for the individual hypotheses (H2(d) to H2(f)) were calculated and an ANOVA was used to determine if differences exist between the career stages of employees regarding the three variables. The results are indicated in Table 48 and 49.

Table 48 – Descriptive of *employee satisfaction* construct

Variable	Career stage used	N	Mean (μ)	Standard deviation
ESInfluence	1	78	3.0865	1.11863
	2	132	3.4034	1.12342
	3	35	3.0286	1.14367
	Total	245	3.2490	1.13271
ESInd	1	78	2.7917	1.11179
	2	132	3.0473	1.15503
	3	35	2.4857	1.05361
	Total	245	2.8857	1.14058
ESOrg	1	78	3.2048	1.08633
	2	132	3.5879	1.04633
	3	35	2.9714	.98237

	Total	245	3.3779	1.07322

In considering the employee satisfaction construct with the 5-point Likert scale items used in the survey, the mean in Table 48 refers to the average influence level (ESInfluence) and average agreement level (ESOrg) that respondents indicated. From the above average it is evident that for the ESInfluence variable, the average mean was 3.2490 which show that most respondents feel that the aspects provided in the items have a moderate influence on them. For the ESOrg variable, most respondents neither agree nor disagree with the items (average mean is 3.3779

The ANOVA results for employee satisfaction are as follows:

Table 49 – Calculation of ANOVA for *employee satisfaction* construct

		Sum of squares	df	Mean square	F	Sig.	Reject / Do not reject H0
ESInfluence	Between groups	6.906	2	3.453	2.730	.067	Do not reject
	Within groups	306.156	242	1.265			
	Total	313.062	244				
ESInd	Between groups	9.738	2	4.869	3.830	.023	Reject
	Within groups	307.687	242	1.271			
	Total	317.425	244				
ESOrg	Between groups	13.940	2	6.970	6.315	.002	Reject
	Within groups	267.101	242	1.104			
	Total	281.041	244				

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[14] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

[15] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

The results above indicate that the employee satisfaction (ESInd) variable is accurate at a 5% level of significance and the employee satisfaction (ESOrg) variable is accurate at a 1% level of significance between the career stages in the career life-cycle of an employee. The results thus indicate that H0 will be rejected for these variables specifically since there is a difference between the employees in the different career stages with regard to their level of employee satisfaction (Factor).

In addition to the above findings, the Tukey HSD multiple comparison test (generally used in conjunction with an ANOVA) was used to determine which specific career stages differ from each other. For employee satisfaction (ESInd) tested between three of the career stages, the statistically significant differences detected were between Career stage 2 and Career stage 3 (p=0.025). For employee satisfaction (ESOrg) tested between three of the career stages, the statistically significant differences detected were between Career stage 1 and Career stage 2 (p=0.030) as well as between Career stage 2 and Career stage 3 (p=0.006).

For employee satisfaction (ESInfluence) tested between three of the career stages, H0 will not be rejected since there was no statistically significant differences detected between any of the career stages for this variable.

Hypothesis 3

As mentioned in Chapter 5, inferential statistics were used in order to determine the statistical significance, direction (positive or negative) and strength of the relationship between the *level of employee satisfaction* (ESInfluence and ESOrg) and the *level of agreement for career development and support in the organisation* (CDS1; CDSP2; Mentor and Teamwork).

Pearson correlation coefficients were used to evaluate the strength, direction and statistical significance of the relationships between the *level of employee satisfaction*

and the *level of agreement for career development and support in the organisation*. The results are summarised in Table 8.

The hypothesis that was tested is as follows:

> *H3: There is a relationship between the level of employee satisfaction and the level of agreement for career development and support in the organisation*
>
> *H0: There is no relationship between the level of employee satisfaction and the level of agreement for career development and support by employees in the organisation*

The constructs of *career development and support*, and *employee satisfaction* were operationalised as follows:

Table 50 – Operationalisation of *career development and support* and *employee satisfaction*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Career development and support	Refer to Table 1	
Employee satisfaction	Refer to Table 4	

The results of the Pearson correlation coefficients are as follows:

Table 51 – Pearson correlation coefficients for the relationship between *career development and support* and *employee satisfaction*

Variable combination	Pearson	p-value	Reject / Do not reject H0
Career development and support (CDS1) and employee satisfaction (ESInfluence)	.488**	0.000	Reject
Career development and support (CDSP2) and employee satisfaction (ESInfluence)	.080	0.211	Do not reject
Career development and support (Mentor) and employee satisfaction (ESInfluence)	.059	0.352	Do not reject

Career development and support (Teamwork) and employee satisfaction (ESInfluence)	.184**	0.004	Reject
Career development and support (CDS1) and employee satisfaction (ESInd)	.676**	0.000	Reject
Career development and support (CDSP2) and employee satisfaction (ESInd)	0.065	0.310	Do not reject
Career development and support (Mentor) and employee satisfaction (ESInd)	0.019	0.768	Do not reject
Career development and support (Teamwork) and employee satisfaction (ESInd)	.171**	0.007	Reject
Career development and support (CDS1) and employee satisfaction (ESOrg)	.662**	0.000	Reject
Career development and support (CDSP2) and employee satisfaction (ESOrg)	.109	0.089	Do not reject
Career development and support (Mentor) and employee satisfaction (ESOrg)	.063	0.323	Do not reject
Career development and support (Teamwork) and employee satisfaction (ESOrg)	.208**	0.001	Reject

The results above confirm that there are significant relationships between certain of the variable combinations. For these specific combinations, H0 will be rejected, since for this study the various data points were considered individually in order to determine the conclusion.

The results indicate that statistical significant relationships exist at the 1% level of significance between the following variables, which indicates that H0 will be rejected in these cases:

- Career development and support (CDS1) and employee satisfaction (ESInfluence). The value of the correlation coefficient (0.488) with a p-value of 0.000 indicates a moderate positive relationship between these two variables;
- Career development and support (Teamwork) and employee satisfaction (ESInfluence). The value of the correlation coefficient (0.184) with a p-value of 0.004 indicates a very weak positive relationship between these two variables;

- Career development and support (CDS1) and employee satisfaction (ESInd). The value of the correlation coefficient (0.676) with a p-value of 0.000 indicates a strong positive relationship between these two variables;
- Career development and support (Teamwork) and employee satisfaction (ESInd). The value of the correlation coefficient (0.171) with a p-value of 0.007 indicates a very weak positive relationship between these two variables;
- Career development and support (CDS1) and employee satisfaction (ESOrg). The value of the correlation coefficient (0.662) with a p-value of 0.000 indicates a strong positive relationship between these two variables;
- Career development and support (Teamwork) and employee satisfaction (ESOrg). The value of the correlation coefficient (0.208) with a p-value of 0.001 indicates a weak positive relationship between these two variables.

Hypothesis 4

As mentioned in Chapter 5, inferential statistics were used in order to determine the statistical significance, direction (positive or negative) and strength of the relationship between *employee behaviour* (EBInfluence, EB1 and EB2) and the *level of agreement for career development and support in the organisation* (CDS1; CDSP2; Mentor and Teamwork).

Pearson correlation coefficients were used to evaluate the strength, direction and statistical significance of the correlations between the variables *employee behaviour* and the *level of agreement for career development and support in the organisation*. The results are summarised in Table 53.

The hypothesis that was tested is as follows:

H4: There is a relationship between employee behaviour and the level of agreement for career development and support in the organisation
H0: There is no relationship between employee behaviour and the level of agreement for career development and support in the organisation

The constructs of *employee behaviour*, and *career development and support* were operationalised as follows:

Table 52 – Operationalisation of *employee behaviour*, and *career development and support*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Career development and support	Refer to Table 1	
Employee behaviour	Aspects influencing employee behaviour (factor)	Item 6.1 (a) – 6.1 (g)
	Generic employee behaviours (factor)	Item 6.2 (a) – 6.2 (k)

The results of the Pearson correlation coefficients are as follows:

Table 53 – Pearson correlation coefficients for the relationship between *career development and support* and *employee behaviour*

Variable combination	Pearson	p-value	Reject / Do not reject H0
Career development and support (CDS1) and employee behaviour (EBInfluence)	.521**	0.000	Reject
Career development and support (CDSP2) and employee behaviour (EBInfluence)	-0.015	0.809	Do not reject
Career development and support (Mentor) and employee behaviour (EBInfluence)	-0.001	0.988	Do not reject
Career development and support (Teamwork) and employee behaviour (EBInfluence)	0.115	0.072	Do not reject
Career development and support (CDS1) and employee behaviour (EB1)	0.041	0.522	Do not reject
Career development and support (CDSP2) and employee behaviour (EB1)	.133*	0.036	Reject
Career development and support (Mentor) and employee behaviour (EB1)	.206**	0.001	Reject

Career development and support (Teamwork) and employee behaviour (EB1)	.207**	0.001	Reject
Career development and support (CDS1) and employee behaviour (EB2)	0.107	0.094	Do not reject
Career development and support (CDSP2) and employee behaviour (EB2)	-.160*	0.012	Reject
Career development and support (Mentor) and employee behaviour (EB2)	-0.106	0.096	Do not reject
Career development and support (Teamwork) and employee behaviour (EB2)	0.015	0.810	Do not reject

The results above confirm that there are significant relationships between certain of the variable combinations. For these specific combinations, H0 will be rejected, since for this study the various data points were considered individually in order to determine the conclusion.

The results indicate that statistical significant relationships exist at the 1% level of significance between the following variables, which indicates that H0 will be rejected in these cases:

- Career development and support (CDS1) and employee behaviour (EBInfluence). The value of the correlation coefficient (0.521) with a p-value of 0.000 indicates a strong positive correlation between these two variables;
- Mentorship (Mentor) and employee behaviour (EB1). The value of correlation coefficient (0.206) with a p-value of 0.001 indicates a weak positive correlation between these two variables;
- Teamwork (Teamwork) and employee behaviour (EB1). The value of the correlation coefficient (0.207) with a p-value of 0.001 indicates a weak positive correlation between these two variables.

The results indicate that statistical significant relationships exist at the 5% level of significance between the following variables, which indicates that H0 will be rejected in these cases:

- Career development and support (CDSP2) and employee behaviour (EB1). The value of the correlation coefficient (0.133) with a p-value of 0.036 indicates a very weak positive correlation between these two variables;
- Career development and support (CDSP2) and employee behaviour (EB2). The value of the correlation coefficient (0.106) with a p-value of 0.012 indicates a very weak negative correlation between these two variables.

Hypothesis 5

As mentioned in Chapter 5, a one-way analysis of variance (ANOVA) was conducted to determine if differences exist between employees in each of the first three stages in the career life-cycle (Question 9) with regard to multiple variables, which include *employee behaviour* (EBInfluence, EB1 and EB2). Stage 4 of the career life-cycle was not considered for the ANOVA test since there were too little respondents in this stage to make it feasible for the test.

The hypotheses that were tested are as follows:

H5: There is a difference between

H5(g): employees in the exploration stage of the career life-cycle of an employee -
H5(h): employees in the establishment stage of the career life-cycle of an employee -
H5(i): employees in the maintenance stage of the career life-cycle of an employee -
with regard to employee behaviour in the organisation

H0: There is no difference between

H0(g): employees in the exploration stage of the career life-cycle of an employee -
H0(h): employees in the establishment stage of the career life-cycle of an employee -
H0(i): employees in the maintenance stage of the career life-cycle of an employee -
with regard to employee behaviour in the organisation

The construct of *employee behaviour* was operationalised as follows:

Table 54 – Operationalisation of *employee behaviour*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Employee behaviour	Refer to Table 9	

The statistical results for the individual hypotheses (5(g) to H5(i)) were calculated and an ANOVA was used to determine if differences exist between the career stages of employees regarding the three variables. The results are indicated in Table 55 and 56.

Table 55– Descriptive of *employee behaviour* construct:

Variable	Career stage used	N	Mean (μ)	Standard deviation
EBInfluence	1	78	3.0897	1.06385
	2	132	3.4186	1.11182
	3	35	3.0816	1.15138
	Total	245	3.2658	1.11039
EB1	1	78	4.4853	.60799
	2	132	4.7002	.42797
	3	35	4.5755	.74431
	Total	245	4.6140	.54928
EB2	1	78	1.7179	.98558
	2	132	1.5568	1.01308
	3	35	1.6500	.96100
	Total	245	1.6214	.99579

[16]

The statistical results for the employee behaviour construct operationalised with a 5-point Likert scale, indicate that the mean in Table 55 refers to the average influence level (EBInfluence) and average agreement level (EB1 and EB2) that respondents indicated. From the above average it is evident that for the EBInfluence variable, the average mean was 3.2658 which shows that most respondents feel that the aspects

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[16] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

provided in the items have a moderate influence on them. For the EB1 variable, most respondents somewhat agree with the items (average mean is 4.6140) and for the EB2 variable, most respondents neither agree nor disagree with the items (average mean is 1.6214).

The ANOVA results for *employee behaviour* are as follows:

Table 56 – Calculation of ANOVA for *employee behaviour* construct:

		Sum of squares	df	Mean square	F	Sig.	Reject / Do not reject H0
EBInfluence	Between groups	6.687	2	3.343	2.751	.066	Do not reject
	Within groups	294.155	242	1.216			
	Total	300.842	244				
EB1	Between groups	2.324	2	1.162	3.944	.021	Reject
	Within groups	71.293	242	.295			
	Total	73.617	244				
EB2	Between groups	1.306	2	.653	.657	.519	Do not reject
	Within groups	240.644	242	.994			
	Total	241.950	244				

[17]

The results above indicate that only the employee behaviour (EB1) variable is accurate at a 5% level of significance between the career stages in the career life-cycle of an employee. The results thus indicate that H0 will be rejected for this specific variable and that there is therefore a difference between the employees in the different career stages with regard to employee behaviour (factor).

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[17] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

In addition to the above findings, the Tukey HSD multiple comparison test (generally used in conjunction with an ANOVA) was used to determine which specific career stages differ from each other. For the employee behaviour (EB1) variable tested between three different career stages, the statistically significant differences detected were between Career stage 1 and Career stage 2 ($p = 0.016$).

For employee behaviour (EBInfluence and EB2) variables tested between three of the career stages, H0 will not be rejected since there were no statistically significant differences detected between any of the career stages for these variables.

Hypothesis 6

As mentioned in Chapter 5, inferential statistics were conducted in order to determine the statistical significance, direction (positive or negative) and strength of the relationship between the *level of employee satisfaction* (ESInfluence, ESInd and ESOrg) and the *employee behaviour* (EBInfluence, EB1 and EB2) in the organisation.

Pearson correlation coefficients were used to evaluate the strength, direction and statistical significance of the relationships between the *level of employee satisfaction* and *employee behaviour in the organisation*. The results are summarised in Table 58.

The hypothesis that was tested is as follows:

H6: There is a relationship between the level of employee satisfaction and the employee behaviour in the organisation
H0: There is no relationship between the level of employee satisfaction and the employee behaviour in the organisation

The constructs of *employee satisfaction* and *employee behaviour* were operationalised as follows:

Table 57 – Operationalisation of *employee satisfaction* and *employee behaviour*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Employee behaviour	Refer to Table 9	
Employee satisfaction	Refer to Table 4	

The results of the Pearson correlation coefficients are as follows:

Table 58– Pearson correlation coefficients for the relationship between *employee satisfaction* and *employee behaviour*

Variable combination	Pearson	p-value	Reject / Do not reject H0
Employee satisfaction (ESInfluence) and employee behaviour (EBInfluence)	.768**	0.000	Reject
Employee satisfaction (ESInfluence) and employee behaviour (EB1)	0.120	0.059	Do not reject
Employee satisfaction (ESInfluence) and employee behaviour (EB2)	0.074	0.245	Do not reject
Employee satisfaction (ESInd) and employee behaviour (EB1)	0.032	0.620	Do not reject
Employee satisfaction (ESInd) and employee behaviour (EB2)	.165**	0.010	Reject
Employee satisfaction (ESInd) and employee behaviour (EBInfluence)	.650**	0.000	Reject
Employee satisfaction (ESOrg) and employee behaviour (EB1)	.149*	0.019	Reject
Employee satisfaction (ESOrg) and employee behaviour (EB2)	0.084	0.188	Do not reject

Employee satisfaction (ESOrg) and employee behaviour (EBInfluence)	.621**	0.000	Reject

The results above confirm that there are significant relationships between certain of the variable combinations. For these specific combinations, H0 will be rejected, since for this study the various data points were considered individually in order to determine the conclusion.

The results indicate that statistical significant relationships exist at the 1% level of significance between the following variables, which indicates that H0 will be rejected in these cases:

- Employee satisfaction (ESInfluence) and employee behaviour (EBInfluence). The value of the correlation coefficient (0.768) with a p-value of 0.000 indicates a strong positive relationship between these two variables;
- Employee satisfaction (ESInd) and employee behaviour (EB2). The value of the correlation coefficient (0.165) with a p-value of 0.010 indicates a very weak positive relationship between these two variables;
- Employee satisfaction (ESInd) and employee behaviour (EBInfluence). The value of the correlation coefficient (0.650) with a p-value of 0.000 indicates a strong positive relationship between these two variables;
- Employee satisfaction (ESOrg) and employee behaviour (EBInfluence). The value of the correlation coefficient (0.621) with a p-value of 0.000 indicates a strong positive relationship between these two variables.

The results indicate that statistical significant relationships exist at the 5% level of significance between the following variables, which indicates that H0 will be rejected in this case:

- Employee satisfaction (ESOrg) and employee behaviour (EB1). The value of the correlation coefficient (0.149) with a p-value of 0.019 indicates a very weak positive relationship between these two variables.

Hypothesis 7

As mentioned in Chapter 5, inferential statistics were used in order to determine the statistical significance, direction (positive or negative) and strength of the relationship between *the regard for organisational communication* (OrgCom) and *the level of agreement for career development and support in the organisation* (CDS1; CDSP2; Mentor and Teamwork).

Pearson correlation coefficients were used to evaluate the strength, direction and statistical significance of the relationships between *the regard for organisational communication* and the *level of agreement for career development and support in the organisation*. The results are summarised in Table 60.

The hypothesis that was tested is as follows:

H7: There is a relationship between the regard for organisational communication and the level of agreement for career development and support
H0: There is no relationship between the regard for organisational communication and the level of agreement for career development and support

The constructs of *career development and support* and *organisational communication* were operationalised as follows:

Table 59 – Operationalisation of *career development and support* and *organisational communication* constructs:

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Career development and support	Refer to Table 1	
Organisational communication	Organisational communication in the organisation (factor)	Item 7 (a) – 7 (g)

The results of the Pearson correlation coefficients are as follows:

Table 60 – Pearson correlation coefficients for the relationship between *career development and support* and *organisational communication*

Variable combination	Pearson	p-value	Reject / Do not reject H0
Career development and support (CDS1) and organisational communication (OrgCom)	.564**	0.000	Reject
Career development and support (CDSP2) and organisational communication (OrgCom)	-0.036	0.578	Do not reject
Career development and support (Mentor) and organisational communication (OrgCom)	-0.057	0.370	Do not reject
Career development and support (Teamwork) and organisational communication (OrgCom)	.160*	0.012	Reject

The results above confirm that there are significant relationships between certain of the variable combinations. For these specific combinations, H0 will be rejected, since for this study the various data points were considered individually in order to determine the conclusion.

The results indicate that statistical significant relationships exist at the 1% level of significance between the following variables, which indicates that H0 will be rejected in this case:

- Career development and support (CDS1) and organisational communication (OrgCom). The value of the correlation coefficient (0.564) with a p-value of 0.000 indicates a moderate positive relationship between these two variables.

The results indicate that statistical significant relationships exist at the 5% level of significance between the following variables, which indicates that H0 will be rejected in this case:

- Career development and support (Teamwork) and organisational communication (OrgCom). The value of the correlation coefficient (0.160) with a p-value of 0.012 indicates a very weak positive relationship between these two variables.

Hypothesis 8

As mentioned in Chapter 5, inferential statistics were conducted in order to determine the statistical significance, direction (positive or negative) and strength of the relationship between *the regard for management communication* (ManComexp and ManCom82) and the *level of agreement for career development and support in the organisation* (CDS1; CDSP2; Mentor and Teamwork).

Pearson correlation coefficients were used to evaluate the strength, direction and statistical significance of the correlations between the *regard for management communication* and the *level of agreement for career development and support in the organisation*. The results are summarised in Table 62.

The hypothesis that was tested is as follows:

H8: There is a relationship between the regard for management communication and the level of agreement for career development and support in the organisation
H0: There is no relationship between the regard for management communication and the level of agreement for career development and support in the organisation

The constructs of *career development and support* and *management communication* were operationalised as follows:

Table 61 – Operationalisation of *career development and support* and *management communication*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Career development and support	Refer to Table 1	
Management communication	Management communication in the organisation (factor)	Item 8.1 (a) – 8.1 (e)
	Communication barriers (factor)	Item 8.2 (a) – 8.2 (h)

The results of the Pearson correlation coefficients are as follows:

Table 62 – Pearson correlation coefficients for the relationship between *career development and support* and *management communication*

Variable combination	Pearson	p-value	Reject / Do not reject H0
Career development and support (CDS1) and management communication (ManComexp)	-.143*	0.024	Reject
Career development and support (CDSP2) and management communication (ManComexp)	.127	0.045	Reject
Career development and support (Mentor) and management communication (ManComexp)	.135*	0.034	Reject
Career development and support (Teamwork) and management communication (ManComexp)	0.104	0.104	Do not reject
Career development and support (CDS1) and management communication (ManCom82)	-.286**	0.000	Reject
Career development and support (CDSP2) and management communication (ManCom82)	-0.036	0.576	Do not reject
Career development and support (Mentor) and management communication (ManCom82)	0.026	0.681	Do not reject
Career development and support (Teamwork) and management communication (ManCom82)	-0.019	0.769	Do not reject

The results above confirm that there are significant relationships between certain of the variable combinations. For these specific combinations, H0 will be rejected, since for this study the various data points were considered individually in order to determine the conclusion.

The results indicate that statistical significant relationships exist between the following variables, which indicate that H0 will be rejected in this case:

-   Career development and support (CDSP2) and management communication (ManComexp). The value of the correlation coefficient (0.127) with a p-value of 0.045 indicates a very weak positive relationship between these two variables.

The results indicate that statistical significant relationships exist at the 5% level of significance between the following variables, which indicate that H0 will be rejected in these cases:

- Career development and support (CDS1) and management communication (ManCom82). The value of the correlation coefficient (0.286) with a p-value of 0.000 indicates a very weak negative relationship between these two variables;
- Career development and support (Mentor) and management communication (ManComexp). The value of the correlation coefficient (0.135) with a p-value of 0.034 indicates a very weak positive relationship between these two variables.

The results further indicate that statistical significant relationships exist at the 1% level of significance between the following variables, which indicate that H0 will be rejected in this case:

- Career development and support (CDS1) and management communication (ManCome82). The value of the correlation coefficient (0.286) with a p-value of 0.000 indicates a weak, negative relationship between these two variables.

Hypothesis 9

As mentioned in Chapter 5, a one-way analysis of variance (ANOVA) was conducted to determine if differences exist between employees in each of the first three stages in the career life-cycle (Question 9) with regard to multiple variables, which include *the regard for organisational communication* (OrgCom). Stage 4 of the career life-cycle was not considered for the ANOVA test since there were too little respondents in this stage to make it feasible for the test.

The hypotheses that were tested are as follows:

H9: There is a difference between
H9(j): employees in the exploration stage of their career life-cycle -
H9(k): employees in the establishment stage of their career life-cycle -
H9(l): employees in the maintenance stage of their career life-cycle -
with regard to organisational communication in the organisation

The construct of *organisational communication* was operationalised as follows:

Table 63 – Operationalisation of *organisational communication*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Organisational communication	Refer to Table 16	

The statistical results for the individual hypotheses (H9(j) to H9(l)) were calculated and an ANOVA was used to determine if differences exist between the career stages of employees regarding the variables. The results are indicated in Table 64 and 65.

Table 64 – Descriptive of *organisational communication* construct

Variable	Career stage used	N	Mean (μ)	Standard deviation
OrgCom	1	78	3.3828	1.13506
	2	132	3.5985	1.19629
	3	35	3.0000	1.08133
	Total	245	3.4443	1.17483

[18]

In considering the organisational communication construct with the 5-point Likert scale items used in the survey, the mean in Table 64 refers to the average agreement level that respondents indicated. From the above average it is evident that for the OrgCom

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[18] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

variable, the average mean was 3.4443 which show that most respondents 'neither agree nor disagree' with the items provided in the survey.

The ANOVA results for *organisational communication* are as follows:

Table 65 – Calculation of ANOVA for *organisational communication* construct

		Sum of squares	df	Mean square	F	Sig.	Reject / Do not reject H0
OrgCom	Between groups	10.342	2	5.171	3.834	.023	Reject
	Within groups	326.434	242	1.349			
	Total	336.776	244				

[19]

The results above indicate that the organisational communication (OrgCom) variable is accurate at a 5% level of significance between the career stages in the career life-cycle of an employee. The results thus indicate that H0 will be rejected for this specific variable and that there is a difference between the employees in the different career stages in terms of their regard for organisational communication (factor).

In addition to the above findings, the Tukey HSD multiple comparison test (generally used in conjunction with an ANOVA) was used to determine which specific career stages differ from each other. For organisational communication (OrgCom) tested between three of the career stages, the statistically significant differences detected were between Career stage 2 and Career stage 3 ($p = 0.020$).

Hypothesis 10

As mentioned in Chapter 5, a one-way analysis of variance (ANOVA) was conducted to determine if differences exist between employees in each of the first three stages in the career life-cycle (Question 9) with regard to multiple variables, which include *the*

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[19] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

regard for management communication (ManComexp and ManCom82). Stage 4 of the career life-cycle was not considered for the ANOVA test since there were too little respondents in this stage to make it feasible for the test.

The hypotheses that were tested are as follows:

> *H10: There is a difference between*
> *H10(m): employees in the exploration stage of their career life-cycle -*
> *H10(n): employees in the establishment stage of their career life-cycle -*
> *H10(o): employees in the maintenance stage of their career life-cycle -*
> *with regard to management communication*
>
> *H0: There is no difference between*
> *H0(m): employees in the exploration stage of their career life-cycle -*
> *H0(n): employees in the establishment stage of the career life-cycle -*
> *H0(o): employees in the maintenance stage of the career life-cycle -*
> *with regard to management communication*

The construct of *management communication* was operationalised as follows:

Table 66 – Operationalisation of *management communication*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Management communication	Refer to Table 18	

The statistical results for the individual hypotheses (H10(m) to H10(o)) were calculated and an ANOVA was used to determine if differences exist between the career stages of employees regarding the variables. The results are indicated in Table 67 and 68.

Table 67– Descriptive of *management communication* construct

Variable	Career stage used	N	Mean (µ)	Standard deviation

ManComexp	1	78	3.8910	.97999
	2	132	2.9148	.90684
	3	35	4.1286	.86681
	Total	245	3.9378	.92492
ManCom82	1	78	2.5256	1.04162
	2	132	2.2172	1.01731
	3	35	2.8857	1.06945
	Total	245	2.4109	1.05557

[20]

In considering the management communication construct with the 5-point Likert scale items used in the survey, the mean in Table 67 refers to the average agreement level that respondents indicated. From the above average it is evident that for the ManComexp variable, the average mean was 3.9378 which shows that most respondents 'somewhat agree' with the items. For the ManCom82 variable, most respondents 'somewhat disagree' with the items (average mean is 2.4109).

The ANOVA results for *management communication* are as follows:

Table 68 – Calculation of ANOVA for *management communication* construct

		Sum of squares	df	Mean square	F	Sig.	Reject / Do not reject H0
ManComexp	Between groups	1.514	2	.757	.884	.414	Do not reject
	Within groups	207.224	242	.856			
	Total	208.738	244				
ManCom82	Between groups	13.871	2	6.935	6.505	.002	Reject
	Within groups	258.003	242	1.066			
	Total	271.874	244				

[21]

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[20] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

[21] Stage 4 of the career life-cycle not considered for this test since there were too little respondents in this stage

The results above indicate that the management communication (ManCom82) variable is accurate at a 1% level of significance between the career stages in the career life-cycle of an employee. The results thus indicate that H0 will be rejected for this specific variable and that there is a difference between the employees in the different career stages in terms of their regard for management communication (factor).

In addition to the above findings, the Tukey HSD multiple comparison test (generally used in conjunction with an ANOVA) was used to determine which specific career stages differ from each other. For management communication (ManCom82) tested between three of the career stages, the statistically significant differences detected were between Career stage 2 and Career stage 3 ($p = 0.002$).

For management communication (ManComexp) tested between three of the career stages, H0 will not be rejected since there were no statistically significant differences detected between any of the career stages for these variables.

Hypothesis 11

As mentioned in Chapter 5, inferential statistics were used in order to determine the statistical significance, direction (positive or negative) and strength of the relationship between the *regard for organisational communication* (OrgCom) and the *level of employee satisfaction in the organisation* (ESInfluence, ESInd and ESOrg).

Pearson correlation coefficients were used to evaluate the strength, direction and statistical significance of the correlations between the variables *regard for organisational communication* and the *level of employee satisfaction in the organisation*. The results are summarised in Table 70.

The hypothesis that was tested is as follows:

H11: There is a relationship between the regard for organisational communication and the level of employee satisfaction in the organisation

> *H0: There is no relationship between the regard for organisational communication and the level of employee satisfaction in the organisation*

The constructs of *organisational communication* and *employee satisfaction* were operationalised as follows:

Table 69 – Operationalisation of *organisational communication* and *employee satisfaction*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Organisational communication	Refer to Table 16	
Employee satisfaction	Refer to Table 4	

The results of the Pearson correlation coefficients are as follows:

Table 70 – Pearson correlation coefficients for the relationship between *organisational communication* and *employee satisfaction*

Variable combination	Pearson	p-value	Reject / Do not reject H0
Organisational communication (OrgCom) and employee satisfaction (ESInfluence)	.481**	0.000	Reject
Organisational communication (OrgCom) and employee satisfaction (ESInd)	.632**	0.000	Reject
Organisational communication (OrgCom) and employee satisfaction (ESOrg)	.673**	0.000	Reject

The results above confirm that there are significant relationships between certain of the variable combinations. For these specific combinations, H0 will be rejected, since for this study the various data points were considered individually in order to determine the conclusion.

The results indicate that statistical significant relationships exist at the 1% level of significance between the following variables, which indicates that H0 will be rejected in these cases:

- Organisational communication (OrgCom) and employee satisfaction (ESInfluence). The value of the correlation coefficient (0.481) with a p-value of 0.000 indicates a moderate positive correlation between these two variables;
- Organisational communication (OrgCom) and employee satisfaction (ESInd). The value of the correlation coefficient (0.632) with a p-value of 0.000 indicates a strong positive correlation between these two variables;
- Organisational communication (OrgCom) and employee satisfaction (ESOrg). The value of the correlation coefficient (0.673) with a p-value of 0.000 indicates a strong positive correlation between these two variables.

Hypothesis 12

As mentioned in Chapter 5, inferential statistics were used in order to determine the statistical significance, direction (positive or negative) and strength of the relationship between the *regard for management communication* (ManComexp and ManCom82) and the *level of employee satisfaction in the organisation* (ESInfluence, ESInd and ESOrg).

Pearson correlation coefficients were used to evaluate the strength, direction and statistical significance of the correlations between the *regard for management communication* and the *level of employee satisfaction in the organisation*. The results are summarised in Table 72.

The hypothesis that was tested is as follows:

H12: There is a relationship between the regard for management communication and the level of employee satisfaction in the organisation

H0: There is no relationship between the regard for management communication and the level of employee satisfaction in the organisation

The constructs of *management communication* and *employee satisfaction* were operationalised as follows:

Table 71 – Conceptualisation of *management communication* and *employee satisfaction*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Management communication	Refer to Table 18	
Employee satisfaction	Refer to Table 4	

The results of the Pearson correlation coefficients are as follows:

Table 72 – Pearson correlation coefficients for the relationship between *management communication* and *employee satisfaction*

Variable combination	Pearson	p-value	Reject / Do not reject H0
Management communication (ManComexp) and employee satisfaction (ESInfluence)	-0.062	0.333	Do not reject
Management communication (ManCom82) and employee satisfaction (ESInfluence)	-.227**	0.000	Reject
Management communication (ManComexp) and employee satisfaction (ESOrg)	-0.120	0.060	Do not reject
Management communication (ManCom82) and employee satisfaction (ESOrg)	-.407**	0.000	Reject
Management communication (ManComexp) and employee satisfaction (ESInd)	-.161*	0.011	Reject
Management communication (ManCom82) and employee satisfaction (ESInd)	-.260**	0.000	Reject

The results above confirm that there are significant relationships between certain of the variable combinations. For these specific combinations, H0 will be rejected, since for this study the various data points were considered individually in order to determine the conclusion.

The results indicate that statistical significant relationships exist at the 1% level of significance between the following, variables which indicates that H0 will be rejected in these cases:

- Management communication (ManCom82) and employee satisfaction (ESInfluence). The value of the correlation coefficient (0.227) with a p-value of 0.000 indicates a weak negative correlation between these two variables;
- Management communication (ManCom82) and employee satisfaction (ESOrg). The value of the correlation coefficient (0.407) with a p-value of 0.000 indicates a moderate negative correlation between these two variables;
- Management communication (ManCom82) and employee satisfaction (ESInd). The value of the correlation coefficient (0.260) with a p-value of 0.000 indicates a weak negative correlation between these two variables.

The results indicate that statistical significant relationships exist at the 5% level of significance between the following variables which indicates that H0 will be rejected in this case:

- Management communication (ManComexp) and employee satisfaction (ESInd). The value of the correlation coefficient (0.161) with a p-value of 0.011 indicates a very weak negative correlation between these two variables.

Hypothesis 13

As mentioned in Chapter 5, inferential statistics were used in order to determine the statistical significance, direction (positive or negative) and strength of the relationship between the *employee behaviour* (EBInfluence, EB1 and EB2) and the *regard for organisational communication in the organisation* (OrgCom).

Pearson correlation coefficients were used to evaluate the strength and statistical significance of the correlations between the variables the *employee behaviour* and the

regard for organisational communication in the organisation. The results are summarised in Table 74.

The hypothesis that was tested is as follows:

> *H13: There is a relationship between employee behaviour and the regard for organisational communication in the organisation*
>
> *H0: There is no relationship between employee behaviour and the regard for organisational communication in the organisation*

The constructs of *employee behaviour* and *organisational communication* were operationalised as follows:

Table 73 – Operationalisation of *employee behaviour* and *organisational communication*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Employee behaviour	Refer to Table 9	
Organisational communication	Refer to Table 16	

The results of the Pearson correlation coefficients are as follows:

Table 74 – Pearson correlation coefficients for the relationship between *employee behaviour* and *organisational communication*

Variable combination	Pearson	p-value	Reject / Do not reject H0
Organisational communication (OrgCom) and employee behaviour (EBInfluence)	.572**	0.000	Reject
Organisational communication (OrgCom) and employee behaviour (EB1)	0.095	0.138	Do not reject
Organisational communication (OrgCom) and employee behaviour (EB2)	.125*	0.049	Do not reject

The results above confirm that there are significant relationships between certain of the variable combinations. For these specific combinations, H0 will be rejected, since for this study the various data points were considered individually in order to determine the conclusion.

The results indicate that statistical significant relationships exist at the 1% level of significance between the following variables, which indicates that H0 will be rejected in this case:

- Organisational communication (OrgCom) and employee behaviour (EBInfluence). The value of the correlation coefficient (0.572) with a p-value of 0.000 indicates a moderate positive relationship between these two variables.

The results indicate that statistical significant relationships exist at the 5% level of significance between the following variables, which indicates that H0 will be rejected in this case:

- Organisational communication (OrgCom) and employee behaviour (EB2). The value of the correlation coefficient (0.125) with a p-value of 0.049 indicates a very weak positive relationship between these two variables.

Hypothesis 14

As mentioned in Chapter 5, inferential statistics were used in order to determine the statistical significance, direction (positive or negative) and strength of the relationship between *employee behaviour* (EBInfluence, EB1 and EB2) and the *regard for management communication in the organisation* (ManComexp and ManCom82).

Pearson correlation coefficients were used to evaluate the strength and statistical significance of the correlations between the variables *employee behaviour* and the *regard for management communication in the organisation*. The results are summarised in Table 76.

The hypothesis that was tested is as follows:

H14: There is a relationship between employee behaviour and the regard for management communication in the organisation
H0: There is no relationship between employee behaviour and the regard for management communication in the organisation

The constructs of *employee behaviour* and *management communication* were operationalised as follows:

Table 75 – Operationalisation of *employee behaviour* and *management communication*

Construct's sub-division in measuring instrument	Focus	Item in measuring instrument
Employee behaviour	Refer to Table 7	
Management communication	Refer to Table 18	

The results of the Pearson correlation coefficients are as follows:

Table 76 – Pearson correlation coefficients for the correlation between *employee behaviour* and *management communication*

Variable combination	Pearson	p-value	Reject / Do not reject H0
Management communication (ManComexp) and employee behaviour (EBInfluence)	-0.094	0.140	Do not reject
Management communication (ManComexp) and employee behaviour (EB1)	0.114	0.073	Do not reject
Management communication (ManComexp) and employee behaviour (EB2)	0.030	0.634	Do not reject
Management communication (ManCom82) and employee behaviour (EBInfluence)	-.334**	0.000	Reject
Management communication (ManCom82) and employee behaviour (EB1)	-.167**	0.009	Reject

Management communication (ManCom82) and employee behaviour (EB2)	.424*	0.000	Reject

The results above confirm that there are significant relationships between certain of the variable combinations. For these specific combinations, H0 will be rejected, since for this study the various data points were considered individually in order to determine the conclusion.

The results indicate that statistical significant relationships exist at the 1% level of significance between the following variables, which indicates that H0 will be rejected in these cases:

- Management communication (ManCom82) and employee behaviour (EBInfluence). The value of the correlation coefficient (0.334) with a p-value of 0.000 indicates a weak negative relationship between these two variables;

- Management communication (ManCom82) and employee behaviour (EB1). The value of the correlation coefficient (0.167) with a p-value of 0.009 indicates a very weak negative relationship between these two variables.

The results indicate that statistical significant relationships exist at the 5% level of significance between the following variables, which indicates that H0 will be rejected in this case:

- Management communication (ManCom82) and employee behaviour (EB2). The value of the correlation coefficient (0.424) with a p-value of 0.000 indicates a moderate positive relationship between these two variables.

Findings addressing the Business Units

In addition to the 14 hypotheses, a t-test for independent groups was used to determine how respondents from the two different business areas used in the sample regarded the study and to determine whether statistical significant differences exist between the respondents from the Service Operations Business Unit and the Business Transformation Office Business Unit in terms of the items in the survey indicated below a 5% level of significance.

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The mean and standard deviation of the two business areas per construct are indicated in Table 77.

Table 77 – Mean and standard deviation of Business Units

Item	Business Unit	N	Mean	Std. Deviation
CDS1	1	171	3.1067	1.29731
	2	76	3.5461	1.29145
CDSP2	1	171	4.4503	1.03987
	2	76	4.7105	.64943
Mentor	1	171	4.5673	.81701
	2	76	4.6447	.69673
Teamwork	1	171	4.3918	.93698
	2	76	4.5000	.71181
ESInfluence	1	171	3.0351	1.17019
	2	76	3.6974	.91133
ESOrg	1	171	3.3355	1.06729
	2	76	3.4632	1.07639
EB1	1	171	4.5898	.55687
	2	76	4.6523	.54727
EB2	1	171	1.7310	1.09980
	2	76	1.3816	.64093
OrgCom	1	171	3.5013	1.20616
	2	76	3.2857	1.09445
ManComexp	1	171	3.9547	1.00025
	2	76	3.9276	.73803
ManCom82	1	171	2.5851	1.08746
	2	76	2.0444	.87624

[22]

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[22] 1 = Service Operations unit / 2 = Business Transformation Office unit

The results of the t-test are tabled below.

Table 78 – Independent samples test for Business Units

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig	t	df	Sig. (2-tailed)
CDS1	Equal variances assumed	.065	.799	-2.460	245	.015
	Equal variances not assumed			-2.464	144.533	.015
CDSP2	Equal variances assumed	10.509	.001	-2.013	245	.045
	Equal variances not assumed			-2.388	218.273	.018
Mentor	Equal variances assumed	.448	.504	-.719	245	.473
	Equal variances not assumed			-.764	167.142	.446
Teamwork	Equal variances assumed	3.462	.064	-.898	245	.370
	Equal variances not assumed			-.996	186.262	.321
ESInfluence	Equal variances assumed	8.179	.005	-4.377	245	.000
	Equal variances not assumed			-4.813	182.061	.000
ESOrg	Equal variances assumed	.069	.793	-.865	245	.388
	Equal variances not assumed			-.862	142.833	.390
EBInfluence	Equal variances assumed	9.907	.002	-4.969	245	.000
	Equal variances not assumed			-5.489	184.170	.000
EB1	Equal variances assumed	1.453	.229	-.818	245	.414
	Equal variances not assumed			-.823	146.246	.412
EB2	Equal variances assumed	20.153	.000	2.580	245	.010

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	Equal variances not assumed			3.128	227.702	.002
OrgCom	Equal variances assumed	2.585	.109	1.333	245	.184
	Equal variances not assumed			1.384	157.569	.168
ManComexp	Equal variances assumed	10.789	.001	.211	245	.833
	Equal variances not assumed			.237	191.217	.813
ManCom82	Equal variances assumed	5.045	.026	3.817	245	.000
	Equal variances not assumed			4.144	176.365	.000
ESInd	Equal variances assumed	.508	.477	-2.573	245	.011
	Equal variances not assumed			-2.631	151.803	.009

The results above confirm that there are significant differences between certain of the variables.

From the t-test results in the table above, it is evident that for the CDS1 (p=0.015 where equal variances are assumed) and CDSP2 (p=0.018 where equal variances are not assumed) variables, a statistical significant difference exist between the respondents in Service Operations Business Unit and the respondents in the Business Transformation Office Business Unit. For the ESInfluence (p=0.000 where equal variances are not assumed) variable, there also exists a statistical significant difference between the respondents in Service Operations Business Unit and the respondents in the Business Transformation Office Business Unit. For the EBInfluence variable (p=0.000 where equal variances are not assumed), a statistical significant difference exist between the respondents in Service Operations Business Unit and the respondents in the Business Transformation Office Business Unit. A further finding refers to the EB2 (p=0.002 where equal variances are not assumed) variable, where a statistical significant difference exist between the respondents in Service Operations Business Unit and the respondents in the Business Transformation Office Business Unit. For the ManCom82 (p=0.000 where equal variances are not assumed) variable,

there exists a statistical significant difference between the respondents in Service Operations Business Unit and the respondents in the Business Transformation Office Business Unit.

6.3 CLUSTER ANALYSIS

As mentioned in Chapter 5, an explorative cluster analysis was conducted using the SPSS software package in order to identify structures within the data.

The cluster analysis in Table 79 identified two predominant clusters, with 40% (98) of the respondents grouped in Cluster 1 and 60% (147) of the respondents grouped in Cluster 2. The cluster table is based on the demographic questions (9 to 13) in the survey and have indicated that the clusters are as follows:
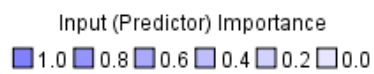
- Cluster 1 consists of respondents primarily in the Business Transformation Office area, mostly in the establishment career stage, mostly female, in the age category of 36-45 years, in an AVP corporate grade;
- Cluster 2 consists of respondents primarily in the Service Operations business area, mostly in the establishment career stage, mostly female, in the age category of 26 - 35 years, in a BA3 corporate grade.

The elements that were of high importance in forming these clusters were EBInfluence (importance=0.18); ESInfluence (importance=0.17); EB2 (importance=0.15); CDS1 (importance=0.15); ManCom82 (importance=0.145) and ESInd (importance=0.14).

From Table 79 for categorical data, the category most represented in the cluster is given with the % of respondents in that category. For ordinal, interval and ratio data the mean value of the variables, for the group of respondents in a specific cluster, is shown.

Table 79 – Cluster analysis

Clusters

Input (Predictor) Importance
■ 1.0 ■ 0.8 ■ 0.6 □ 0.4 □ 0.2 □ 0.0

Cluster	2	1
Label		
Description		
Size	60.0% (147)	40.0% (98)
Inputs	q12 2 (52.4%)	q12 4 (64.3%)
	q13 1 (100.0%)	q13 2 (77.6%)
	q11 2 (56.5%)	q11 3 (39.8%)
	SMEAN(EBInfluence) 2.97	SMEAN(EBInfluence) 3.71
	ESInfluence 2.97	ESInfluence 3.67
	EB2 1.83	EB2 1.31
	SMEAN(CDS1) 2.98	SMEAN(CDS1) 3.64
	q9adj 2.00 (52.4%)	q9adj 2.00 (56.1%)
	SMEAN(ManCom82) 2.60	SMEAN(ManCom82) 2.12
	ESInd 2.70	ESInd 3.17
	CDSP2 4.45	CDSP2 4.69
	EB1 4.57	EB1 4.69
	Teamwork 4.37	Teamwork 4.50
	Mentor 4.54	Mentor 4.65
	SMEAN(ESOrg) 3.32	SMEAN(ESOrg) 3.47
	OrgCom 3.50	OrgCom 3.36
	q10 2 (64.6%)	q10 2 (62.2%)
	ManComexp 3.96	ManComexp 3.91

An interesting finding regarding the two clusters is that employees in Cluster 2 are generally more negative towards career development and support in the organisation (CDS1, CDSP2, Mentor and Teamwork); their level of employee satisfaction is lower (ESInfluence, ESInd and ESOrg); and their regard for the organisational communication (OrgCom) and management communication is less positive (ManComexp). There is also a higher indication of communication barriers between them and their managers (ManCom82); and they indicated a higher level of 'bad' employee behaviour towards the organisation than the respondents in Cluster 1 (EB2).

6.4 SUMMARY

The current Chapter focussed on the hypothesis testing and cluster analysis of the research study in order to determine in which case the null hypothesis was rejected or not rejected and to indicate the cluster that was formed in the analysis of the collected data. In the final Chapter, focus will be placed on the evaluation of the research and certain conclusions will be drawn. Suggestions for future research and further conclusions regarding internal communication for human resources will also be covered in Chapter 7.

CHAPTER 7: EVALUATION OF RESULTS AND CONCLUSIONS

7.1 INTRODUCTION

Below is a breakdown of where the current Chapter fits into this specific study.

Table 80 – Chapter breakdown of the current study with focus on Chapter 7

Chapter	Description of chapter
1	Orientation and background
2	Literature review: Career development and support for human resources
3	Literature review: Internal communication practices in organisations
4	Methodological orientation
5	Research results
6	Hypothesis testing
7	**Evaluation of results and conclusions**

The previous Chapter focused on the hypothesis testing as well as the cluster analysis of the current study. This Chapter will focus on how the findings apply to an organisation. Final remarks and conclusions will also be made towards possible future research. The findings and statements all tie back to the literature and objectives in the first few chapters in order to answer the overall research question in the end.

7.2 FINDINGS ADDRESSING THE RESEARCH OBJECTIVES

The initial purpose of this study was to investigate the effect that the incorporation of internal communication, specifically organisational communication and management communication, has on the career development and support of employees of a global financial organisation. Specific focus was placed on employee satisfaction and

employee behaviour in the different career stages of the career life-cycle of an employee.

However, as indicated in Chapter 6 in the hypothesis testing section, a lack of respondents in the disengagement stage has led the study to exclude this stage in the analysis and to only focus on the first three stages, exploration, establishment and maintenance, of the career life-cycle of an employee.

The following research objectives guided the study as they originated from the literature review, problem statement and purpose:

Primary:

To determine the effect of the incorporation of internal communication –organisational communication and management communication – on the career development and support, employee satisfaction and employee behaviour of employees in the different stages of the career life-cycle of an employee in a global financial organisation.

Secondary:

1. To determine the effect of the incorporation of internal communication – organisational communication and management communication – on the career development and support of employees in the different stages of the career life-cycle of an employee in the organisation.
2. To determine the effect of the incorporation of internal communication – organisational communication and management communication – on employee satisfaction and employee behaviour in the organisation.
3. To determine whether the level of agreement for career development and support differ for employees in the different stages of the career life-cycle of an employee in the organisation.
4. To determine whether the regard for internal communication - organisational communication and management communication – differ for employees in the different stages of the career life-cycle of an employee in the organisation.

5. To determine whether the career development and support in the organisation influence employee satisfaction and employee behaviour or whether the latter influence the former.
6. To determine whether the level of employee satisfaction influences the current employee behaviour in the organisation or whether the latter influences the former.
7. To determine whether the level of employee satisfaction and employee behaviour differ for employees in the different stages of the career life-cycle of an employee in the organisation.

The objectives were achieved through a phased research approach by firstly conducting an in-depth literature review consisting of two chapters. Chapter 2 covered the topics of human resources, focusing on career development and support; employee satisfaction and employee behaviour. Chapter 3 covered the topics of internal communication, focusing on organisational communication and management communication. The literature review assisted in gaining an understanding of the current situation regarding these topics and the previous literature and findings that were obtained on this.

The next phase was to develop a research survey in order to collect new, additional data regarding the perceptions of employees, addressing all of the topics mentioned above. The data were analysed in order to gain new insights and findings for contribution to the field of Communication Management.

Below is an indication of what has been discovered regarding the research objectives of the current study. The secondary objectives will be discussed before the primary objective – the response to the primary objective will represent a summary of the responses to the secondary objectives. Finally, the problem statement will be addressed.

7.2.1 Secondary research objectives

Objective 1: To determine the effect of the incorporation of internal communication – organisational communication and management communication – on the career

development and support of employees in the different stages of the career life-cycle of an employee in the organisation.

Human resource management practices are crucial for increasing the human capital available to an organisation by developing employee skills, increasing employee motivation and reducing employee turnover (Eby *et al.,* 2005:566).

The literature in Chapter 2 and Chapter 3 has already recognised that the working world is changing at a very fast pace. In order for employees to stay relevant, they need to keep updated and up-skilled through a constant focus on their career development. Further to this, employees want to stay informed and want support from the organisation and from their managers in terms of their career development. Many organisations are concerned with poor internal communication since it can lead to various issues in the workplace (Welch & Jackson, 2007:178).

As previously discussed in Chapter 4, the results of Hypothesis 7 and Hypothesis 8 were considered to formulate an explanation in order to interpret and reach a conclusion regarding Objective 1. For both hypotheses mentioned above, the results confirmed that there are significant relationships between certain variable combinations of the Pearson correlation coefficients used.

When considering the specific findings regarding the level of agreement for career development and support, and the regard for organisational communication, the results confirmed that for organisational communication specifically, the CDS1 variable and the OrgCom variable showed a positive relationship. This indicates that the higher the level of agreement for the career development culture in the organisation the more positive the regard for organisational communication in general and the lower the level of agreement for the career development culture, the less positive the regard for organisational communication in general in the organisation. A further finding addresses the Teamwork variable which has a positive relationship with the OrgCom variable. This indicates that the higher the level of agreement for teamwork, the more positive the regard for organisational communication in general and the lower the level of agreement for teamwork, the less positive the regard for organisational communication in general in the organisation.

When considering the specific findings regarding the level of agreement for career development and support, and the regard for management communication, the results confirmed that for management communication specifically, there is a positive relationship between the CDSP2 variable and the ManComexp variable. This indicates that the higher the level of agreement for a career development and support plan, the more positive the regard for management communication and the lower the level of agreement for a career development and support plan, the less positive the regard for management communication in the organisation. A further finding addresses the negative relationship between the CDS1 variable and the ManComexp variable. This indicates that the higher the level of agreement for the career development and support culture, the less positive the regard for management communication in general and the lower the level of agreement for the career development and support culture, the more positive the regard for management communication in general in the organisation.

A further finding addresses the negative relationship between the CDS1 variable and the ManCom82 variable. This indicates that the more the indicated communication barriers that exist between employees and their managers are, the lower the level of agreement for a career development and support culture; and the less indicated communication barriers that exist between employees and their managers, the higher the level of agreement for a career development and support culture in the organisation. Further to this finding, there is a positive relationship between the CDSP2 variable and the ManComexp variable. This indicates that the higher the level of agreement for a career development and support plan, the more positive the regard for management communication in general; and the lower the level of agreement for a career development and support plan, the less positive the regard for management communication in general in the organisation.

The final relationship addresses the positive relationship between the Mentorship variable and the ManComexp variable. This indicates that the higher the level of agreement for mentorship, the more positive the regard for management communication; and the lower the level of agreement for mentorship, the less positive the regard for management communication in general in the organisation.

From the results above, as well as from the initial discussion in the literature review, it is evident that the incorporation of internal communication – organisational communication and management communication – does have an effect on career development and support in an organisation, as confirmed by Hypotheses 7 and 8.

> *Objective 2: To determine the effect of the incorporation of internal communication – organisational communication and management communication – on employee satisfaction and employee behaviour in the organisation.*

The improvement of employee satisfaction is a crucial task of management in an organisation since it increases confidence, loyalty, and it improves the quality of employee outputs (Antoncic & Antoncic, 2011:593).

The literature in Chapter 2 and Chapter 3 has already explained the effect of internal communication on employee satisfaction and employee behaviour in organisations. There is a number of contributing factors that affect employee satisfaction and employee behaviour. Organisational communication and management communication also remain crucial in organisations, since employees want to and need to know what is going on and how they can stay relevant in the fast-changing world we live in.

As previously discussed in Chapter 4, the results of Hypotheses 11, 12, 13 and 14 were considered to formulate an explanation in order to interpret and reach a conclusion regarding Objective 2. For all hypotheses mentioned above, the results confirmed that there are significant relationships between all of the variable combinations tested by means of the Pearson correlation coefficients.

Further findings of the relationship between the regard for organisational communication and the level of employee satisfaction in the organisation, show that there is a positive relationship between the OrgCom variable and the ESInfluence variable. This indicates that the more positive the regard for organisational communication, the higher the influence of aspects of employee satisfaction; and the less positive the regard for organisational communication, the lower the influence of

aspects of employee satisfaction. A further finding addresses the positive relationship between the OrgCom variable and the ESInd variable. This indicates that the more positive the regard for organisational communication, the higher the level of individual employee satisfaction; and the less positive the regard for organisational communication, the lower the level of individual employee satisfaction in the organisation.

A final finding addresses the positive relationship between the OrgCom variable and the ESOrg variable. This indicates that the more positive the regard for organisational communication, the higher the level of employee satisfaction towards the organisation; and the less positive the regard for organisational communication, the lower the level of employee satisfaction towards the organisation.

In terms of further findings addressing the relationship between the regard for management communication and the level of employee satisfaction in the organisation, a negative relationship has been discovered between the ManCom82 variable and the ESInfluence variable. This indicates that the higher the indication of communication barriers that exist between employees and their managers, the lower the influence of factors on the level of employee satisfaction; and the lower the indication of communication barriers that exist between employees and their managers, the higher the influence of factors on the level of employee satisfaction.

A further finding addresses the negative relationship between the ManCom82 variable and the ESOrg variable. This indicates that the higher the indication of communication barriers between employees and their managers, the lower the level of employee satisfaction towards the organisation; and the lower the indication of communication barriers between employees and their managers, the higher the level of employee satisfaction towards the organisation.

In terms of findings addressing the relationship between the regard for organisational communication and the employee behaviour in the organisation, a positive relationship was discovered between the OrgCom variable and the EBInfluence variable. This indicates that the more positive the regard for organisational communication in general, the higher the influence of factors on employee behaviour; and the less

positive the regard for organisational communication in general, the lower the influence of factors on employee behaviour. A further finding addresses the positive relationship between the OrgCom variable and the EB2 variable. This indicates that the more positive the regard for organisational communication in general, the higher the 'bad' employee behaviours displayed towards the organisation; and the less positive the regard for organisational communication in general, the lower the 'bad' employee behaviours displayed towards the organisation.

In terms of findings addressing the relationship between the regard for management communication and the employee behaviour in the organisation, a negative relationship was discovered between the ManCom82 variable and the EBInfluence variable. This indicates that the higher the indication of communication barriers between employees and their managers, the lower the influence of factors on employee behaviour; and the lower the indication of communication barriers between employees and their managers, the higher the influence of factors on the employee behaviour.

A further finding addresses the negative relationship between the ManCom82 variable and the EB1 variable. This indicates that the higher the indication of communication barriers between employees and their managers, the lower the 'good' employee behaviours displayed towards the organisation; and the lower the indication of communication barriers between employees and their managers, the higher the 'good' employee behaviours displayed towards the organisation.

A final finding addresses the positive relationship between the ManCom82 variable and the EB2 variable, this indicates that the higher the indication of communication barriers between employees and their managers, the higher the 'bad' employee behaviours displayed towards the organisation; and the lower the indication of communication barriers between employees and their managers, the lower the 'bad' employee behaviours displayed towards the organisation.

In referring to the results above, as well as the initial discussion in the literature review, it is evident that the incorporation of internal communication – organisational communication and management communication – does have an effect on the

employee satisfaction and employee behaviour in the organisation as confirmed in the literature review and in Hypotheses 11, 12, 13 and 14.

> *Objective 3: To determine whether the level of agreement for career development and support differ for employees in the different stages of the career life-cycle of an employee in the organisation.*

There are different career stages in the career life-cycle of an employee that all have a different focus (Mehta *et al.*, 2000:509).

The literature in Chapter 2 has already defined and explained the different career stages of the career life cycle of an employee in detail. This Chapter also focused on the importance of career development and support in organisations and how, in essence, this influences various aspects and areas of human resources and how in turn employee satisfaction and employee behaviour are affected as well. Career development and support is extremely important since employees want to stay relevant and aligned with the rest of the working world.

As previously discussed in Chapter 4, the results of Hypothesis 1 were considered to formulate an explanation in order to interpret and reach a conclusion regarding Objective 3. For Hypothesis 1, the results confirmed that there is a difference between the career stages in terms of the variables being discussed.

For this hypothesis, only three of the four career stages were used to do an ANOVA test on, since there were not enough respondents in the last stage to make the findings feasible for analysis. In terms of further findings addressing the difference between employees in the exploration, establishment and maintenance stages of the career life-cycle of an employee with regard to the level of agreement for career development and support, it was determined that there is merely a significant difference between the career stages for the CDS1 variable.

Further to this finding, the Tukey HSD study confirmed that a difference was detected between Career stage 1 and 2 for CDS1, but for the other three variables (CDSP2,

Mentorship and Teamwork) no significant differences were detected between the career stages.

In referring to the results above, as well as the initial discussion in the literature review, it is evident that the level of agreement for career development and support differs for employees in the first three stages of the career life-cycle of an employee in the organisation as confirmed in the literature review and in Hypothesis 1.

> *Objective 4: To determine whether the regard for internal communication – organisational communication and management communication – differ for employees in the different stages of the career life-cycle of an employee in the organisation.*

People are seen as social beings who continuously communicate with one another. In an organisation, communication needs to take place in order to achieve certain goals and to co-ordinate tasks. Without proper internal communication, activities of the value chain would not be executed at all (Nieman & Bennett, 2006:266).

The literature in Chapter 3 focused on the defining and explaining organisational communication and management communication. An explanation was also provided on how these communication practices directly influence the different career stages of the career life cycle of an employee. A lot of emphases was placed on the importance of internal communication in certain human resources practices, specifically career development and support, and how this relates to employee satisfaction and employee behaviour.

As previously discussed in Chapter 4, the results of Hypothesis 9 and Hypothesis 10 were considered to formulate an explanation in order to interpret and reach a conclusion regarding this objective. For these Hypotheses, the results confirmed that there is a difference between the career stages in terms of the variables being discussed.

For Hypotheses 9 and 10, only three of the four career stages were used to do an ANOVA test on, since there were not enough respondents in the last stage to make the findings feasible for analysis. In terms of further findings, addressing the difference

between employees in the exploration, establishment and maintenance stages of the career life-cycle of an employee with regard to the organisational communication in the organisation, it is evident that the OrgCom variable had significant differences between two of the three career stages. The Tukey HSD test detected that there is a significant difference between Career stages 2 and 3 of the respondents. Further findings discovered a significant difference between the ManCom82 variable and Career stages 2 and 3 of the respondents.

In referring to the results above, as well as the initial discussion in the literature review, it is evident that the regard for internal communication – organisational communication and management communication – differs for employees in the first three stages of the career life-cycle of an employee in the organisation as confirmed in the literature review and in Hypotheses 9 and 10.

> *Objective 5: To determine whether the career development and support in the organisation influence employee satisfaction and employee behaviour or whether the latter influence the former.*

Many managers still rely on pay as the main recruitment and retention method today, ignore the various other critical career satisfaction aspects. It is important to define employees' career paths since it will explain the various career development opportunities to employees - it thus falls into the 'external career opportunities' class, which is proven to be more effective than pay for the employee (Jiang & Klein, 2000:220).

The literature in Chapter 2 regarding career development and support as well as employee satisfaction and employee behaviour explained all three constructs in detail and also focused on the effect of career development and support on employee satisfaction as well as employee behaviour in organisations. The contributing factors that affect employee satisfaction and employee behaviour are also mentioned and considered in detail in order to draw the relationship between employee satisfaction, employee behaviour, and career development and support. Organisations cannot only focus on monetary compensation to boost employee satisfaction and employee behaviour – more focus needs to be placed on the actual development of employees

in order to uplift them and to provide inner achievement and in turn high levels of employee satisfaction and favourable employee behaviour.

As previously discussed in Chapter 4, the results of Hypothesis 3 and Hypothesis 4 were considered to formulate an explanation in order to interpret and reach a conclusion regarding this objective. For both Hypotheses mentioned above, the results confirmed that there are significant relationships between certain of the variable combinations of the Pearson correlation coefficients used.

In terms of further findings addressing the relationship between the level of agreement for career development and support and the level of employee satisfaction, there is a positive correlation between the CDS1 variable and the ESInfluence variable. This indicates that the higher the level of agreement for the career development and support culture, the higher the influence of factors on the level of employee satisfaction; and the lower the level of agreement for the career development and support culture, the lower the influence of factors on the level of employee satisfaction in the organisation. A further positive relationship was detected between the Teamwork variable and the ESInfluence variable. This indicates that the higher the level of agreement for teamwork, the higher the influence of factors on the level of employee satisfaction; and the lower the level of agreement for teamwork, the lower the influence of factors on the level of employee satisfaction in the organisation.

A further positive relationship was discovered between the CDS1 variable and the ESInd variable. This indicates that the higher the level of agreement for the career development and support culture, the higher the individual employee satisfaction; and the lower the level of agreement for the career development and support culture, the lower the individual employee satisfaction in the organisation. A positive relationship was also discovered between the Teamwork variable and the ESInd variable. This indicates that the higher the level of agreement for teamwork, the higher the individual employee satisfaction; and the lower the level of agreement for teamwork, the lower the individual employee satisfaction in the organisation.

A further positive relationship was discovered between the CDS1 variable and the ESOrg variable. This indicates that the higher the level of agreement for the career

development and support culture, the higher the level of employee satisfaction towards the organisation; and the lower the level of agreement for the career development and support culture, the lower the level of employee satisfaction towards the organisation. A final positive relationship was indicated between the Teamwork variable and the ESOrg variable. This indicates that the higher the level of agreement for teamwork, the higher the level of employee satisfaction towards the organisation; and the lower the level of agreement for teamwork, the lower the level of employee satisfaction towards the organisation.

In terms of further findings of the relationship addressing the level of agreement for career development and support and the employee behaviour in the organisation, a positive relationship was indicated between the CDS1 variable and the EBInfluence variable. This indicates that the higher the level of agreement for a career development and support plan, the higher the influence of factors on the employee satisfaction; and the lower the level of agreement for a career development and support plan, the lower the influence of factors on the employee satisfaction in the organisation.

A further positive relationship was discovered between the CDSP2 variable and the EB1 variable. This indicates that the higher the level of agreement for a career development and support plan, the better the display of 'good' employee behaviour towards the organisation; and the lower the level of agreement for a career development and support plan, the lower the display of 'good' employee behaviour towards the organisation. A further positive relationship was discovered between the Mentor variable and the EB1 variable. This indicates that the higher the level of agreement for mentorship, the higher the display of 'good' employee behaviour towards the organisation; and the lower the level of agreement for mentorship, the lower the display of 'good' employee behaviour towards the organisation.

A further positive relationship was discovered between the Teamwork variable and the EB1 variable. This indicates that the higher the level of agreement for teamwork, the higher the display of 'good' employee behaviour towards the organisation; and the lower the level of agreement for teamwork, the lower the display of 'good' employee behaviour towards the organisation. A negative relationship was discovered between the CDSP2 variable and the EB2 variable. This indicates that the higher the level of

agreement for a career development and support plan, the lower the display of 'bad' employee behaviour towards the organisation; and the lower the level of agreement for a career development and support plan, the higher the display of 'bad' employee behaviour towards the organisation.

In referring to the results above, as well as the initial discussion in the literature review, it is evident that the career development and support in the organisation influence the employee satisfaction and employee behaviour and the latter influence the former in the organisation, as confirmed in the literature review and in Hypotheses 3 and 4.

Objective 6: To determine whether the level of employee satisfaction influences the current employee behaviour in the organisation or whether the latter influences the former.

Employee satisfaction can be directly related to an employee's general attitude towards a job and is also influenced by the perception of that job (Parvin & Nurul Kabir, 2011:115).

The literature in Chapter 2 refers to and explains the constructs, employee satisfaction and employee behaviour in detail. A lot of emphases is placed on the aspects that affect the level of employee satisfaction and also the employee behaviour in the organisation. Reference is furthermore made to specific good and poor employee behaviours that are displayed in organisations. There is also reference made to the link between the level of employee satisfaction and employee behaviour since literature from the literature review indicates that happy employees, in essence, are well-behaved employees.

As previously discussed in Chapter 4, the results of Hypothesis 6 were considered to formulate an explanation in order to interpret and reach a conclusion regarding this objective. For Hypothesis 6, the results confirmed that there are significant relationships between certain of the variable combinations for which the Pearson correlation coefficients were used.

In terms of further findings addressing the relationship between the level of employee satisfaction and employee behaviour in the organisation, a positive relationship was

discovered between the ESInfluence variable and the EBInfluence variable. This indicates that the higher the influence of factors on the level of employee satisfaction, the higher the level of influence of factors on the employee behaviour; and the lower the influence of factors on the level of employee satisfaction, the lower the level of influence of factors on the employee behaviour in the organisation.

A further positive relationship was discovered between the ESInd variable and the EB2 variable. This indicates that the higher the individual level of employee satisfaction in the organisation, the higher the display of 'bad' employee behaviour towards the organisation; and the lower the individual level of employee satisfaction in the organisation, the lower the display of 'bad' employee behaviour towards the organisation.

A positive relationship was discovered between the ESInd variable and the EBInfluence variable. This indicates that the higher the individual level of employee satisfaction, the higher the influence of factors on the employee behaviour; and the lower the individual level of employee satisfaction, the lower the influence of factors on the employee behaviour in the organisation. A further positive relationship was discovered between the ESOrg variable and the EB1 variable. This indicates that the higher the level of employee satisfaction towards the organisation, the higher the display of 'good' employee behaviour towards the organisation; and the lower the level of employee satisfaction towards the organisation, the lower the display of 'good' employee behaviour towards the organisation. A final positive relationship was discovered between the ESOrg variable and the EBInfluence variable. This indicates that the higher the level of employee satisfaction towards the organisation, the higher the influence of factors on the employee behaviour; and the lower the level of employee satisfaction towards the organisation, the lower the influence of factors on the employee behaviour.

In referring to the results above, as well as the initial discussion in the literature review, it is evident that the level of employee satisfaction influences the current employee behaviour and the latter influences the former in the organisation as confirmed in the literature review and in Hypothesis 6.

Different achievements are crucial in the different career stages. Employees in the exploration stage are focused on succeeding and self-discovery. The establishment stage is all about employees wanting stability and security in their roles. In the maintenance stage, the focus is on status and accomplishment and finally, in the disengagement stage, it is merely about getting ready for retirement (Barnett & Bradley, 2007:618).

The literature in Chapter 2 provided a detailed explanation of the constructs, employee satisfaction and employee behaviour. This Chapter also defined and explained the four different career stages of the career life cycle of an employee in detail. Certain aspects influence the level of employee satisfaction and employee behaviour at different stages of employees' career life-cycle. Employee satisfaction and employee behaviour remain a burning issue in many organisations that do not address the specific aspects regarded as important by employees. Employee satisfaction and employee behaviour are directly related to one another since happy employees are well-behaved employees.

As previously discussed in Chapter 4, the results of Hypothesis 2 and Hypothesis 5 were considered to formulate an explanation in order to interpret and reach a conclusion regarding these objectives. For the hypotheses mentioned above, the results confirmed that there is a difference between the career stages in terms of the variables being discussed.

For Hypothesis 2, only three of the four career stages were used to do an ANOVA test on, since there were not enough respondents in the last stage to make the findings feasible for analysis. In terms of further findings, addressing the difference between employees in the exploration, establishment and maintenance stages of the career life-cycle of an employee with regard to the level of employee satisfaction in the organisation, it is evident that the ESInd and ESOrg variables had significant differences between two of the three career stages. Further to the above results, the

Tukey HSD test detected that for the ESInd variable, there is a significant difference between Career stages 2 and 3 of the respondents. Further findings discovered a significant difference between the ESOrg variable and Career stages 1 and 2 of the respondents.

For Hypothesis 5, only three of the four career stages were used to do an ANOVA test on, since there were not enough respondents in the last stage to make the findings feasible for analysis. In terms of further findings, addressing the difference between employees in the exploration, establishment and maintenance stages of the career life-cycle of an employee with regard to the employee behaviour in the organisation, it is evident that the EB1 variable had significant differences between two of the three career stages. Further to the above results, the Tukey HSD test detected that there is a significant difference between the EB1 variable and Career stages 1 and 2 of the respondents.

In referring to the results above, as well as the initial discussion in the literature review, it is evident that the levels of employee satisfaction and employee behaviour differ for employees in the first three stages of the career life-cycle of an employee in the organisation as confirmed in the literature review and in Hypotheses 2 and 5.

7.2.2 Primary research objective

> *To determine the effect of the incorporation of internal communication – organisational communication and management communication – on the career development and support, employee satisfaction and employee behaviour of employees in the different stages of the career life-cycle of an employee in a global financial organisation.*

Internal communication intends to design and redesign organisations; to implement designs, and to arrange daily activities including human resources. Communication usually flows within a channel and links to the overall structure of the organisation (Welch & Jackson, 2007:179).

The literature in Chapter 2 and 3 already explained the topics of career development and support, employee satisfaction, employee behaviour, organisational

communication and management communication in detail. The focus is placed on how all of these interlink and affect one another. Internal communication and the way in which the organisation and managers communicate, affect the regard for career development and support in organisations, which in turn affect employee satisfaction and the employee behaviour in organisations.

Employees want organisations to focus on their career development in order to grow and excel. Further to this, employees want to understand and obtain information about what is happening in the organisation that affects them; they want to be motivated through communication from the organisation and from their managers. If employees know what is going on in the organisation and are motivated to continuously work on their career development, this will naturally influence their employee satisfaction and make them behave in an admirable way towards the organisation.

As previously discussed in Chapter 4, the results of all of the Hypotheses (1 to 14) were considered to formulate an explanation in order to interpret and reach a conclusion regarding these objectives. As explained for the various secondary objectives above, the use of Pearson correlation coefficients and the one-way ANOVA test assisted in confirming the results of all of the Hypotheses with applicable relationships between the variables, as well as the differences between the career stages, in terms of the variables being discussed.

In referring to the results of the secondary objectives, as well as the initial discussion in the literature review, it is evident that the incorporation of internal communication – organisational communication and management communication – has an effect on the career development and support, employee satisfaction and employee behaviour of employees in the first three stages of the career life-cycle of an employee in a global financial organisation, as confirmed in the literature review and in Hypotheses 1 to 14.

7.3 FINDINGS ADDRESSING THE RESEARCH QUESTION AND PROBLEM STATEMENT

The problem statement that was formulated for this study is as follows:

In the current global financial organisation, employees are becoming more concerned with their career success and where they are headed in the organisation. The organisation, on the other hand, is placing more pressure on its employees to continuously develop new capabilities and to stay relevant in order to keep up with the universal fast-changing pace. Communication becomes relevant in this context, specifically since the organisation's employees want to continuously be included in career development opportunities that is provided by the organisation and they want to know that the organisation supports the career development and growth of its employees. The way in which communication can be incorporated into the career development and support of this global financial institution will be investigated in this study.

The research question that was posed for this study is as follows:

What effect does the incorporation of internal communication - specifically organisational communication and management communication – have on the career development and support of employees in four of the career stages of the career life-cycle of an employee with specific reference to employee satisfaction and employee behaviour in a global financial organisation?

The initial aim of the study was to investigate all four of the career stages in the career life-cycle of an employee that was mentioned in the literature. However, this was reduced to only the first three stages (exploration, establishment and maintenance) due to the low response rate for one of the demographic variables.

From the above findings, it is evident that internal communication, specifically organisational communication and management communication, has an effect on all the variables mentioned in the research question. The above findings prove that what is mentioned in the literature on human resources practices and internal communication practices are evident since employees' regard for career development and support is directly affected by the organisational and management communication they receive. This, in turn, has a direct effect on their employee satisfaction and employee behaviour.

As indicated in the literature and in the empirical results, career development and support are important for employees in all the career stages of the career life-cycle - the better their regard is for organisational and management communication, the more positive they feel towards career development and support and the higher their level of satisfaction and their behaviour towards the organisation.

7.4 ADDITIONAL FINDINGS AND SUGGESTIONS FOR FURTHER RESEARCH

When doing the hypothesis testing, an additional and interesting finding, addressing the two different Business Units, was discovered. As mentioned in Chapter 4, the study considered the different perceptions of employees in the various career stages of the career life-cycle of an employee. This demographic was incorporated into the hypotheses for this study in order to determine how the various career stages differ in perception. Although two different Business Units were used for the sample (in order to make use of the stratified sampling technique), this demographic was not included in the hypotheses of the study since it was not the focus of the study. However, certain interesting findings regarding this demographic were determined.

From the additional findings, it is evident that there are statistically significant differences addressing the level of agreement for career development and support in the organisation between the Service Centre Operations unit and the Business Transformation Office unit. A further finding refers to the statistically significant differences addressing the employee satisfaction and employee behaviour between the Service Centre Operations unit and the Business Transformation Office unit. A final additional finding discovered statistical significant differences addressing the regard for management communication between the Service Centre Operations unit and the Business Transformation Office unit. In considering the additional findings above, further research can be considered focussing specifically on the different perceptions of different Business Units in organisations with regards to the incorporation of internal communication in career development and support for human resources.

As per indication in the hypothesis testing section, the disengagement career stage was not included in the analysis of the results due to a lack of responses in this specific

stage. A suggestion from the current results is for further research regarding specifically the perceptions about the incorporation of internal communication into career development and support for human resources for employees in the disengagement stages of the career life-cycle of an employee.

A final suggestion for further research regarding the incorporation of internal communication in career development and support for human resources is for a study focussing on different businesses, for example, the financial sector versus the retail sector in order to determine different perceptions regarding career development and support in these sectors.

7.5 SUMMARY

This study has set out to contribute to the field of communication management. In studying the theory around internal communication, with a specific focus on organisational and management communication, as well as human resources practices, with a specific focus on career development and support, employee satisfaction and employee behaviour, the study contributed to an understanding of the fundamental principles of the incorporation of internal communication into human resources. Interesting findings were made in order to address the specific research objectives, and future research suggestions were indicated as a result of the data analysis process.

From the results of the empirical phase of this study, it became evident that internal communication is a crucial practice in organisations, specifically in terms of career development and support for human resources. The world is changing fast, employees want to stay relevant and up-skilled and organisations have a responsibility towards its employees to make them the best possible versions of themselves through career development and support, ensuring high levels of employee satisfaction and good employee behaviour.

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