ORGANIZATIONAL COMMUNICATION SATISFACTION AND JOB SATISFACTION
WITHIN UNIVERSITY FOODSERVICE

by

DANIEL LOPEZ RAMIREZ

B.A., University of Oregon, 2010

A THESIS

submitted in partial fulfillment of the requirements for the degree

MASTER OF SCIENCE

Department of Hospitality Management and Dietetics
College of Human Ecology

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2012

Approved by:

Major Professor
Dr. Kevin L. Sauer

Copyright

DANIEL LOPEZ RAMIREZ

2012

Abstract

Satisfaction with internal communication is important in all organizations and is influenced by the quality and consistency of communication exchange. Job satisfaction is also widely studied in organizations and plays a significant role in employee behavior. Job satisfaction typically correlates with communication satisfaction across different occupations, yet little is known about the communication and job satisfaction relationship in the hospitality industry or specific foodservice organizations.

This study explored multiple facets of communication and job satisfaction in a university foodservice setting using the Communication Satisfaction Questionnaire and the Abridged Job Descriptive Index. Results indicated that student employees had the highest levels of communication satisfaction (M=181.75±38.24) while classified employees reported lower communication satisfaction (M=161.00±35.04). Managers reported the lowest levels of communication satisfaction (M=156.17±30.34) and also expressed the highest job satisfaction (M=78.66±18.66). Substantial relationships between job and communication satisfaction were not clearly defined in this study; however, specific themes and opportunities for future research were discovered. Results of this study advance the knowledge about communication and job satisfaction in the foodservice environment.

Table of Contents

List of Tables

Chapter 1 - Introduction

Effective Communication

The Merriam-Webster dictionary defines communication as: "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior". Communication in the workplace can occur under many different modes: written, verbal, and nonverbal (gestures or facial expressions). To communicate effectively, managers must develop a system of information exchange that is both understood and accessible to their employees. A sense of trust must also be developed. "Effective workplace communication is based on interpersonal, professional relationships that are developed through a keen awareness of courtesy, attentive listening, active participation and situation appropriate body language" (Richason, 2012).

Eccles and Nohria (as cited in Barrett, 2006) explained that managers spend 70% to 90% of their day engaged in communication in the workplace. One challenge faced by managers and owners involves identifying the strengths and weaknesses of communication within their respective organizations. This is particularly important in situations where tasks are labor intensive, employee turnover is high, customer interaction is frequent, and high quality is expected (Chiang, Jang, Canter, & Prince, 2008).

Through effective communication, leaders are able to lead. In the same way, good communication fosters trust, understanding, inspiration, and allows employees to effectively follow (Barrett, 2006). Leadership is not limited to those who hold managerial or supervisory positions. Leaders include any employee who goes above and beyond their responsibilities to advance the organization (Barrett, 2006). Therefore, it is necessary for managers and employees

alike to understand the principles of communication, the potential barriers to communication, and communication satisfaction in the workplace.

Research on communication within the workplace can be traced to the early 1900's (Carriere & Bourque, 2009) and has produced an extremely large and diverse body of work. This research has led to the development of various theories, applications, and research opportunities.

Organizational researchers often seek to discover the complex etiologies of communication satisfaction because communicating has the potential to affect all facets of an organization from teamwork to efficiency. Communication satisfaction among employees and managers relies on the mode of communication, as well as the quality and consistency of communication exchange. Not only is it important for managers and employees to understand the importance of communication, but also to develop a key understanding of strategies that foster quality communication, which impacts the success of any organization.

Barriers to Communication

Communication between employers and employees must be consistent, clear, complete, and accurate to be effective (Chiang et al., 2008). When these principles are not met, communication breakdowns occur. It is important for researchers to understand the obstacles of communication within the workplace. Such barriers may include: physical factors, language, cultural differences, emotions, and different personalities (Feigenbaum, 2012). When communication barriers exist, communication satisfaction tends to decrease, resulting in decreased commitment, job satisfaction, and employee performance. These factors are detrimental to organizations that focus on providing high quality products and services to their customers.

Job Satisfaction

The level of happiness an individual has with their job has many implications for the success of an organization. The happier a person is with their job, the more satisfaction they experience. Job satisfaction is multidimensional, including the work environment, pay, benefits, promotions, supervision, and satisfaction with coworkers (Muchinsky, 1977; Pettit, Goris, & Vaught, 1997). Organizational communication also plays a significant role in job satisfaction.

The perception one has about their supervisor's communication style, credibility, and accuracy of information shared influences their level of job satisfaction (Pettit et al., 1997). Research has shown that organizational communication practices affect job satisfaction if they also cultivate communication satisfaction among employees. This suggests that communication satisfaction mediates the relationship between communication practices and job satisfaction (Carriere & Borque, 2009; Pincus, 1986).

Communication satisfaction shares a positive relationship with job satisfaction across various work settings (Carriere & Bourque, 2009; Muchinsky, 1977; Pincus, 1986). However, little research exists within the hospitality industry about communication and job satisfaction in foodservice organizations.

Communication in the Foodservice Industry

Organizational communication within the foodservice industry has received little to no attention from the research community. This may be due to the generalized assumptions about organizational communication regardless of the industry or work setting. In addition, foodservice settings may not be as accessible for sampling compared to other industries.

Foodservice operations require effective communication to produce the highest quality product for their guests. Food safety standards, food procurement, and employee relationships all

rely on effective communications to multiple personnel in order to produce the correct items in the appropriate manner.

Communication channels within foodservice organizations are typically hierarchical. Information necessary for conducting business is passed from top level management, and filtered down through each succeeding level of the organization before reaching front-line employees. Information flow can easily be broken or changed while passing through the successive communication channels of the organization. When such breakdowns occur, front-line employees may have limited or inaccurate information. The quality of information received is influenced by the supervisor, the type of media used to transfer the information, and the type of information the supervisor deemed useful to share (Farrell, 1965).

Justification of Study

Research about communication satisfaction in the hospitality field is underrepresented (Mount & Back, 1999). Furthermore, there has been no research conducted about communication satisfaction within the foodservice industry. Similarly, communication satisfaction and job satisfaction have not been explored. Further research about these topics can be generalized to different industries. However, Mount and Back (1999) recommended that future research continue to explore communication satisfaction in alternative hospitality settings, including restaurants and foodservice operations.

College and university dining comprises a unique and significant part of the hospitality industry. Comparatively, this sector also relies heavily on effective organizational communication. By understanding the communication needs of university foodservice employees, managers can enhance communication satisfaction. This potentially improves leadership, job satisfaction, and productivity within these organizations. Managers can also

improve communication practices by understanding the quantity and quality of information needed by employees to perform their jobs well.

Purpose

The goal of this study is to advance research and knowledge in hospitality by exploring communication and job satisfaction and meaningful relationships in a university foodservice setting. The results will be compared to those of other studies in order to identify potential patterns and themes.

Research Questions

The following research questions will be addressed in this study.

1. What is the level of communication satisfaction among employees in a college and university foodservice setting?

2. What is the level of job satisfaction among employees in a college and university foodservice setting?

3. Do relationships exist between employee demographic variables, communication satisfaction, and job satisfaction?

4. What is the relationship between communication satisfaction and employee job satisfaction in a college and university foodservice setting?

Limitations of the Study

Although steps have been taken to conduct unbiased, valid, and reliable research, specfic limitations exist. First, the population sample are described at one point in time. Therefore, causal relationships cannot be identified that may have preceded the state of the sample found at the time of the study. The sample was not obtained via random selection and all participants

completed the survey on a voluntary basis. This study is also limited to a singular dining program and cannot be fully generalized to other foodservice operations.

Definition of Terms

Communication:

Communication is the transmission of meaning from one person to another, either verbally or non-verbally (Barrett, 2006).

Communication Satisfaction:

Communication satisfaction is an individual's level of satisfaction with various aspects of communication in the organization (Downs & Hazen, 1977).

Job Satisfaction:

Job satisfaction is the degree of fit between the features of a job and employees' expectations (Tutuncu & Kozak, 2007).

References

Barrett, D. J., (2006). Leadership communication: A communication approach for senior-level managers. *Handbook of Business Strategy,* 385-390. doi:10.1108/10775730610619124

Carriere, J., & Bourque, C. (2009). The effects of organizational communication on job satisfaction and organizational commitment in a land ambulance service and the mediating role of Communication satisfaction. *Career Development International, 14*(1), 29-49. doi:10.1108/13620430910933565

Chiang, C., Jang, S., Canter, D., & Prince, B. (2008). An expectancy theory model for hotel employee motivation: Examining the moderating role of communication satisfaction. *International Journal of Hospitality & Tourism Administration, 9*(4), 327-351. doi:10.10 80/15256480802427263

Communication. (n.d). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from http://www.merriamwebster.com/dictionary/communication

Downs, C. W., & Hazen, M. D. (1977). A factor analytic study of communication satisfaction. *The Journal of Business Communication, 14*(3), 64-73.

Farrell, T. (1965). Communications in foodservice establishments. *The Cornell Hotel and Restaurant Administration Quarterly, 5*(2), 15-25.

Feigenbaum, E. (2012). *About barriers to effective communication within the workplace*. Retrieved from http://smallbusiness.chron.com/barriers-effective-communication-within-workplace-3185.html

Mount, D. J., & Back, K-J. (1999) A factor-analytic study of communication satisfaction in the lodging industry. *Journal of Hospitality & Tourism Research, 23*(4), 401-416.

Muchinsky, P. M. (1977). Organizational communication: Relationships to organizational

    climate and job satisfaction. *Academy of Management Journal, 20*(4), 592-607.

Pettite, J. D., Goris, J.R., & Vaught, B.C. (1997). An examination of organizational

    Communication as a moderator of the relationship between job performance and job

    satisfaction. *The Journal of Business Communication, 34*(1), 81-98.

Pincus, J. D. (1986). Communication satisfaction, job satisfaction, and job performance.

    Human Communication Research, 12(3), 395-419.

Richason, O. (2012). *What is effective workplace communication?* Retrieved from

    http://smallbusiness.chron.com/effective-workplace-communication-822.html

Tutuncu, O., & Kozak, M. (2007). An investigation of factors affecting job satisfaction.

    International Journal of Hospitality & Tourism Administration, 8(1), 1-19. doi:10.1300/J

    149v08n01_01

Chapter 2 - Review of Literature

This chapter will outline the basic principles and scientific literature about communication satisfaction and job satisfaction. Specific variables of these constructs will be identified in addition to the impact on businesses and organizations. Lastly, common outcome measures and types of analyses for these constructs are identified.

Communication

Communication is one of the most important components used to meet organizational goals and objectives. These goals are achieved through the stimulation and motivation of employees via organizational communication (Clampitt & Downs, 1993). Effective communication is essential to the overall success of a business or organization, and should have a fundamental role in the strategic planning process for all organizations (Hargie, Tourish, & Wilson, 2002). The ability to communicate is a key skill that successful managers must possess since it structures the planning, organizing, controlling, training, and directing functions (Flately, 1982).

Communication involves the exchange of information between individuals through a system of symbols, signs, or behaviors. Communicating may be non-verbal or verbal. Non-verbal communication is important to successful relationships in the workplace and may include body movement, facial expression, posture, and interpersonal distance (Bull, n.d.). Non-verbal communication is also associated with social behavior and can be viewed as a conveyor of emotion. Sixty-five to seventy-five percent of most communication is nonverbal and includes cues about what we sense, feel, and think about others (Schwartz, 2012).

Verbal communication refers to the transmission of language and messages from a sender to a receiver. In conjunction with non-verbal communication, this mode can also express emotions, share ideas, inform, inquire, and debate. One of the major challenges of verbal communication is misinterpretation. Misinterpretation occurs when a breakdown in the communication process takes place between two individuals. Improper word choice, differing communication styles, and perspectives can all contribute to communication breakdown (Hanes, 2010).

There are two types of communication traditionally found within organizations. Formal communication has set regulations and channels from which it flows through the hierarchy of an organization. By understanding the formal chart of the organization, communication can be predicted (Kandlousi, Ali, & Abdollahi, 2010). Informal communication has no set flow, and is based on social relationships. The existence of informal communication in an organization is unavoidable, due to constant interactions between employees (Kandlousi et al., 2010). Guffy, Rhodes and Rogin (as cited in Kandlousi et al., 2010) indicated that informal communication can reveal much about employees' morale and problems. Such information can strengthen the managers' ability to understand employees and lead them appropriately.

A significant amount of research has focused on the effect organizational communication has on employees. However, there exists a need to examine the role of organizational communication and communication satisfaction among employees and their potential to affect other aspects of the workplace. It can be hypothesized that good communication satisfaction with organizational communication will lead to positive outcomes in the job setting. However, numerous organizational concepts contribute to the overall success or failure of an organization. Ray (1993) concluded that poor organizational communication has the potential to increase

employee burnout, individual stress, and doubt in oneself or relationships within the organization. Therefore, maintaining a high level of communication satisfaction through quality organizational communication must be a high priority for businesses who wish to avoid these negative outcomes.

Pettite, Goris, and Vaught (1997) explored the influence organizational communication has on both employee job satisfaction and performance among 302 employees at two manufacturing firms. They determined that an employee's job performance was influenced by the accuracy of the information shared in the workplace, and high job performance was related to high job satisfaction. The researchers pointed out that employees who received clear and accurate communication performed at higher levels and were more likely to experience high job satisfaction. If employers provide consistent, proper, and precise information to their workforce, the organization is more likely to perform at higher levels, thereby increasing efficiency, productivity, and employee morale.

Muchinsky (1977) found that certain dimensions of organizational communication were positively related to job satisfaction among 695 employees of a large public utility. Results showed that satisfaction with management supervision and promotion potential were highly correlated with organizational communication. The researchers also emphasized that significant correlations may be due to the influence of a supervisor may have on employee promotions.

Barriers to Communication

Barriers to communication include the breakdown of message conveyance between two or more individuals. Communication barriers are diverse and occur between individuals and within teams. Although overcoming these barriers can be challenging, managers and employees

should be aware of communication obstacles. These obstacles can include physical, language, cultural, and personality barriers.

Physical barriers:

    Walls, doors, and cubicles can be considered physical barriers. Although these are necessary for structure and organization, they also divide people from one another and have the potential to limit open communication. To encourage employees to collaborate, managers should create an open space that is both inviting and accessible to all communication participants (Feigenbaum, 2012).

Language barriers:

    With immigration and global integration at an all-time high, companies must be aware of different languages in the workplace. Creating communication materials in multiple languages will ensure that all employees are included (Feigenbaum, 2012).

Cultural barriers:

    Cultural barriers can stem from an employee's socioeconomic status, gender, religion, ethnicity, and cultural background. The way that an employee reacts to a communication exchange will depend heavily on these traits. Additionally, stereotypes about other cultures will also influence communication (Baldwin, 2012). Being aware and sensitive to the different cultural backgrounds of employees allows managers to cultivate a sense of understanding and acceptance in the workplace.

Emotional barriers:

    Emotions impact workplace communication. Anger, fear, and reluctance are just a few emotions that may prevent an employee from voicing his or her opinion. Managers must

"use a softer touch and create a safe environment to help employees to get past emotional

barriers and become more active communicators" (Feigenbaum, 2012).

Personality barriers:

Personality traits can predispose an employee or manager to be either an effective or

ineffective communicator. Personality also plays a part in how people process new

information. The ability to listen effectively, provide criticism, and maintain attention to

an important topic is determined by personality. If two workers are not able to get along

because of differing personalities, it is unlikely that they will have successful

communication. For managers, it is important to allow employees to maintain their sense

of self while fostering a constructive communication environment (Baldwin, 2012).

Communication Satisfaction

Communication satisfaction has been defined as the support provided when a

communication event fulfills positive expectations (Hecht, 1978). By meeting the needs and

expectations of employees in a positive way, customers and guests of the organization are more

likely to have their needs and expectations met. Communication satisfaction has also been

defined as the level of satisfaction an employee has between the overall communication flow and

relationship variables within their organization (Kandlousi et al., 2010). Traditionally,

communication satisfaction was considered to be one-dimensional, with employees expressing

general satisfaction or dissatisfaction with organizational communication. However, this view

did not consider the multiple forms of communication used within organizations (Greenbaum,

Clampitt, & Willihganz, 1988). Downs and Hazen (1977) viewed communication satisfaction as

a multidimensional construct in the organization. These aspects may include the types of

information shared, communication climate, and relationships among colleagues.

Two key organizational concepts of interest to researchers and industry professionals alike are employee job satisfaction and performance (Pettit et al., 1997). Research suggests that there is a significant positive relationship between communication satisfaction and job satisfaction. In a study of 327 nurses, Pincus (1986) investigated the relationship between communication satisfaction and job satisfaction, using a modified version of the Communication Satisfaction Questionnaire (CSQ) developed by Downs and Hazen (1977). Results indicated a strong positive relationship between high communication satisfaction and job satisfaction. Specifically, supervisor communication, work environment, and personal feedback were found to be major contributors to the communication satisfaction / job satisfaction relationship among nurses (Pincus, 1986).

In the same study, Pincus (1986) also explored the relationship between communication satisfaction and job performance. Results showed that employees' perceptions of communication satisfaction were related to job performance. However, the study revealed the link between communication satisfaction and job performance was weaker than the link between communication satisfaction and job satisfaction. Similar to job satisfaction, supervisor communication, communication climate, and personal feedback influenced the communication satisfaction / job performance relationship.

These findings reiterate the important role organizational communication plays with perceptions about the job, and overall job performance. Positive relationships between communication satisfaction and job performance encourages research about communication and the impact on satisfaction and job performance (Pincus, 1986). Lastly, employee to top management communication was significantly related to employee job satisfaction and performance.

Carriere and Bourque (2009) investigated the relationship between internal communication practices, communication satisfaction, job satisfaction, and organizational commitment among 91 paramedics employed with a Canadian municipal land ambulance service. Using adapted versions of the Communication Satisfaction Questionnaire and the Minnesota Satisfaction Questionnaire, the researchers sought to determine if communication satisfaction mediated the relationship between communication practices and job satisfaction. The mediating effect of communication satisfaction between communication practices and organizational commitment was also explored. Significant positive relationships were found between communication practices and communication satisfaction. The research also revealed that communication practices affected job satisfaction and organizational commitment (Carriere & Bourque, 2009).

Goris (2007) investigated the moderating influence of communication satisfaction on individual-job congruence, job performance, and job satisfaction. Individual-job congruence is defined as the match between an individual's needs and the characteristics of a particular job. Results indicated communication satisfaction was a significant moderator and predictor of job satisfaction. Goris (2007) concluded that "either as a moderator, predictor, or both, communication satisfaction has a significant influence on job performance and job satisfaction (p. 746)."

The way employees perceive the communication styles of their supervisors also influences communication satisfaction (Pincus, 1986). Supervisors should be aware of their communication style and provide guidelines to employees for self-evaluation to ensure that positive communication satisfaction standards are being met. The way an employee perceives a supervisor's communication style and credibility will influence the amount of satisfaction he or

she receives (Pettit et al., 1997). It is therefore important to not only examine the modes of organizational communication, but also to measure the quality of such communication and its source in the workplace.

Communication Satisfaction Questionnaire

The most widely accepted measure of communication satisfaction is the Communication Satisfaction Questionnaire (CSQ), developed by Downs and Hazen (1977, 1988). The CSQ has become a valid measure of organizational communication (Varona, 1996). This instrument has also been translated in over six different languages, and utilized internationally (Rubin, Palmgreen, & Sypher, 1994).

Downs and Hazen (1977) identified eight dimensions of communication satisfaction in the CSQ illustrating the diverse scope of organizational communication. Each dimension includes five questions to measure perceived satisfaction on a seven-point Likert scale anchored by *very dissatisfied* to *very satisfied.* The eight dimensions are: Communication Climate, Supervisor Communication, Organizational Integration, Media Quality, Horizontal Informal Communication, General Organizational Perspective, Subordinate Communication, and Feedback (Downs & Hazen, 1977).

Communication Climate refers to personal and organizational communication. It includes the extent to which communication stimulates and motivates employees to meet organizational goals and to what extent it makes them identify with the organization. Also, it estimates the attitudes of communication within the organization. *Supervisor communication* includes the extent to which superiors are viewed as listeners and how well they pay attention to employees. Additionally, it measures the extent to which supervisors offer quality guidance with problem solving situations in the workplace.

Organizational Integration refers to the satisfaction employees have with respect to the information they receive about the organization and immediate work environment. This includes interdepartmental policies and plans, individual requirements of an individual's respective job and responsibilities, and news about co-workers and other personnel.

Media Quality reveals whether or not the tools utilized to communicate with employees are being used effectively. For example, these factors include organization of personnel meetings, clarity of written directives, and the helpfulness of organizational publications (Downs & Hazen, 1977). *Horizontal Informal Communication* includes the accuracy and flow of communication between co-workers. Information gathered informally and unofficially is also identified, often called the "grapevine". *General Organizational Perspective* is associated with the broadest forms of information regarding the organization. Satisfaction can be measured by identifying how well the organization shares information such as general or major organizational changes, financial standing, and information about the policies and goals of the organization. *Subordinate Communication* focuses on upward and downward communication within the organizational structure. The responsiveness to downward and upward communication is measured. Also, the extent to which the manager feels he or she has communication overload are items that are reflected within the dimension of subordinate communication. Satisfaction with *personal feedback* is the final dimension, and describes the employees' desire to know how they are to be evaluated and how their job performance is being appraised.

A number of studies have measured all eight dimensions (Clampitt & Downs, 1993), while other studies have expanded the CSQ to include top management communication and interdepartmental communication (Varona, 1996). Greenbaum et al. (1988) used only six CSQ dimensions. Downs and Hazen (1977) reported a .94 test-retest reliability coefficient for the

survey. Research using the CSQ has shown that non-managerial employees are generally less satisfied with organizational communication than managers (Varona, 1996).

Greenbaum et al. (1988) identified a number of distinctive attributes about the CSQ that should be considered. For example, the CSQ is easily comprehensible and efficient, usually completed in fifteen minutes (Greenbaum et al.) and easily scored. Greenbaum et al. also indicated that the CSQ has been used in a wide variety of organizations and industries, leading to a greater understanding about the importance of communication in organizations. To potentially improve the CSQ, the authors believe that two supplementary dimensions, interdepartmental communication and top management communication, should be added to the existing eight dimensions developed by Downs and Hazen (1977).

Job Satisfaction

Job satisfaction is one of the most widely studied factors of organizations (Pincus, 1986). Job satisfaction is important because of its potential effect on employees and the organization as a whole. Job satisfaction has ramifications for subjective well-being as well as life satisfaction (Judge & Hulin, 1993). Administratively, job satisfaction has an important influence on employee behavior and performance. In turn, employee performance has influence on the overall performance and effectiveness of the organization. Common factors of job satisfaction include satisfaction with pay, supervision, benefits, operating conditions, nature of work, and communication (Carriere & Bourque, 2009).

A uniform definition of job satisfaction is difficult to find. Locke (1976) defined job satisfaction as "a pleasurable, positive emotional state, resulting from the appraisal of one's job experience" (p. 1300). Job satisfaction has also been defined as the degree of fit between the features of a job and employees' expectations (Tutuncu & Kozak, 2007). The literature shows

job satisfaction is interrelated with employee attitude (Tutuncu & Kozak, 2007). It is important to understand that job satisfaction should be defined based on the research that is being conducted. Researchers also distinguish between overall job satisfaction and satisfaction with specific components of one's job, known as job facet satisfaction (Wanous & Lawler, 1972).

Wanous & Lawler (1972) reviewed nine operational definitions of job satisfaction with the goal of determining whether it was possible to measure employees' job satisfaction with specific facets. Their results revealed that existing operational definitions of job satisfaction did not yield empirically comparable measures of satisfaction. However, Wanous and Lawler (1972) found that some operational definitions correlated better with overall job satisfaction and absenteeism.

Although the relationship between organizational communication and job satisfaction has been studied extensively, it is not the only variable associated with job satisfaction. Studies have examined job satisfaction as a mediator of employee empowerment (Gazzoli, Hancer, & Park, 2009; Kim, Tavitiyaman, & Kim, 2009), interpersonal relationships, work re-design, and service quality (He, Murmann, & Perdue, 2010; Stringer, 2006; Tutuncu & Kozak, 2007; Zeffane, 1994).

Stringer (2006) sought to determine whether high-quality leader member exchange was positively related to job satisfaction and impact on positive outcomes for organizations. Among fifty-seven randomly selected firefighters, Stringer (2006) hypothesized that high quality supervisor to employee relationships positively relate to intrinsic job satisfaction. Results suggested a significant positive correlation between supervisor to employee relationships and job satisfaction. When employees have high quality relationships with their supervisors, mutual trust, support, consideration, and effective communication are typically much stronger between both

parties. Thus, the extrinsic needs of the employee are more likely to be fulfilled leading to high

employee satisfaction. The research also postulates that as the quality of the supervisor to

employee relationships increase, the likelihood that employees will be satisfied with their job

also increases (Stringer, 2006).

There are many factors that affect employee job satisfaction. Research has revealed that

the level of job satisfaction can change based on the working conditions, demographic

characteristics, employee expectations (promotions, pay increases, bonuses), communication

styles, leadership styles, organizational fluidity, trust, motivation, and job design. These

variables require explicit outcome measures to assess job satisfaction (Tutuncu, & Kozak, 2007).

Pettit et al. (1997) conducted a survey of 612 employees from two manufacturing firms.

The purpose of this study was to understand the moderating influence of organizational

communication quality on the relationship between job performance and job satisfaction.

Measures of job performance were collected through supervisory performance scores, as well as

self-rated performance appraisals. Job satisfaction was measured using the Job Descriptive Index

(JDI) to assess satisfaction with work, pay, promotions, supervision, and satisfaction with

coworkers. The authors measured organizational communication with the Roberts and O'Reily

(1974) (as cited in Pettit et al., 1997) organizational communication questionnaire. Results

showed that job performance had a direct weak-to-moderate relationship with job satisfaction,

suggesting that changes occurring in one of the two variables have the potential to moderately or

weakly influence the other variable. Individuals who desired high communication accuracy also

had a stronger relationship between performance and job satisfaction. The authors suggested that

individuals who received correct and clear information may show high job performance which is

believed to increase job satisfaction. By providing clear, accurate and appropriate information,

supervisors are much more likely to improve performance and job satisfaction within their organization.

The relationship between communication satisfaction and job satisfaction has also been examined. Bakanauskienė, Bendaravičienė, and Krikštolaitis (2010) measured employee communication satisfaction among 107 employees at a Lithuanian university. The researchers identified a relevant, positive relationship between communication satisfaction and job satisfaction. Similar to previous research, top management communication and communication climate displayed the highest correlations with job satisfaction.

Kumar and Giri (2009) conducted a similar study within Indian telecom and banking sectors. Data was collected from 380 junior, middle, and top level managers. Consistent with the findings of Pincus (1986), Carriere and Bourque (2009), and Bakanauskienė, Bendaravičienė, and Krikštolaitis (2010), organizational communication satisfaction was found to have a significant positive relationship to job satisfaction. Research has clearly defined a significant relationship between organizational communication and job satisfaction. If organizations can develop consistent improvement in communication, it can be assumed that increased job satisfaction will be displayed in response to that improvement (Kumar & Vijai, 2009).

Job Satisfaction Measurement

Job satisfaction has been evaluated with both single-item or multidimensional item measures. Recently, researchers have expressed concern that single-item measures are less reliable than multidimensional measures, and should be avoided (Judge & Klinger, 2008). Wanous, Reichers, and Hudy (1977) found the reliability for single-item job satisfaction measures to be .67, reliability indices overall are lower when compared to multidimensional

measures of job satisfaction. Bretz (1994) utilized a three-item measure of job satisfaction which revealed a reliability of .85 (as cited Judge & Klinger, 2008).

Two additional satisfaction instruments include the Minnesota Satisfaction Questionnaire (MSQ; Weiss, Dawis, England, & Lofquist, 1967) and the Job Descriptive Index (JDI; Smith, Kendall, & Hulin, 1969) each with differing strategies. Both the JDI and MSQ measure multiple dimensions of job satisfaction believed to have the most influence on the employee.

Minnesota Satisfaction Questionnaire

The Minnesota Satisfaction Questionnaire (MSQ) is a commonly used measure to evaluate employee job satisfaction related to different aspects of the work environment (Weiss et al., 1967; Carriere & Bourque, 2009). The MSQ has two versions, a twenty item short and a one-hundred item long form depending on the level of detail required (Weiss et al., 1967). A major advantage of the MSQ is that it can measure intrinsic and extrinsic job satisfaction (Carriere & Borque, 2009). Intrinsic job satisfaction expresses how people feel about the individual and specific tasks they encounter. Extrinsic job satisfaction is defined as how people feel about the external aspects of the work situation which are unrelated to the specific job tasks encountered in the workplace (Hirschfeld, 2000).

Job Descriptive Index

The Job Descriptive Index (JDI) developed by Smith et al. (1969) is also commonly used to evaluate employee job satisfaction. The JDI has multiple versions, including a seventy-two item long and a thirty item short form. When being used in conjunction with another survey, the short form is recommended (Job Descriptive Index, n.d.). Rozonowski (1989) and Vroom (1964) (as cited in Kinicki, Schriesheim, McKee-Ryan & Carson, 2002) consider the JDI to be one of the most carefully constructed measures of job satisfaction.

Developed by Smith, Kendall and Hulin (1969), the JDI assesses five dimensions of job satisfaction: satisfaction with work, pay, co-workers, promotions, and supervision. The current version (2009) includes all previously noted dimensions as well as the Job in General Scale (JIG; Ironson, Smith, Brannick, Gibson, & Paul, 1989). The JIG is an eight-item scale intended to broadly measure employee satisfaction and accompanies the five facets of the original JDI. All items consist of short phrases, and respondents are asked to place a *Y* or an *N* next to the item if it describes, or does not describe that aspect. Respondents also indicate if they are unable to decide. Items are scored 1, 0, or 3 for *?*, *N*, and *Y* respectively. Johnson, Smith, and Tucker (1982) (as cited in Kinicki et al., 2002) indicated that although the scoring method is unconventional, reliability, stability, and validity of the five dimensions were not significantly different between Likert-type versus *Y-N-?* scaling.

Communication in the Hospitality Industry

Research about communication within the hospitality industry is very diverse. Most studies focus on the relationship between the organization and the guest. Being service-oriented, providing hospitality requires a high level of interaction and communication with guests. It is logical that communication with guest demands and needs are of priority when compared to communication amongst internal customers. The hospitality industry has become more globalized, and organizations have adjusted to these changes. The escalating need for employees to receive intercultural training and education is critical for hospitality oriented organizations to meet the needs of their customers (Jameson, 2007). Understanding cultural communication, values, attitudes, customs, and beliefs are just a few facets of communication between organizations and customers.

Using the Communication Satisfaction Questionnaire as the primary tool in analyzing communication satisfaction within the lodging industry, Mount and Back (1999) surveyed 374 employees in six hotels. The objective was to determine if the CSQ was a valid measurement tool within the lodging industry. Results supported the structure and validity of the CSQ for research in hotels. Of the eight CSQ factors, feedback was found to have the most influence on job satisfaction, which supports prior research using the CSQ in other industries.

In a study of communication satisfaction and employee motivation in the hospitality industry, Chiang, Jang, Canter, and Prince (2008) examined the effect communication satisfaction had on employee motivation between high and low communication satisfaction groups. The intent was to explain hotel employee motivation via expectancy theory. By better understanding employee motivation, managers are more equipped to enhance motivation thereby increasing employee job performance. Chiang et al., (2008) also hypothesized that communication satisfaction would moderate employee motivation. A questionnaire was completed by 289 employees from fifty-six hotels. Employees with higher levels of communication satisfaction were prepared to work harder to achieve greater job performance. Employees believed they would receive a greater reward if they met the performance expectations of their employers.

Summary

Communication is one of the most important aspects of organizations. Effective communication is essential to the overall success of a business or organization and should have a fundamental role in the strategic planning process (Hargie et al., 2002). By understanding the strategies, beliefs, and barriers behind communication, an organization can better manage their workforce. There are several types of communication barriers that can impede the transfer of

information. The most common barriers are physical, lingual, cultural, and emotional.

Overcoming these barriers while laying a solid foundation for an effective and efficient

communication system is imperative for the success of any organization. For this reason,

organizational communication has been researched extensively and continues to be a topic of

great interest.

Researchers have found significant and positive links between organizational

communication and job satisfaction. However, these relationships should be further explored in

the hospitality field. Despite research in other areas, there have been only a few studies related to

hospitality. Moreover, organizational communication satisfaction has not been examined within

the foodservice industry. Examining the relationship between communication satisfaction and

job satisfaction advances the knowledge for foodservice managers and researchers.

References

Bakanauskienė, I., Bendaravičienė, R., & Krikštolaitis R. (2010). Empirical evidence on

employees' communication satisfaction and job satisfaction; Lithuania's university

case. *Management of Organizations: Systematic Research, 54*, 21-36.

Baldwin, A. (2012). *What hinders effective communication in the workplace?*. Retrieved from

http://smallbusiness.chron.com/hinders-effective-communication-workplace-15992.html

Blegen, M. A., & Mueller, C. W. (1987). Nurses' job satisfaction: A longitudinal analysis.

Research in Nursing & Health, 10(4), 227-237.

Bull. (n.d.) *Nonverbal Communication*. Retrieved from www.nortonmedia.com/assets/user

/articles/14.pdf.

Carriere, J., & Bourque, C. (2009). The effects of organizational communication on job

satisfaction and organizational commitment in a land ambulance service and the

mediating role of Communication satisfaction. *Career Development International, 14*(1),

29-49. doi:10.1108/13620430910933565

Chiang, C-F., Jang, S-C., Canter, D., & Prince, B. (2008). An expectancy model for hotel

employee motivation: Examining the moderating role of communication satisfaction.

International Journal of Hospitality & Tourism Administration, 9(4) 327-351. doi:10.

1080/15256480802427263

Clampitt, P. G., & Downs, C. W. (1993). Employee perceptions of the relationship between

communication and productivity: A field study. *The Journal of Business

Communication, 30*(1), 5-28.

Downs, C. W., Clampitt, P. G., & Pfeiffer, A. L. (1988). Communication and organizational

outcomes. In G. M. Goldhaber & G. A. Barnett (Eds.), *Handbook of organizational*

communication (pp. 171-211). Norwood, NJ: Ablex Publishing Corporation.

Downs, C. W., & Hazen, M. D. (1977). A factor analytic study of communication satisfaction.

The Journal of Business Communication, 14, 64-73.

Downs, C. W. (1988). *Communication Audits*. Glenview, IL: Scott Foreman.

Feigenbaum, E. (2012). *About barriers to effective communication within the workplace*.

Retrieved from http://smallbusiness.chron.com/barriers-effective-communication-within-

workplace-3185.html

Flately, M. E. (1982). A comparative analysis of the written communication of managers at

various organizational levels in the private business sector. *The Journal of Business*

Communication, 19, 35-49.

Gazzoli, G., Hancer, M., & Park, Y. (2009). The role and effect of job satisfaction and

empowerment on customers' perception of service quality; A study in the

restaurant industry. *Journal of Hospitality & Tourism Research, 34*, 56-77.

doi:10.1177/1096348009344235

Goris, J. R. (2007). Effects of satisfaction with communication on the relationship between

individual-job congruence and job performance/satisfaction. *Journal of Management*

Development, 26(8). 737-752. doi:10.1108/02621710710777255

Gray, J., & Laidlaw, H. (2004). Improving the measurement of communication satisfaction

Management Communication Quarterly, 17(3), 425-448.

Greenbaum, H. H., Clampitt, P. G., & Willihnganz, S. (1988). Organizational communication an

examination of four instruments. *Management Communication Quarterly, 2*(2), 245-282.

Hanes, T., (2010). *What is verbal communication?*. Retrieved from www.livestrong.com/article
/150573-what-is-verbal-communication/.

Hargie, O., Tourish, D., & Wilson, N. (2002). Communication audits and the effects of
increased information: A follow-up study. *The Journal of Business Communication,
39*(4), 415-435.

Hecht, M. L. (1978). The conceptualization and measurement of interpersonal communication
satisfaction. *Human Communication Research*, *4*(3), 253-264.

He, P., Murrmann, S., K., & Perdue, R. R. (2010). An investigation of the relationships among
employee empowerment, employee perceived service quality, and employee job
satisfaction in a u.s. hospitality organization. *Journal of Foodservice Business Research,
13*, 36-50.

Hirschfeld, R. R. (2000). Does revising the intrinsic and extrinsic subscales of the minnesota
satisfaction questionnaire short form make a difference?. *Educational and Psychological
measurement*. *60*, 255-270.

Ironson, G. H., Smith, P. C., Brannick, M. T., Gibson, W. M., & Paul, K. B. (1989).
Construction of a job in general scale: A comparison of global, composite, and specific
measures. *Journal of Applied Psychology, 74*(2), 193-200.

Jameson, D. (2007). *Developing hospitality managers' intercultural communication abilities:
The Cocktail party simulation.* Retrieved from www.hotelschool.cornell.edu/research/chr/
/pubs/tools//tooldetails-14502.html

Job Descriptive Index. (n.d.). Bowling Green State University. *Job Descriptive Index*. Retrieved
From http://www.bgsu.edu/departments/psych/io/jdi/page54706.html

Judge, T. A., & Hulin, C. L. (1993). Job satisfaction as a reflection of a disposition: A multiple

    Source causal analysis. *Organizational Behavior and Human Decision Process,*

    56, 388-421.

Judge, T. A., & Klinger, R. (2008). Job satisfaction: Subjective well-being at work. In. M. Eid &

    R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 393-413). New York, NY:

    Guilford Press.

Kandlousi, N. S., Ali, A. J., Abdollahi, A. (2010). Organizational citizenship behavior in concern

    of communication satisfaction: The role of formal and informal communication.

    International Journal of Business and Management, 5(10), 51-61.

Kim, H. J., Tavitiyaman, & Woo, G. K. (2009). The effect of management commitment to

    Service behaviors: The mediating role of job satisfaction. *Journal of Hospitality &*

    Tourism Research, 33, 369-390.

Kinicki, A. J., McKee-Ryan, F. M., & Schriesheim, C. A., & Carson, K. P. (2002). Assessing the

    construct validity of the Job-Descriptive Index: A Review and Meta-Analysis. *Journal*

    of Applied Psychology, 87(1), 14-32.

Kumar, B. P., & Vijai, N. G. (2009). Examining the relationship of organizational

    communication and job satisfaction in Indian organizations. *Journal of Creative*

    Communications, 4, 177-184.

Locke, E. A. (1976). *The Nature and Causes of Job Satisfaction*. Chicago, IL: Rand McNally

Llozor, D. B., Llozor, B. D., & Carr, J. (2001). Management communication strategies determine

    job satisfaction in telecommuting. *The Journal of Management Development, 20*(5/6),

    495-507.

Mount, D. J., & Back, K-J. (1999) A factor-analytic study of communication satisfaction in the

      lodging industry. *Journal of Hospitality & Tourism Research, 23*(4), 401-416.

Muchinsky, P. M. (1977). Organizational communication: Relationships to organizational

      climate and job satisfaction. *Academy of Management Journal, 20*(4), 592-607.

Pettite, J. D., Goris, J.R., & Vaught, B.C. (1997). An examination of organizational

      Communication as a moderator of the relationship between job performance and job

      satisfaction. *The Journal of Business Communication, 34*(1), 81-98.

Pincus, J. D. (1986). Communication satisfaction, job satisfaction, and job performance.

      Human Communication Research, 12(3), 395-419.

Ray, E. B. (1993). When the links become chains: Considering dysfunctions of supportive

      communication in the workplace. *Communication Monographs, 60*(1), 106-111.

Requena, F. (2003). Social capital, satisfaction and quality of life in the workplace.

      Social Indicators Research, 61(3), 331-360.

Rubin, R. B., Palmgreen, P., & Sypher, H. E. (1994). *Communication Research Measures: A*

      Sourcebook. New York, NY: The Guilford Press.

Schwartz, L. C. (2012). *Nonverbal communication with workplace interactions*. Retrieved from

      http://smallbusiness.chron.com/nonverbal-communication-workplace-interactions-

      884.html.

Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work*

      and retirement. Chicago: Rand McNally.

Stringer, L. (2006). The link between the quality of the supervisor-employee relationship and the

      level of the employee's job satisfaction. *Public Organization Review, 6*, 125-142.

Tutuncu, O., & Kozak, M. (2007). An investigation of factors affecting job satisfaction. *International Journal of Hospitality & Tourism Administration, 8*, 1-19.

Varona, F. (1996) Relationship between communication satisfaction and organizational commitment in three Guatemalan organizations. *Journal of Business Communication, 33*(2), 111-140.

Wagenheim, M., & Rood, A. S. (2010). The relationship between employee satisfaction with organizational communication and customer orientation. *Managing Leisure, 15*, 83-95.

Wanous, J. P., & Lawler, E. E. (1972). Measurement and meaning of job satisfaction. *Journal of Applied Psychology, 56*, 95-105.

Weiss, D. J., Dawis, R. V., England, G. W., & Lloyd, H. L. (1967), *Manual for the Minnesota Satisfaction Questionnaire,* Industrial Relations Center, University of Minnesota,

Zeffane, R. M. (2001). Correlates of job satisfaction and their implications for work redesign. *Public Personnel Management, 23*(1), 61-76.

Chapter 3 - Methodology

Introduction

This chapter outlines the methods used to assess job and communication satisfaction in a university dining operation. Included is a description of the sample population, sampling procedures, survey instruments, and data analysis used to answer the research questions. The results will be compared to those of other studies and assesesd for practical operational implications. The purpose of this study is to advance research and knowledge in hospitality by exploring communication and job satisfaction and meaningful relationships in a university foodservice setting. The following research questions will be addressed in this study.

Q1: What is the level of communication satisfaction among employees in a university foodservice setting?

Q2: What is the level of job satisfaction among employees in a college and university foodservice setting?

Q3: Do relationships exist between employee demographic variables, communication satisfaction, and job satisfaction?

Q4: What is the relationship between communication satisfaction and employee job satisfaction in a college and university foodservice setting?

Population and Sample

The target population includes 517 student employees, managers, and classified staff in foodservice roles in the Department of Housing and Dining Services at Kansas State University (K-State). The total number of employees available at the time of the study was obtained via e-mail and phone dialog with departmental administration (personal communication, March5, 2012).

K-State Dining Services provides meal service to 3,500 students daily, and more than 40,000 meals per week. Although the facilities are open to the public, the majority of the customer base includes undergraduate students who live on campus in K-State residence halls. There are three main dining facilities located on the K-State campus within close proximity to their respective residence halls. A master menu is shared among each dining center, each producing food mostly from scratch. A common mission statement exists and aside from total meal volume, job titles, leadership roles, expectations, and employee structures are similar across dining centers.

Student employees comprise 79% of the total workforce and interact the most with dining center guests. Student employees also have the highest turnover rate, and shortest durations of employment when compared to full time, classified employees, and managers.

Classified employees are the primary producers of the goods and services provided within the dining centers and hold a variety of positions. These positions include, food production, sanitation, maintenance, purchasing, receiving, and secretarial roles. Classified employees represent 16% of the workforce and represent longer periods of employment, and lower turnover rates. It is particularly important to understand the levels of communication satisfaction with these individuals due to the fact that they are also expected to provide high quality goods and services.

Managers make up 5% of the workforce and typically devote their attention to assigned dining centers. The average employee to manager ratio is 20 to 1. Managers commonly have longer durations of employment, and have worked in multiple roles within the department. Managers play a significant role in the complex communication systems within their units, and

are expected to ensure the provision of quality products and services, coordinate employee

responsibilities and labor, and work place safety.

Due to the variety of positions and responsibilities, it is important to understand how all

employees view communication in the workplace. Table 3.1 outlines the total departmental

staffing and those allocated within each dining facility. For the purpose of this study, managers

were defined as individuals who make daily operational decisions and have supervision over

employees. These employees included Undergraduate Management Assistants, Graduate

Management Assistants, Classified Manager, and Unclassified Managers.

Table 3.1 Student Employee, Classified Staff, and Manager Distribution by Dining Center

Unit	Student Employees	Classified Staff	Managers	Total
Dining Center A	227	51	15	293
Dining Center B	130	25	6	161
Dining Center C	50	9	4	63
Total	407	85	25	**517**

Survey Design

This research used survey methodology to gain an understanding of how communication

and job satisfaction are perceived among foodservice personnel. An adapted version of the

Communication Satisfaction Questionnaire (CSQ; Downs & Hazen, 1977) and the thirty-item

abridged version of the Job Descriptive Index (JDI; Smith, Kendall, & Hulin, 1969) were

utilized. The Job in General Scale developed by Ironson, Smith, Brannick, Gibson and Paul (JIG;

1989) was used to also define the five facets of the original JDI.

The CSQ includes eight, five-item dimensions of communication including:

communication climate, supervisor communication, organizational integration, media quality,

horizontal informal communication, general organizational perspective, subordinate

communication, and personal feedback. The JDI includes five facets of job satisfaction: supervision, co-workers, pay, work, and opportunities for promotion. The JGI uses an eight-item scale to provide a global measure of job satisfaction.

The questionnaire included demographic information relevant to the population, and some questions within the CSQ were modified to fit this research situation. The JDI required no modification and was presented in its original form including the job in general scale (Appendix A).

Approval for Study

Prior to data collection, approval for conducting the proposed research was obtained through both the Kansas State University Institutional Review Board (IRB) and Kansas State University Housing and Dining Services. A copy of the IRB approval letter is included in Appendix B.

Pilot Study

The pilot study administered for this research was conducted among 17 employees whose primary work location was Dining Center A at KSU. These employees were provided with a paper version of the proposed survey instrument. The pilot study asked employees to indicate the amount of time it took them to complete the survey, if they felt any questions were unclear or not applicable. A total of 17 responses were collected to test the overall readability and reliability of the instrument. Of the 17 surveys collected, nine were completed by student employees, seven were completed by classified employees, and one was completed by a manager.

Section two of the survey consisted of the adapted version of the Communication Satisfaction Questionnaire developed by Downs and Hazen (1977). This portion of the survey, during pilot, had a Cronbach's Alpha coefficient of 0.981.

Section three of the survey consisted of the Abridged Job Descriptive Index developed by Smith, Kendall, and Hulin (1969). This portion of the survey had a Cronbach's Alpha of 0.873 which is consistent with previous research. No questions from this section of the survey were removed or altered from the original version.

Survey Administration

The final survey instrument (Appendix C) was distributed to each of the dining facilities in both electronic and paper form. The intent of using two forms of the survey instrument was to primarily increase the response rate of all employees. Paper surveys were provided specifically for classified employees, while electronic surveys were provided to student employees and managers. Students and managers have greater access to email, and are likely to utilize it more than classified employees who may not have as frequent access to it. Each dining unit director coordinated distribution of the paper survey. Completed surveys were returned to a specific location within each dining unit. All participants received notifications and reminders from unit personnel.

Electronic surveys were administered through the K-State Axio System. A formal email was sent to all 407 student employees and 25 managers which included a link to the online survey. The survey was open for two weeks and a reminder email was sent at the beginning of the second week of data collection.

In order to further increase the response rate, participants were given the opportunity to enter their email address at the end of the survey for a drawing to win a $25 visa gift card. Employees who had participated in the pilot study were excluded from distribution of the final survey. A goal of 155 useable surveys, representing a 30 percent response rate of this population was desired for final analysis.

Data Analysis

IBM SPSS Statistics (Version 20) was used to analyze the collected data. Descriptive statistics such as means and standard devisions, frequencies, and cross-tabulations were used to examine communication and job satisfaction. Where possible, satisfaction scores were compared to national norms.

References

Downs, C. W., & Hazen, M. D. (1977). A factor analytic study of communication satisfaction. *The Journal of Business Communication, 14*, 64-73.

IBM Corporation (2010). IBM SPSS Statistics (Version 19) [Computer Software]. United States: IBM.

Ironson, G. H., Smith, P. C., Brannick, M. T., Gibson, W. M., & Paul, K. B. (1989). Construction of a job in general scale: A comparison of global, composite, and specific measures. *Journal of Applied Psychology, 74*(2), 193-200.

Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand McNally.

Chapter 4 - Understanding Communication Satisfaction and Job Satisfaction among University Foodservice Employees

Introduction

Efficient communication is one of the most important components used to meet organizational goals and objectives. These goals are achieved through the stimulation and motivation of employees via organizational communication (Clampitt & Downs, 1993). Communication is essential to the overall success of a business or organization and plays a fundamental role in the strategic planning process (Hargie, Tourish, & Wilson, 2002). The ability to communicate is a key management skill because it structures planning, organizing, controlling, training, and directing (Flately, 1982).

Ray (1993) concluded that poor organizational communication has the potential to increase employee burnout, individual stress, and doubt in oneself or relationships within the organization. Therefore, maintaining quality organizational communication must be a high priority for businesses seeking to avoid such negative outcomes.

A significant amount of research has focused on the effect organizational communication has on employees. However, there exists a need to examine the roles of organizational communication and communication satisfaction among employees and their potential to affect other aspects of the workplace.

Communication satisfaction has been defined as the level of satisfaction an employee has between the overall communication flow and relationship variables within their organization (Kandlousi, Ali, & Abdollahi, 2010). Downs and Hazen (1977) also viewed communication satisfaction as multidimensional, including the types of information shared, communication climate, and relationships among colleagues. These relationships can vary between populations

due to the different communication styles and channels that are utilized in organizations (Downs & Hazen, 1977).

Research has shown that communication practices utilized in an organization are related to, but are not synonymous with communication satisfaction (Carriere & Bourque, 2009). Communication satisfaction is also known to share a positive relationship with job satisfaction (Muchinsky, 1977; Pincus, 1986).

Job satisfaction is one of the most widely studied organizational behavior constructs (Pincus, 1986). Job satisfaction is important because of its potential effect on employees and the organization as a whole. Job satisfaction has ramifications for subjective well-being as well as life satisfaction of employees (Judge & Hulin, 1993).

Administratively, job satisfaction has an important influence on employee behavior, productivity, and performance. In turn, employee performance has influence on the overall performance and effectiveness of the organization. Common factors of job satisfaction include satisfaction with pay, supervision, benefits, operating conditions, nature of work, and communication (Carriere & Bourque, 2009).

Bakanauskienė, Bendaravičienė, and Krikštolaitis (2010) measured employee communication satisfaction among 107 employees at a Lithuanian university. The researchers identified a relevant, positive relationship between communication satisfaction and job satisfaction. Similar to previous research, top management communication and communication climate displayed the highest correlations with job satisfaction.

The perception one has about their supervisor's communication style, credibility, and accuracy of information shared also influences their level of job satisfaction (Pettit, Goris, & Vaught, 1997). Research has shown that organizational communication practices affect job

satisfaction if they also cultivate communication satisfaction among employees. This suggests that communication satisfaction mediates the relationship between communication practices and job satisfaction (Carriere & Borque, 2009; Pincus, 1986). If organizations can improve communication, job satisfaction will likely follow (Kumar & Vijai, 2009).

The hospitality industry relies on service to others and a high level of interaction with guests. It is logical that communication is a priority to assure guest satisfaction when compared to communication amongst internal customers. However, it is also important to ensure employee satisfaction to foster a positive work and business environment.

Research about communication within the hospitality industry is very diverse. However, communication satisfaction research within hospitality organizations is limited. This may be due to the generalized assumptions about organizational communication regardless of the industry or work setting. In addition, hospitality organizations may not be as accessible for sampling compared to others.

Hospitality operations rely on effective communication to produce the highest quality product in the appropriate manner for their guests. Communication channels within hospitality organizations are also typically hierarchical, passing from top level managers, and filtered down through each succeeding level of the organization before reaching front-line employees. Information flow can be disrupted or changed while passing through the successive communication channels of the organization.

When communication breakdowns occur, front-line employees may have limited or inaccurate information. The quality of information received is influenced by the supervisor, the type of media used to transfer the information, and the type of information the supervisor deemed useful to share (Farrell, 1965).

41

Despite the important role of job and communication satisfaction have within a service oriented environment, very few studies have sought to explore these concepts within the hospitality industry. Furthermore no research has been conducted within the foodservice sector of the hospitality industry.

The purpose of this study was to investigate job and communication satisfaction among managers, student employees, and classified employees in a university foodservice setting. Primary objectives of this study included: identifying the levels of communication satisfaction and job satisfaction among all employees, evaluating relationships between communication satisfaction and employee job satisfaction, and assessing potential relationships between demographic characteristics and job and communication satisfaction among employees in a college and university foodservice setting.

The following research questions were addressed in this study:

1. What is the level of communication satisfaction among employees in a college and university foodservice setting?

2. What is the level of job satisfaction among employees in a college and university foodservice setting?

3. Do relationships exist between employee demographic variables, communication satisfaction, and job satisfaction?

4. What is the relationship between communication satisfaction and employee job satisfaction in a college and university foodservice setting?

Methodology

The target population for this study consisted of student employees, classified employees, and managers within three service units of a large university foodservice operation. The survey

instrument utilized an adapted version of the Communication Satisfaction Questionnaire (CSQ) developed by Downs and Hazen (1977), as well as an adapted version of the Job Descriptive Index (JDI) developed by Smith, Kendall and Hulin (1969) known as the Abridged Job Descriptive Index (aJDI). This included the commonly used Job In General Scale (JIG).

Prior to survey administration, a pilot study was completed among a smaller representative sample of the university foodservice employees equally stratified by student employees, classified employees, and managers. This study defined managers as departmental employees who make operational decisions and had supervisory responsibility over other employees. Manager job titles included Undergraduate Management Assistants, Graduate Management Assistants, Classified, and Unclassified Managers. Because the total number of managers within each category varied, all managers were combined into one category for this study.

Classified employees are the primary producers of the goods and services provided within the dining centers and hold a variety of positions in the dining centers. These positions include food production, sanitation, maintenance, purchasing, receiving, and secretarial roles. Classified employees represent nearly a fifth of the workforce.

Students employees comprise more than a third of the total workforce and directly interact most often with guests in the dining facilities. Due to the nature of college and university foodservice, student employees also have the highest turnover rates, and shortest durations of employment.

Pilot study participants were asked about survey completion time, question clarity and applicability, and were also asked to provide additional comments or concerns regarding the survey instrument or facilitation. Pilot study responses did not result in any significant changes

made to the final survey instrument. Only a few questions were altered to increase clarity or to resolve minor errors in syntax.

The first section of the final survey (Appendix C) asked respondents to indicate their employment classification, work location, and to answer the following open ended question: "*If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how*".

Section two contained the CSQ which measured perceived communication satisfaction on a seven-point Likert scale anchored by *very dissatisfied* to *very satisfied.* One portion of the CSQ regarding subordinate communication was only seen by managers. Responses to this section followed the same seven-point Likert Scale format and consisted of five questions.

The third section of the survey included the aJDI and JIG. The aJDI consisted of five questions each containing short phrases in which respondents were asked to place a *Y* or an *N* next to the item if it described, or did not describe that aspect. Respondents also indicated if they were unable to decide with a *?*. Items were scored one, zero, or three for *?*, *N*, and *Y* respectively. Negatively worded phrases within each facet, such as *Boring, Lazy, Bad,* and *Poor* were reverse coded in which a *Yes* response would be scored as a zero instead of a three.

The final section of the survey included demographic variables such as gender, age, length of employment at the current work location, native language, and length of time employed within the foodservice industry. The survey instrument was approved by the Institutional Review Board at Kansas State University.

A Cronbach's alpha coefficient was used to determine the reliability of the CSQ and aJDI. The CSQ as a whole, which measured perceived communication satisfaction of respondents, had a Cronbach's alpha of 0.968. Reliability of each of the proposed eight

dimensions of the CSQ was also tested, and ranged from $\alpha = 0.841$ to $\alpha = 0.913$ (Table 4.1). The aJDI, which measured overall employee job satisfaction, had a Cronbach's alpha of 0.891. The JIG subscale had a Cronbach's alpha of 0.803.

The final survey instrument was distributed to employees in both electronic and paper form. Paper surveys were intentionally provided to classified employees (n=85), while electronic surveys were provided to student employees and managers. Each dining unit director coordinated distribution of the paper survey. Completed surveys were kept confidential and returned to a specific location within each dining unit. All participants received notifications and reminders from unit directors.

Electronic surveys were administered through the K-State Axio System. A formal email invitation was sent to 407 student employees and 25 managers which included a link to the online survey. The survey was open for two weeks and a reminder email was sent at the beginning of the second week of data collection. In order to further increase the response rate, participants were given the opportunity to enter their email address at the end of the survey for a drawing to win a $25 visa Gift Card.

Means, standard deviations, and frequencies were used to describe demographic information, and to analyze the levels of communication and job satisfaction. An analysis of variance (ANOVA) was used to determine the relationships between employee job classification, work location, and age on overall job satisfaction and overall communication satisfaction. Independent samples t-tests were used to determine significant relationships between employee satisfaction constructs, including demographic variables. Data analysis was conducted using SPSS (version 20).

Table 4.1: Reliability Coefficients for Communication Satisfaction Dimensions

Variable	Number of Items	Cronbach's Alpha
Organizational Integration	5	0.859
Personal Feedback	5	0.881
Corporate Information	5	0.912
Communication Climate	5	0.913
Supervisor Communication	5	0.904
Media Quality	5	0.922
Coworker Communication	5	0.862
Subordinate Communication	5	0.841
Overall Communication Satisfaction	35	0.968

Results

Demographic Results

A total of 517 dining employees including managerswere contacted. A total of 177 surveys were received (161 useable) yielding a 34% response rate. The majority of respondents were female (65.4%) , 21 years of age or older(56.6%). Similarly, student employees provided the majority of responses (82.4%). Employees were also asked to indicate the total number of years in which they have been employed with Dining Services at K-State, and the number of years they had been employed in the foodservice industry other than their time spent at K-State. Data collected from both responses were very similar, with the majority of individuals indicating that they have spent 5 or less years at K-state (89.3%), and in the foodservice industry other than their time with Dining Services (87.42%). Results were also similar among other descriptive variables (Table 4.2).

Communication Satisfaction

Means and standard deviations were used to analyze the composite scores of communication satisfaction among university foodservice employees and managers (n=159).

Composite scores were derived by taking the mean of the total summed values of the responses

to the items within each communication satisfaction dimension. Communication satisfaction

dimensions contained

Table 4.2: Demographic Characteristics (n=159)

Characteristic	n(%)*	Characteristic	n(%)*
Gender		**Job Category**	
Female	104 (65.4%)	Student Employee	131 (82.4%)
Male	50(31.4%)	Classified Employee	16 (10.1%)
Age		Manager	12 (7.5%)
18	8 (5%)	**Work Location**	
19	25 (15.7%)	Dining Center A	102 (64.2%)
20	34 (21.4%)	Dining Center B	30 (18.9%)
≥21	90 (56.6%)	Dining Center C	27 (17%)
Years Employed at Kansas State Dining services		**Years Employed in Foodservice Industry**	
5 or less	142 (89.3%)	5 or less	139 (87.42%)
5 – 10 years	8 (5.03%)	5 – 10 years	8 (5.03%)
10-15 years	5 (3.14%)	10 – 15 years	5 (3.14%)
15 years or more	4 (2.52%)	15 years or more	6 (3.77%)

* Numbers may not total 100% due to non-responses

five questions in which numerical responses ranged from one to seven. A dimension score of 35

indicated complete satisfaction, where a score of seven indicated complete dissatisfaction.

Taking mean scores of the summed dimensions of communication satisfaction resulted in the

overall communication satisfaction score. Table 4.3 displays the scores for seven of the eight

dimensions for communication satisfaction, as well as overall communication satisfaction for

student employees (n=131), classified employees (n=16), and managers (n=12).

Communication Satisfaction Scores of University Foodservice Employees

Classified and student employees did not receive questions about subordinate

communication since that factor was intended for managers. A score equal to 245 indicated

complete overall communication satisfaction for managers, classified and student employees. The lowest mean scores for student employees were communications regarding corporate information (M=23.95±6.60) and personal feedback (M=25.23±6.36). The highest scored dimensions for students were coworker communication (M=26.63±5.54) and supervisor communication (M=28.08±5.51) (Table 4.3). Student employees also reported the highest overall communication satisfaction score (M=181.75±38.24) (Table 4.3).

The lowest mean scores for classified employees were with corporate information (M=20.94±5.81) and media quality (M=21.00±6.80). Classified employees reported the hightest mean scores for supervisor communications (M=27.62±5.48) and organizational integration (M=24.81±4.51). The mean overall communication satisfaction score for classified employees was M=161.00±35.04 (Table 4.3).

The lowest communication satisfaction score reported among managers was with communication climate (M=21.33±5.84) while the highest scores were with supervisor satisfaction (M=25.75±5.53). Managers reported the lowest scores of overall communication satisfaction mean (M=156.17±30.34). (Table 4.3).

Table 4.3: Communication Satisfaction Scores of University Foodservice Employees (n=159)

Communication Satisfaction Dimensions	Mean ± Standard Deviation		
	Student Employees (n=131)	Classified Employees (n=16)	Managers (n=12)
Supervisor Communication	28.08±5.51	27.62±5.48	25.75 ± 5.53
Coworker Communication	26.63±5.54	22.25±5.58	22.33 ± 5.48
Communication Climate	26.24±6.00	21.13±7.71	21.33 ± 5.84
Media Quality	26.16±6.31	21.00±6.80	21.50 ± 5.02
Organizational Integration	25.45±5.47	24.81±4.51	21.92 ± 5.05
Personal Feedback	25.23±6.36	23.25±5.51	21.92 ± 4.50
Corporate Information	23.95±6.60	20.94±5.81	21.42 ± 4.38
Overall Communication Satisfaction[a]	181.75±38.24	161.00±35.04	156.17 ± 30.34

Scale values range from Very Dissatisfied (1) to Very Satisfied (7).

[a]Scores range from 49 to 245, with 245 indicating complete satisfaction.

Relationships between Employee Demographic Variables and Communication Satisfaction

Significant relationships between foodservice employees demographic variables and communication satisfaction scores were explored using ANOVA procedures. The specific variables of interest included work location, employee job classification, age, gender, length of time employed within K-State Dining Services, and length of employment in foodservice other than at K-State. The only variable which revealed significant differences in reported mean scores of overall communication satisfaction was employee job classification $F(2,156) = 4.681$, $p = .013$ (Table 4.4).

The seven individual dimensions of communication satisfaction and employee job classifications were further assessed. Subordinate communication was omitted since only managers were asked to provide responses for this factor of communication. Three of the seven dimensions revealed significant differences in mean scores which included co-worker communication $F(2, 156) = 7.096$, $p = .001$, media quality $F(2,156) = 7.190$, $p = .001$, and communication climate $F(2, 156) = 7.642$, $p = .001$ (Table 4.4).

Post hoc tests indicate that significant differences existed between student employees and classified employees, as well as between student employees and managers. Additionally, classified employees and managers both reported significantly lower satisfaction scores within these dimensions. A one-way ANOVA was also used to identify the relationships with overall satisfaction scores and work location, yielding no significant differences.

Finally, a one-way ANVOA was also used to identify prevalent themes within satisfaction factors to further explain the differences in mean scores across job classifications. All five items within the communication climate dimension of communication satisfaction

showed classified employees were significantly less satisfied than student employees. Similarly four of the five items reveled managers being significantly less satisfied than students.

Comparison of CSQ Dimension Scores

A one way ANOVA was used to observe any significant differences in the mean scores of the individual items within each facet of communication satisfaction between student employees, classified employees, and managers. Of the 35 individual communication satisfaction items, 14 items showed a significant difference ($p \leq 0.05$) between mean scores, in which all showed student employees providing higher mean scores than classified employees, and managers. The primary dimensions which were significant contributors to the observed differences were coworker communication, communication climate and media quality.

The media quality dimension contained three items with significant differences, including satisfaction with meeting organization $F (2,158) = 3.560$, $p = .031$, the extent to which communication in the organization is about right $F (2,158) = 9.990$, $p < .001$, and the extent to which attitudes in the organization are basically healthy $F (2,158) = 8.434$, $p < .001$.

Three items within the coworker communication dimension showed significant differences in mean scores. These items included satisfaction with the extent work groups are well matched $F (2,158) = 3.374$, $p = .037$, the extent of the activity and accuracy of informal communication $F (2,158) = 9.46$, $p < .001$, and the extent to which communication is active and accurate $F (2,158) = 3.370$, $p < .001$.

Significant differences were found between mean scores of all five items related to the communication climate dimension. These items included the extent to which the organization's communication motivates and stimulates an enthusiasm for meeting its goals $F(2, 158) = 6.360$, $p = .002$, the extent to which people in the organization have a great ability as communicators F

(2, 158) = 6.313, p = .002, the organization's communications make one feel a vital part of it F

(2, 158) = 3.982, p = .020, the extent to which information needed to complete work is received

on-time F (2, 158) = 4.611, p = .011, and the extent to which information about the

accomplishments and/or failures of the organization are shared F (2, 158) = 7.940, p = .001.

Table 4.4: ANOVA Comparisons of Communication Satisfaction Subscales between Managers, Classified, and Student Employees (n=159)

Subscale	Mean ± Standard Deviation			F Value	P Value
	Student Employee (n=131)	Classified Employee (n=16)	Manager (n=12)		
Coworker Communication	26.63 ± 5.54^{x}	22.25 ± 5.58^{y}	22.33 ± 5.48^{y}	7.096	0.001
Communication Climate	26.24 ± 6.00^{x}	21.13 ± 7.71^{y}	21.33 ± 5.84^{y}	7.642	0.001
Media Quality	26.16 ± 6.31^{x}	21.00 ± 6.80^{y}	21.50 ± 5.02^{y}	7.190	0.001
Overall Communication Satisfaction	181.75 ± 38.24^{x}	161.00 ± 35.04^{y}	156.17 ± 30.34^{y}	4.681	0.013

Note: Means with different superscripts (x, y) differ significantly by Tukey's Post Hoc test, (p ≤ 0.05)

Job Satisfaction

Means and standard deviations were used to analyze job satisfaction composite scores

among university foodservice employees (n=159). The composite scores were derived similarly

to communication satisfaction scores, by taking the mean of the summed values reported within

each facet of the Abridged Job Descriptive Index (aJDI). Table 4.5 displays the scores for the

five dimensions of job satisfaction, including the job in general (JIG) scale, for classified

employees, student employees, and managers. Each facet of the aJDI consisted of six items.

Scores for these facets range from zero to eighteen, with a score equal to 18 indicating complete

satisfaction. The JIG subscale consists of eight items. Scores for the JIG range from zero to

twenty-four, with a score of 24 indicating complete satisfaction. The overall aJDI and JIG combined consist of thirty-eight items. Scores for the complete index range from 0-111, where a score of 111 indicates complete job satisfaction.

Job Satisfaction and JIG scores of University Foodservice Employees

The lowest mean scores reported among student employees were with promotion opportunity (M=8.12±5.31) and pay (M=9.79±5.63). Student employees reported the highest satisfaction with the people on their present jobs (M=13.48±4.40) and supervision (M=12.89±4.63) (Table 4.5). Out of a total score of 24, student employees reported the second highest mean score of all three groups (M=17.95±5.73). Out of a possible 111, indicating complete overall job satisfaction, student employees reported the second highest scores (M=72.42±23.00).

Classified employees also reported the lowest mean satisfaction scores with opportunities for promotion (M=5.38±4.11) and pay (M=8.06±6.54), and highest scores with supervision (M=13.44±4.34) and the people on their present jobs (M=11.81±4.96) (Table 4.5). Classified employees reported the lowest mean scores of the JIG subscale when compared to all three groups (M=16.13±6.63). Out of a possible 111, indicating complete overall job satisfaction, classified employees also reported the lowest overall mean scores (M=64.50±21.63).

Table 4.5: Job Satisfaction Scores of University Foodservice Employees (n=159)

Job Satisfaction Facets and JIG	Mean ± Standard Deviation		
	Student Employees (n=131)	Classified Employees (n=16)	Managers (n=12)
People on Present Job	13.48±4.40	11.81±4.96	14.25±4.31
Supervision	12.89±4.63	13.44±4.34	10.92±5.68
Work on Present Job	10.18±5.20	9.69±5.98	13.67±4.36
Pay	9.79±5.63	8.06±6.54	11.00±7.39
Opportunities for Promotion	8.12±5.31	5.38±4.11	7.42±5.32
Job in General (JIG)[a]	17.95±5.73	16.13±6.62	21.42±2.75
Overall Job Satisfaction[b]	72.42±23.00	64.50±21.63	78.66±18.66

[a]Scores range from 0 to 24, with 24 indicating complete satisfaction.

[b]Scores range from 0 to 111, with111 indicating complete satisfaction.

The lowest mean scores reported by managers included opportunities for promotion ($M=7.42\pm5.32$) and supervision ($M=10.92\pm5.68$) and highest mean scores with satisfaction with the people on their present jobs ($M=14.25\pm4.31$) and the work on their present jobs (13.67 ± 4.36) (Table 4.5). When compared to student and classified employees, managers reported the highest scores within the JIG ($M=21.42\pm2.75$). Out of a possible 111, indicating complete overall job satisfaction, managers also reported the highest scores ($M=78.66\pm18.66$). No significant differences were observed between job satisfaction factors and gender or age categories.

Self-Reported Job Satisfaction Levels

Respondents were asked if their level of satisfaction in the workplace had gone up, stayed the same, or gone down within the past six months. The majority of respondents indicated that their level of satisfaction had stayed the same (55.3%), followed by individuals who felt that their satisfaction had gone up (32.1%), and those who felt a decrease in their satisfaction level (12.6%). Respondents also self-reported the level of satisfaction with their current job on a seven-point scale anchored by *Very Satisfied* to *Very Dissatisfied*. A majority indicated they were either satisfied (44%) or somewhat satisfied (22%). The percentage of employees who said they were very satisfied (17.6%, n=28) was higher than the number of participants whose responses ranged from *Indifferent* to *Very Dissatisfied* (16.6%, n=26).

Comparison of Job Satisfaction Scores to Overall National Norms

Median aJDI scores were compared to normative values for the aJDI. Stanton and Crossley (2000) specified that with such comparisons, median scores should be used because the spread of the aJDI scores could potentially make the mean score a subjective index of employee job satisfaction. The median score is also useful when inclusive of the 50th percentile in which

an equal number of scores fall above and below. The median scores can then be compared to overall national normative scores, to reduce bias.

Stanton and Crossley (2000) also suggested that job satisfaction scores at the 75th and 25th percentile be calculated to assess the spread within reported categorical scores, providing a clearer measure of variability within the responses. Median scores were calculated for the five facets of the aJDI and the JIG subscale for managers, classified employees, and student employees. Median scores for managers, student, and classified employees were also determined for all five aJDI facets (Table 4.6).

National Comparisons for Managers

When compared to national normative scores for satisfaction with supervision, managers were found to score at the 43rd percentile. The highest reported placements for managers were associated with both the aJDI people on present job and opportunities for promotion facets, placing them into the 57th percentile (with median scores of 15 and 6.5 respectively). Manager's median score of 22 for the JIG placed them into the 72nd percentile nationally (Table 4.6).

National Comparisons for Student Employees

The lowest reported placement for student employees was on the aJDI pay facet, with a median score equal to nine. When compared to national normative scores for satisfaction with pay, student employees were found to score at the 30th percentile. The highest reported placement for student employees was associated with the opportunities for promotion facet with a median score equal to nine. When compared to normative scores, student employee satisfaction with promotion opportunities was at the 59th percentile. Student employee's median score of 20 for the JIG placed them into the 50th percentile nationally (Table 4.6).

Classified employees ranked at the lowest comparative national percentile for each facet of the aJDI and the JIG, with the exception of the aJDI supervision facet in which all groups were placed equally. The lowest aJDI score was with satisfaction with pay (6.5), resulting in 20th percentile compared to national norms. The highest placement for classified employees fell into the opportunity for promotion facet of the aJDI. A median score of 14 places classified employees into the 47th percentile with satisfaction with supervision. Classified employee's median score of 17.5 on the JIG subscale places them into the 35th percentile nationally (Table 4.6).

Discussion

The purpose of this study was to better understand the level of job and communication satisfaction in a university foodservice setting. An Analysis of variance identified few meaningful relationships existed between job and communication satisfaction factors with various employee demographic variables. However, some insight is gained from significant findings surrounding communication satisfaction and employee job classification. Knowledge is also advanced when comparing levels of job satisfaction to national normative values.

Job Satisfaction

Job satisfaction in this study was measured using the aJDI, a 30 item index categorized among five subscales: work, pay, opportunities for promotion, co-workers, and supervision. An additional subscale of the job in general was also included within the index and consisted of eight items.

The analysis of mean scores showed that, when compared internally, classified employees were the least satisfied with overall job satisfaction (M=64.50±21.63) and among the five core aJDI

facets, were least satisfied with pay. Compared to national scores, 80% of reported national

scores corresponding to satisfaction with pay were higher than classified employees in this

organization. All other facets of satisfaction reported by classified employees were below the

51st percentile and below the 25th percentile for the Job in General. When compared to national

norms, classified employees may have the greatest opportunity to improve job satisfaction in this

study.

Table 4.6: Comparison of Job Satisfaction Median Scores to National Normative Scores
(n=159)

	Observed aJDI and JIG Scores [a]			National Percentile Comparison [b]		
	25th	50th	75th	25th	50th	75th
Managers (n=12)						
People on Present Job	14.00	15.00	17.50	44	57	80
Work on Present Job	11.25	14.00	18.00	33	50	99
Supervision	6.25	12.00	15.00	21	43	60
Pay	3.00	13.50	18.00	12	48	99
Opportunities for Promotion	3.00	6.50	12.00	47	57	75
Job in General	20.25	22.00	24.00	50	72	99
Student Employees (n=131)						
People on Present Job	10.00	15.00	18.00	29	57	99
Supervision	9.00	14.00	16.00	31	47	64
Work on Present Job	6.00	10.00	15.00	20	32	64
Pay	6.00	9.00	15.00	20	30	64
Opportunities for Promotion	5.00	7.00	12.00	51	59	75
Job in General	15.00	20.00	22.00	32	30	72
Classified Employees (n=16)						
Supervision	10.25	14.00	18.00	33	47	99
People on Present Job	7.00	13.50	16.00	19	42	60
Work on Present Job	4.50	9.00	15.00	13	30	64
Pay	3.00	6.50	18.00	12	20	64
Opportunities for Promotion	1.50	5.50	7.00	26	51	59
Job in General	9.50	17.50	21.50	15	35	67

[a]Reported aJDI and JIG scores of respondents at the 25th, 50th (median), and 75th percentiles.
[b]Overall normative values for each subscale of the aJDI, and JIG, distributed between the
25th, 50th, and 75th percentiles.

In this organization, classified employees are the primary producers of the services provided to customers and guests, yet in very different roles than student foodservice employees. These employees work on a daily basis, and make up nearly a fifth of the total dining services workforce. They have lower turnover rates compared to student employees, and have been employed with dining services for a much longer period of time. The demands, workload, and expectations placed on them are high and may play a factor in the lower reported job satisfaction scores compared to national norms. In this study, they expressed concern about their level of pay given the work they perform, which may have an effect on their job in general rating. Although increasing pay may be an unrealistic or unobtainable goal at the present time, it may be helpful to consider alternative ways to create or increase the value of classified employees level of compensation. Offering alternative incentives or developing creative ways of showing appreciation towards contributions may enhance overall job satisfaction.

The overall job satisfaction scores of student employees (M=72.42±23.00) were situated between scores for managers and classified employees. Student employees were least satisfied with opportunities for promotion (M=8.12±5.31). When compared to national normative scores, the scores were at the 59th percentile of individuals who reported satisfaction scores related to opportunities for promotion. When all scores of aJDI facets were analyzed, student employees did not place above the 59th percentile within any facet. The lowest percentile placement of student employees' job satisfaction was associated with satisfaction with pay, scoring within the 30th percentile nationally. The reported scores of the job in general placed student employees within the 50th percentile. Overall, student employees are neutrally satisfied with their jobs. Students indicated that they were most satisfied with the people on the present job (M=72.42±23.00) and supervision (M=72.42±23.00).

Student employees have the highest turnover rate and typically expect to leave in the near future. Students also do not generally hold positions of great authority or responsibility. Students have a multitude of financial burdens including student loans, general living expenses, textbooks, and other required class materials. With these high expenditures, students may feel pressured to earn a significant portion of what they are spending. This could impact satisfaction with pay among other factors.

Mangers reported the highest levels of overall job satisfaction (M=78.66±18.66), which is consistent with previous research. Managers were least satisfied with opportunities for promotion (M=7.42±5.32), placing them into the 57th percentile nationally. Managers' JIG mean responses (M=21.42±2.75) placed them into the 72nd percentile nationally. With these comparisons, managers appear to be satisfied with their jobs overall.

Communication Satisfaction

Communication satisfaction among university foodservice employees was analyzed using multiple techniques in order to identify the specific communication satisfaction items that impact communication satisfaction in this organization. Although national norms were not available to make specific comparisons, the data still provides insight about the key contributing factors of communication satisfaction.

Of all the demographic data collected, the only characteristic which showed significant differences among scores of overall communication satisfaction was employee job classification. $F_{(2,156)} = 4.318$, $p = .015$. Closer analysis revealed that student employees had significantly higher satisfaction with communication climate $F_{(2,156)} = 7.642$, $p = .001$, media quality $F_{(2,156)} = 7.642$, $p = .001$, and co-worker communication $F_{(2,156)} = 7.096$, $p = .001$, when compared to classified employee and manager satisfaction.

Upon observing the differences within the three aforementioned dimensions of communication satisfaction, all five of the items within the communication climate dimension were significantly different from responses of classified employees, and four of the five were also different from responses of managers.

Student employees were observed to have the highest levels of communication satisfaction within this organization. In addition to supervisor communication, they viewed coworker communication and communication climate as their greatest areas of satisfaction. This may be due to the social nature of students. Student employees make up over one third of the total workforce within dining services, have the highest turnover, and spend less than a year to no more than six years working for this organization. They primarily work directly with other student employees, managers, and classified staff, enhancing and creating relationships with fellow classmates and other cohorts.

Student foodservice employees do not typically associate employment during their academic preparation with career development. Instead, they are primarily focused on their education and use this form of employment to supplement their school and living expenses while gaining additional work experience. In this capacity, it would make sense that the most socially oriented dimensions of communication satisfaction are rated highest among student employees.

In general, managers and classified employees seem much less satisfied with conflict resolution, and do not feel as strongly that the people in the organization have great ability as communicators. In the same way they are also much less satisfied in the way the organizational communications makes them feel included.

The media quality dimension was significantly different for three of the five items when scores were compared between classified and student employees. Two of the five items were

significantly different when compared between managers and student employees. Media quality reveals whether or not the tools utilized to communicate with employees are being used effectively. For example, these factors include organization of personnel meetings, clarity of written directives, and the helpfulness of organizational publications (Downs & Hazen, 1977). Managers are less satisfied with the amount of communication within the organization, and feel less satisfied with the health of the attitudes toward communication. Classified employees also reported less satisfaction with the health of the attitudes toward communication, but were also less satisfied with the amount of communication, and the organization of meetings. This suggests that classified employee attitudes about the health of communication within the organization revolve around the amount and organization of communication methods used.

Classified employees want to see more communication in the organization. Meetings are the primary time in which all information is shared between management and employees. This is the only designated time in which everyone mutually discusses daily operations. Being dissatisfied with the organization of meetings is significant for this organization. Absences from meetings and the quality and clarity of the information provided during these meetings may be contributing to employee dissatisfaction.

Co-worker communication refers to the accuracy and flow of communication between co-workers. When compared to student employees, classified employees and managers were less satisfied with the activity and accuracy of informal communication, and they did not feel as strongly with respect to the accuracy and flow of communication between employees. Additionally classified employees were less satisfied with the activity and accuracy of informal communication between employees, when compared to student employees.

The working environment within a foodservice operation of this magnitude is extremely fast paced and, in its own right, is susceptible to a variety of barriers to communication. Within the foodservice environment, these barriers may include physical, emotional, personal, and language barriers. These barriers may play a significant role in dissatisfaction regarding the flow of communication in this workplace. It is important to identify these barriers for each dining facility, as they are very different in size, layout, number of employees and number of meals served to customers. As such, each dining facility will have different physical, barriers to communication. However, they are similar due to the fact that they utilize comparable channels of communication. Meetings, flyers, and other media serve the same purpose throughout the facilities; however, their execution and quality are very different between units. If these barriers can be identified and improved upon, employee communication satisfaction has the potential to improve.

Conclusions and Recommendations

This study found lower satisfaction with communication climate, co-worker communication, and media quality among classified employees and managers. These data centered the accuracy, thoroughness, organization, and general health of communication within the organization.

Further investigation with a larger sample of classified employees should be undertaken to further observe differences between classified employees and managers, as this study was not able to identify any such differences. Further research should also be conducted to identify what barriers to communication exist in this environment, and how they may affect job and communication satisfaction. Studies regarding communication and job satisfaction should also

be further explored in relation to customer satisfaction and customer orientation within college and university foodservice operations.

Limitations

This study used a convenience sample of university foodservice employees including: student employees, classified employees, and managers from at one university. Student employees and managers were contacted via e-mail, while classified employees were primarily contacted via word of mouth by the researcher and other personnel. Participation was completely voluntary, and employees could opt out at any time. Response bias is possible due to the voluntary nature of this survey.

Even though a 30% response rate was achieved, limitations in data interpretation still exist, especially among classified employees. Although the strategy of providing paper surveys to classified employees was intended to increase the response rate of these individuals, only 16 responses were collected among a population of 80 individuals. It is very likely that not all employees were aware of the study, had no interest, or lacked the time to complete it. It is also possible that employees chose not to participate in this study for personal concern of being identified as a participant of the study.

References

Bakanauskienė, I., Bendaravičienė, R., & Krikštolaitis R. (2010). Empirical evidence on

    employees' communication satisfaction and job satisfaction; Lithuania's university

    case. *Management of Organizations: Systematic Research, 54*, 21-36.

Balzer, W. K., Kihm, J. A., Smith, P.C., Irwin, J. L., Bachiochi, P. D., Robie, C., Sinar, E. F.,

    & Parra, L. F. (2000). User's manual for the Job Descriptive Index (JDI; 1997 version)

    And the Job in General scales. In J. M. Stanton and C. D. Crossley (eds.), Electronic

    Resources for the JDI and JIG. Bowling Green, OH: Bowling Green State University.

Carriere, J., & Bourque, C. (2009). The effects of organizational communication on job

    satisfaction and organizational commitment in a land ambulance service and the

    mediating role of Communication satisfaction. *Career Development International, 14*,

    29-49. doi:10.1108/13620430910933565

Clampitt, P. G., & Downs, C. W. (1993). Employee perceptions of the relationship between

    communication and productivity: A field study. *The Journal of Business

    Communication, 30*(1), 5-28.

Downs, C. W., & Hazen, M. D. (1977). A factor analytic study of communication satisfaction.

    The Journal of Business Communication, 14, 64-73.

Farrell, T. (1965). Communications in foodservice establishments. *The Cornell Hotel and

    Restaurant Administration Quarterly, 5*(2), 15-25.

Flately, M. E. (1982). A comparative analysis of the written communication of managers at

    various organizational levels in the private business sector. *The Journal of Business

    Communication, 19*, 35-49.

Gazzoli, G., Hancer, M., & Park, Y. (2009). The role and effect of job satisfaction and empowerment on customers' perception of service quality; A study in the restaurant industry. *Journal of Hospitality & Tourism Research, 34*, 56-77. doi:10.1177/1096348009344235

Hargie, O., Tourish, D., & Wilson, N. (2002). Communication audits and the effects of increased information: A follow-up study. *The Journal of Business Communication, 39*(4), 415-435.

He, P., Murrmann, S., K., & Perdue, R. R. (2010). An investigation of the relationships among employee empowerment, employee perceived service quality, and employee job satisfaction in a u.s. hospitality organization. *Journal of Foodservice Business Research, 13*, 36-50.

Judge, T. A., & Hulin, C. L. (1993). Job satisfaction as a reflection of a disposition: A multiple Source causal analysis. *Organizational Behavior and Human Decision Process, 56*, 388-421.

Kandlousi, N. S., Ali, A. J., Abdollahi, A. (2010). Organizational citizenship behavior in concern of communication satisfaction: The role of formal and informal communication. *International Journal of Business and Management, 5*(10), 51-61.

Kim, H. J., Tavitiyaman, & Woo, G. K. (2009). The effect of management commitment to Service behaviors: The mediating role of job satisfaction. *Journal of Hospitality & Tourism Research, 33*, 369-390.

Kumar, B. P., & Vijai, N. G. (2009). Examining the relationship of organizational Communicationa aand job satisfaction in Indian organizations. *Journal of Creative Communications, 4*, 177-184.

Muchinsky, P. M. (1977). Organizational communication: Relationships to organizational climate and job satisfaction. *Academy of Management Journal, 20*(4), 592-607.

Pettite, J. D., Goris, J.R., & Vaught, B.C. (1997). An examination of organizational Communication as a moderator of the relationship between job performance and job satisfaction. *The Journal of Business Communication, 34*, 81-98.

Pincus, J. D. (1986). Communication satisfaction, job satisfaction, and job performance. *Human Communication Research, 12*(3), 395-419.

Ray, E. B. (1993). When the links become chains: Considering dysfunctions of supportive communication in the workplace. *Communication Monographs, 60*(1), 106-111.

Stringer, L. (2006). The link between the quality of the supervisor-employee relationship and the level of the employee's job satisfaction. *Public Organization Review, 6*, 125-142.

Tutuncu, O., & Kozak, M. (2007). An investigation of factors affecting job satisfaction. *International Journal of Hospitality & Tourism Administration, 8*, 1-19.

Chapter 5 - Summary and Conclusions

Job satisfaction and communication satisfaction have been widely studied. However, little is known about these important constructs within the college and university foodservice environment. This study examined job and communication satisfaction in a university foodservice program.

Summary of Study

This exploratory study is one of the first to utilize the Communication Satisfaction Questionnaire (CSQ) and the Abridged Job Descriptive Index (aJDI) to explore both job and communication satisfaction in a university foodservice operation. A total of 177 survey responses were received yielding a 34% response rate.

Research Question 1: What is the level of communication satisfaction among employees in a college and university foodservice setting?

A formal normative value for communication satisfaction does not exist from which to compare in this study, however, a number of important inferences were observed. Managers had significantly less satisfaction with communication than student employees. Inversely, most previous research indicated that managers reported higher satisfaction with communication than their subordinates (Varona, 1996).

Student employees had the highest levels of communication satisfaction, and were most satisfied with social aspects of ccommunication. Classified employees were the least satisfied with communication satisfaction. In particular they reported low satisfaction with the amount, accuracy, flow, and overall health of communication in the organization. On the other hand, classified employees were satisfied with the amount of feedback received, the extent to which supervisors were open to ideas, and the levels of trust they view supervisors have of them.

Clearly, classified employees feel that managers are attentive to their needs. However, there may be an opportunity to increase the level of satisfaction classified employees have with communication in general. First and foremost, communication barriers need to be identified in order to better increase flow and accuracy of information. Extra effort should be made to ensure communications are being sent and received in a timely manner. Similarly, extra effort should also be placed into the organization of meetings, in order to ensure clear transmission of information, and to better communicate between all departments and facets of the organization.

Research Question 2: What is the level of job satisfaction among employees in a college and university foodservice setting?

Job satisfaction was compared at two levels. First, job satisfaction scores were compared between groups within the organization and then compared to national normative scores.

When compared internally, managers were observed to have the highest levels of job satisfaction (M=78.66±18.66), followed by student employees (M=72.42±23.00), and classified employees (M=64.50±21.63), respectively. Managers had the greatest level of satisfaction with their present work and their co-workers. Student employees were most satisfied with coworkers and supervision. However, student employees were least satisfied with specific elements of their jobs such as opportunities for promotion and pay. Classified employees reported the lowest job satisfaction scores, but were most satisfied with supervision, which supports the findings about positive supervisor communication. All employees, regardless of classification, reported ppromotion as the lowest facet of job satisfaction.

When compared to national benchmarks, managers expressed neutral satisfaction. Mangers were placed in the 75th percentile when compared to indivduals who reported

satisfaction with their job in general. Overall, managers on average were satisfied with their jobs and very satisfied with their job in general when compared to national scores.

Student employee scores compared to national scores were very similar to that of managers. However, student employee scores ranged from the 30th percentile (satisfaction with pay) to the 59th percentile (opportunities for promotion). Classified employees did not score above the 50th percentile in four of the six facets of job satisfaction. These employees placed within the 51st percentile for opportunities for promotion.

Interestingly, although all employees indicated the least amount of satisfaction with opportunities for promotion, they are above average when compared to national scores and among the highest percentile placement for all employees as well.

Research Question 3: Is there a relationship between employee demographic variables, communication satisfaction, and job satisfaction?

No significant relationships were found between gender, age, work location, employment length, and time spent in the foodservice industry with job or communication satisfaction. However, sstudent employees had significantly higher satisfaction with communication climate, media quality, and coworker communication than classified employees and managers. The work that student employees perform is typically monotonous compared to classified employees and managers. This could impact the perceived need for communication with others while performing routine tasks such as cleaning and serving meals to customers.

Relationships between Communication Satisfaction and Job Satisfaction

In order to comparatively assess general satisfaction and dissatisfaction with both communication and jobs, the range of possible scores for both inventories were divided into equal quartiles. Scores at the 50th percentile would indicate neutral satisfaction. Scores reported

at or below the 25th percentile would be considered to represent general dissatisfaction, and

scores reported at or above the 75th percentile would indicate general satisfaction. This was also

performed on the individual dimensions of communication satisfaction, as well as on the

individual facets of job satisfaction. Due to the large number of responses provided by student

employees (n=131), when compared to that of classified staff (n=16) and managers (n=12), the

initial discussion will focus primarily on student employee responses.

Research Question 4: What is the relationship between communication satisfaction and employee job satisfaction in a college and university foodservice setting?

It was determined that a score equal or greater than 191 indicated satisfaction with overall

communication satisfaction. It was also determined that a score equal to or greater than 83

indicated satisfaction with the job overall. Nearly half of student employees (47%) were satisfied

with overall communication satisfaction. An almost equal number of student employees (44%)

were observed to be satisfied with their jobs overall. Comparatively, 60% of student employees

who were satisfied with overall communication satisfaction, were also satisfied with their jobs.

The highest recorded score of overall communication satisfaction was 235. Only two

respondents reported scores less than 88, which indicated dissatisfaction with communication in

the organization. The lowest of these scores was 38.

Student employees were observed to have high job and communication satisfaction with

their co-workers. When compared, 65% of student employees indicated communication

satisfaction with co-workers, and 57% indicated high job satisfaction with their co-workers. In

all, 67% of student employees who were satisfied with communication with co-workers, were

also satisfied working with the people on their present jobs.

The survey instrument asked all employees to indicate whether their job satisfaction had gone up, stayed the same, or had gone down within the past six months. of the 32% of employees who said their job satisfaction had gone up 61% reported high communication satisfaction. Of the 55% employees who said their job satisfaction had stayed the same 35% had high levels of communication satisfaction.

A clear relationship between job and communication satisfaction was not evident through the use of cross tabulations in this study. However, Pearson correlations identified a strong positive relationship between overall job and communication satisfaction scores in this environment (r = .627) (Table 5.1).

Table 5.1: Pearson Correlation Comparisons between Overall Job and Communication of University Foodservice Employees

Employment Classification	Correlation (r), p-value	
Managers (n=12)	0.879	.000**
Classified Employees (n=16)	0.827	.000**
Student Employees (n=131)	0.615	.000**
All Employees (n=159)	0.627	.000**

$**p \leq 0.01$

Correlations were a used to identify relationships between communication satisfaction dimensions and overall job satisfaction. Positive relationships were identified between all dimensions of communication satisfaction and overall job satisfaction (Table 5.2). Student employees' strongest significant correlation was with media quality (r = .617), and their weakest was associated with supervisor communication (r = .529). Classified employees' strongest correlation was with feedback (r = .768). The weakest correlation was with supervisor communication (r =.582) and managers strongest significant correlation was with co-worker

communication (r = .855), with their weakest correlation being with corporate information (r = .586).

Table 5.2: Pearson Correlation Comparisons between Communication Satisfaction Facets and Overall Job Satisfaction of University Foodservice Employees (n=159)

Subscales	Correlation (r), p-value					
	Managers (n=12)		Classified Employees (n=16)		Student Employees (n=131)	
Co-worker Communication	0.855	0.000**	0.670	0.005**	0.556	0.000**
Organizational Integration	0.847	0.001**	0.738	0.001**	0.580	0.000**
Media Quality	0.828	0.001**	0.742	0.001**	0.617	0.000**
Communication Climate	0.802	0.002**	0.719	0.002**	0.590	0.000**
Supervisor Communication	0.795	0.002**	0.582	0.018*	0.529	0.000**
Feedback	0.780	0.003**	0.768	0.001**	0.573	0.000**
Corporate Information	0.586	0.045*	0.674	0.004**	0.494	0.000**

$**p \leq 0.01$
$*p \leq 0.05$

Positive relationships were also found between overall communication satisfaction and the individual facets of job satisfaction (Table 5.3). Student employees' strongest significant correlation was with their job in general (r = .580), and their weakest correlation was with satisfaction with co-workers (r = .304). Classified employees' strongest significant relationship was with supervision (r = .704), with their weakest being co-worker satisfaction (r = .592). Managers strongest significant correlation was with supervision (r = .788), with their weakest being with co-workers (r = .587).

Table 5.3: Pearson Correlation Comparisons between Job Satisfaction Facets and Overall Communication Satisfaction of University Foodservice Employees (n=159)

Subscales	Managers (n=12)		Classified Employees (n=16)		Student Employees (n=131)	
	Correlation (r), p-value					
Supervision	0.788	0.002**	0.704	0.002**	0.460	0.000**
Work on Present Job	0.719	0.008**	0.658	0.006**	0.519	0.000**
Opportunities for Promotion	0.600	0.039*	0.640	0.008**	0.475	0.000**
People on Present Job	0.587	0.045*	0.592	0.016*	0.304	0.000**
Pay	0.351	0.264	0.196	0.467	0.378	0.000**
Job in General (JIG)	0.173	0.591	0.614	0.011*	0.580	0.000**

**p ≤ 0.01
 *p ≤ 0.05

Generally speaking, according to correlation indices, as communication satisfaction increases, job satisfaction does as well across all employment categories. However, meaningful differences or lack of significant correlations do exist among these same constructs at the facet level of satisfaction. Managers should consider all factors that contribute to employee communication dissatisfaction. It is very plausible that satisfaction with the job an employee performs in the university environment is separate and distinct from satisfaction about communication in the organization or communication about the job at hand. For other employees, there seems to be potential to improve communication and job satisfaction concurrently.

Improving Satisfaction

Respondents were asked to answer the following open ended question: "*If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how.*" Responses were later assessed for common themes. A summary of these themes are as follows:

Factors Contributing to Employee Dissatisfaction

- Feelings of non-existent communication channels
- No feedback
- Individuals not knowing how to answer questions
- Feelings of constant change
- Disorganization of meetings
- Beliefs that certain meetings may be unnecessary and not thought through
- Communication is inconsistent and inaccurate
- Rules are confusing and not everyone understands them
- Contradictory communications
- Student employees have feelings of disrespect from managers and classified employees

Specific Suggestions to Improve Employee Satisfaction

- Improve accuracy with written menus, schedules, memos, reports, and recipes
- Improve organization of computer systems and corresponding files
- Decide what items are deemed necessary to share in meetings
- Decide what meetings are deemed necessary to hold
- Increase the number of meetings
- More face to face interaction with managers/unit directors and student employees
- More collaboration between managers and classified employees
- More timely communications between all employees

Recommendations for Future Research

Future research should be conducted utilizing the same or similar survey tools used within this study in other foodservice or university foodservice operations. In addition, existing survey instruments could be adapted to include factors specific to foodservice operations, such as those recognized among the qualitative responses observed. Comparisons should be made in order to better understand job and communication satisfaction within the foodservice industry,

and the hospitality industry as a whole. Furthermore, samples should be taken from more than one location in order to obtain a larger sample, and to attempt to generalize findings across multiple geographic locations. Future research could also examine the effects of job and communication satisfaction on employee burnout, productivity, or customer orientation. Lastly, future research may want to identify what barriers to communication are most prevalent in a foodservice setting, and how they may affect job and communication satisfaction.

Implications for University and other Foodservice Operations

This study is useful to managers of university foodservice operations. It may even be useful to managers or employers who make use of student employees, or have a significant number of employees or interns who are enrolled in a college or university working in their operation since student employees are first and foremost, students. They are not necessarily working to build a career, and are primarily focused on their education. They are extremely social individuals, who may be more interested in building relationships in the workplace than the work itself. Managers may be able to develop specific roles that students will thrive in, while feeling accomplishment and value, while being an asset to the organization as a whole.

Foodservice operations, in any capacity, are extremely fast paced in nature and are very demanding in terms of providing guest services, while also producing a safe and quality product. Within a chaotic environment, communication practices tend to deteriorate, resulting in communication that is of low quality and health. Managers and operators should take the time to identify the barriers that impede communications. Within the foodservice environment, these barriers may include physical, emotional, personal, and language barriers. Managers should also take the time to identify appropriate ways in which communication can be increased, and better understood within their specific organization.

References

Varona, F. (1996) Relationship between communication satisfaction and organizational

commitment in three Guatemalan organizations. *Journal of Business Communication,*

*33(*2), 111-140.

Appendix A - Original Surveys

Communication Satisfaction Questionnaire

A. Listed below are several kinds of information often associated with a person's job. Please indicate how satisfied you are with the *amount* and/or *quality* of each kind of information by circling the appropriate number at the right.

Very
Dissatisfied

Very
satisfied

1   2   3   4   5   6   7

4. Information about my progress in my job

1   2   3   4   5   6   7

5. Personal News

1   2   3   4   5   6   7

6. Information about organizational policies and goals

1   2   3   4   5   6   7

7. Information about how my job compares with others

1   2   3   4   5   6   7

8. Information about how I am being judged

1   2   3   4   5   6   7

9. Recognition of my efforts

1   2   3   4   5   6   7

10. Information about departmental policies and goals

1   2   3   4   5   6   7

11. Information about the requirements of my job

1   2   3   4   5   6   7

12. Information about government action affecting my organization

1   2   3   4   5   6   7

13. Information about changes in our organization

       1   2   3   4   5   6   7

14. Reports on how problems in my job are being handled

       1   2   3   4   5   6   7

15. Information about benefits and pay

       1   2   3   4   5   6   7

16. Information about our organization's financial standing

       1   2   3   4   5   6   7

17. Information about accomplishments and/or failures of the organization

       1   2   3   4   5   6   7

B. Please indicate how satisfied you are with the following (circle the appropriate number below)

18. Extent to which my superiors know and understand the problems faced by subordinates

       1   2   3   4   5   6   7

19. Extent to which the organization's communication motivates and stimulates an enthusiasm for meeting its goals

       1   2   3   4   5   6   7

20. Extent to which my superior listens and pays attention to me

       1   2   3   4   5   6   7

21. Extent to which the people in my organization have great ability as communicators

       1   2   3   4   5   6   7

22. Extent to which my supervisor offers guidance for solving job related problems

       1   2   3   4   5   6   7

23. Extent to which the organization's communication makes me identify with it or feel a vital part of it.

       1   2   3   4   5   6   7

24. Extent to which the organization's communications are interesting and helpful

      1   2   3   4   5   6   7

25. Extent to which my supervisor trusts me

      1   2   3   4   5   6   7

26. Extent to which I receive in time the information needed to do my job

      1   2   3   4   5   6   7

27. Extent to which conflicts are handled appropriately through proper communication channels

      1   2   3   4   5   6   7

28. Extent to which the grapevine is active in our organization

      1   2   3   4   5   6   7

29. Extent to which my supervisor is open to ideas

      1   2   3   4   5   6   7

30. Extent to which horizontal communication with other organizational members is accurate and free flowing

      1   2   3   4   5   6   7

31. Extent to which communication practices are adaptable to emergencies

      1   2   3   4   5   6   7

32. Extent to which my work group is compatible

      1   2   3   4   5   6   7

33. Extent to which our meetings are well organized

      1   2   3   4   5   6   7

34. Extent to which the amount of supervision given me is about right

      1   2   3   4   5   6   7

35. Extent to which written directives and reports are clear and concise

      1   2   3   4   5   6   7

36. Extent to which the attitudes toward communication in the organization are basically healthy

    1   2   3   4   5   6   7

37. Extent to which informal communication is active and accurate

    1   2   3   4   5   6   7

38. Extent to which the amount of communication in the organization is about right

    1   2   3   4   5   6   7

C. Answer the following only if you are a manager or supervisor. Please indicate your satisfaction with the following.

39. Extent to which my subordinates are responsive to downward directive communication

    1   2   3   4   5   6   7

40. Extent to which my subordinates anticipate my needs for information

    1   2   3   4   5   6   7

41. Extent to which I do not have a communication overload

    1   2   3   4   5   6   7

42. Extent to which my subordinates are receptive to evaluation, suggestions, and criticisms

    1   2   3   4   5   6   7

43. Extent to which my subordinates feel responsible for initiating accurate upward communication

    1   2   3   4   5   6   7

Abridged Job Satisfaction Index

ABRIDGED JOB DESCRIPTIVE INDEX
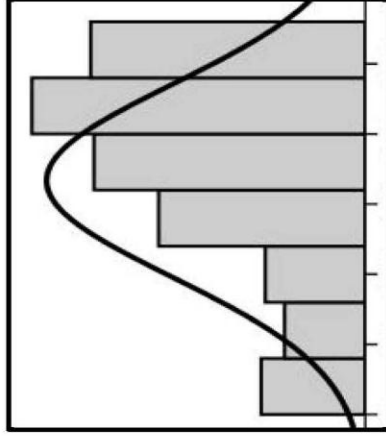
2009 Revision

including

Abridged Job in General Scale

BGSU®

Bowling Green State University

People on Your Present Job

Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write

Y for "Yes" if it describes the people with whom you work
N for "No" if it does not describe them
? for "?" if you cannot decide

....

___ Boring
___ Slow
___ Responsible
___ Smart
___ Lazy
___ Frustrating

Job in General

Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write

Y for "Yes" if it describes your job
N for "No" if it does not describe it
? for "?" if you cannot decide

....

___ Good
___ Undesirable
___ Better than most
___ Disagreeable
___ Makes me content
___ Excellent
___ Enjoyable
___ Poor

Work on Present Job

Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write

Y   for "Yes" if it describes your work
N   for "No" if it does not describe it
?   for "?" if you cannot decide

....

___ Fascinating
___ Satisfying
___ Good
___ Exciting
___ Rewarding
___ Uninteresting

Pay

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write

Y   for "Yes" if it describes your pay
N   for "No" if it does not describe it
?   for "?" if you cannot decide

....

___ Barely live on income
___ Bad
___ Well paid
___ Underpaid
___ Comfortable
___ Enough to live on

(Go on to next page)

Opportunities for Promotion

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write

Y   for "Yes" if it describes your opportunities for promotion
N   for "No" if it does not describe them
?   for "?" if you cannot decide

....

___ Good opportunities for promotion
___ Opportunities somewhat limited
___ Dead-end job
___ Good chance for promotion
___ Fairly good chance for promotion
___ Regular promotions

Supervision

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write

Y   for "Yes" if it describes the supervision you get on the job
N   for "No" if it does not describe it
?   for "?" if you cannot decide

....

___ Praises good work
___ Tactful
___ Influential
___ Up to date
___ Annoying
___ Knows job well
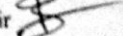
Appendix B - Permissions

IRB Approval Letter

TO: kevin Sauer   Proposal Number: 6224
          HMD
          105 Justin

FROM: Rick Scheidt, Chair
           Committee on Research Involving Human Subjects

DATE: April 12, 2012

RE: Proposal Entitled, "Organizational Communication Satisfaction and Job Satisfaction Within
        University Foodservice"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that it is EXEMPT from further IRB review. This exemption applies only to the proposal - as written – and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the Federal Policy for the Protection of Human Subjects, **45 CFR §46.101, paragraph b, category: 2, subsection: ii.**

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that research is exempt does not imply that investigators have no ethical responsibilities to subjects in such research; it means only that the regulatory requirements related to IRB review, informed consent, and assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Committee on Research Involving Human Subjects, the University Research Compliance Office, and if the subjects are KSU students, to the Director of the Student Health Center.

203 Fairchild Hall, Manhattan, Lower Mezzanine, KS 66506-1003 | (785) 532-3224 | fax: (785) 532-3278 | www.k-state.edu/research/comply

86

Communication Satisfaction Questionnaire

From: "Hazen, Michael" <hazen@wfu.edu>
Subject: Re: Communication Satisfaction Questionnaire Permission Request
Date: February 9, 2012 12:28:45 AM CST
To: Daniel Ramirez <ramirez1@k-state.edu>

Daniel,

You have permission to use the Communication Satisfaction Questionnaire. All we traditionally ask for is a copy of your results when you are done.

Sincerely,

Mike Hazen

Michael David Hazen
Professor
Department of Communication
Wake Forest University
336 758-5404

Job Descriptive Index Permission

Job Descriptive Index (JDI) Office
214 Psychology Building
Department of Psychology
Bowling Green State University
Bowling Green, OH 43403

April 3, 2012

The Job Descriptive Index (JDI) and family of measures – including the Job In General scale (JiG), abridged Job Descriptive Index (aJDI), abridged Job In General scale (aJiG), Trust in Management scale (TiM), Intent to Quit (ITQ), Stress in General (SiG) scale, Scale of Life Satisfaction (SOLS), and Survey of Work Values, Revised, Form U. (SWV) are owned by Bowling Green State University, copyright 1975-2012.

Permission is hereby granted to **Daniel Ramirez** to use these measures in his or her research.

The aforementioned scales may be administered as many times as needed in this course of this research.

Chris Chang

Chris Chang

JDI Research Assistant

Tel: 419.372.8247

Fax: 419.372.6013

jdi_ra@bgsu.edu

Appendix C - Adapted Survey Instruments

Paper Version Survey

Organizational Communication Satisfaction and Job Satisfaction Within University Foodservice

Survey Description

Most of us assume that the quality and amount of communication in our jobs contribute to both our job satisfaction and our productivity. Through this study we hope to find out how satisfactory communication practices are and what suggestions you have for improving them. We appreciate your taking time to participate with this study. The questionnaire should take 10 – 15 minutes to complete.

Please be aware that participation is completely voluntary and you may choose to opt out at any time.

By completing this survey you will have the opportunity to be entered into a drawing for 1 of 4 $25 Visa gift cards. Please provide your email address when prompted to enter the drawing. If you would like a copy of the final results of this study, please provide your university email address when prompted to do so.

If you have any questions pertaining to this study please contact Dr. Kevin Sauer at ksauer@ksu.edu or (785) 532-5581. If you have any questions about the rights of individuals in this study or about the way it is conducted, please contact the University Research Compliance Office at (785) 532-3224.

Opening Instructions

This survey will ask you to identify your level of satisfaction regarding communication practices in your workplace. You will also be asked to evaluate how you perceive your personal job satisfaction.

Your answers are **completely confidential** *so be as frank as you wish. This is not a test – your opinion is the only right answer. Do not provide your name; we do not wish to know who you are. The answers will be combined into groups for reporting purposes.*

1. Please indicate your employment classification

   ___ Student Employee   ___ Unclassified Manager
   ___ Classified Employee   ___ Undergraduate Management Assistant
   ___ Classified Manager   ___ Graduate Management Assistant

2. Which dining facility is your primary work location?

   ___ Derby Dining Center
   ___ Kramer Dining Center
   ___ Van Zile Dining Center

3. How satisfied are you with your job? (Check one)

   ___ Very satisfied
   ___ Satisfied
   ___ Somewhat satisfied
   ___ Indifferent
   ___ Somewhat dissatisfied
   ___ Dissatisfied
   ___Very dissatisfied

4. In the past 6 months, what has happened to your level of satisfaction? (check one)
   ___ Gone up
   ___ Stayed the same
   ___ Gone Down

5. If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how:

   _____
   _____
   _____
   _____
   _____

A. Listed below are several kinds of information often associated with a person's job. Please indicate how satisfied you are with the *amount* and/or *quality* of each kind of information by circling the appropriate number.

Very Dissatisfied	Indifferent	Very Satisfied
|	|	|
1 2 3	4 5	6 7

6. Information about progress in my job

     1   2   3   4   5   6   7

7. Information and news about my co-workers

     1   2   3   4   5   6   7

8. Information about organizational policies and goals

     1   2   3   4   5   6   7

9. Information about how my job compares with others

     1   2   3   4   5   6   7

10. Information about how I am being evaluated

     1   2   3   4   5   6   7

11. Recognition of my efforts

     1   2   3   4   5   6   7

12. Information about departmental policies and goals

     1   2   3   4   5   6   7

13. Information about the requirements of my job

     1   2   3   4   5   6   7

14. Information about government action affecting my organization

     1   2   3   4   5   6   7

	Very Dissatisfied			Indifferent			Very Satisfied
	|			|			|
	1	2	3	4	5	6	7

15. Information about changes in our organization

      1   2   3   4   5   6   7

16. Information regarding how problems in my job are being handled

      1   2   3   4   5   6   7

17. Information about employee benefits and pay

      1   2   3   4   5   6   7

18. Information about our organization's financial standing

      1   2   3   4   5   6   7

19. Information about accomplishments and/or failures of the organization

      1   2   3   4   5   6   7

B. Please indicate how satisfied you are with the following (circle the appropriate number below)

	Very Dissatisfied			Indifferent			Very Satisfied
	|			|			|
	1	2	3	4	5	6	7

20. My superiors know and understand the problems faced by employees

      1   2   3   4   5   6   7

21. Our organization's communication motivates and stimulates an enthusiasm for meeting its goals

      1   2   3   4   5   6   7

22. My supervisors listen and pay attention to me

      1   2   3   4   5   6   7

```
            Very                                    Very
        Dissatisfied            Indifferent       Satisfied
             |                       |                 |
           1     2     3     4     5     6     7
```

23. The people in our organization have great ability as communicators

      1   2   3   4   5   6   7

24. My supervisors offer guidance for solving job related problems

      1   2   3   4   5   6   7

25. Our organization's communications make me identify with it or feel a vital part of it.

      1   2   3   4   5   6   7

26. Our organization's communications are interesting and helpful

      1   2   3   4   5   6   7

27. My supervisors trust me

      1   2   3   4   5   6   7

28. I receive on-time the information needed to do my job

      1   2   3   4   5   6   7

29. Conflicts are handled appropriately through proper communication channels

      1   2   3   4   5   6   7

30. The grapevine is active in our organization

      1   2   3   4   5   6   7

31. My supervisors are open to my ideas

      1   2   3   4   5   6   7

32. Communication between employees is accurate and free-flowing

      1   2   3   4   5   6   7

33. Communication practices are adaptable to emergencies

      1   2   3   4   5   6   7

Very   Very
   Dissatisfied   Indifferent   Satisfied
                | | |
            1   2   3   4   5   6   7

34. My work group is well matched

            1   2   3   4   5   6   7

35. Our meetings are well organized

            1   2   3   4   5   6   7

36. The amount of supervision given me is about right

            1   2   3   4   5   6   7

37. Written directives and reports are clear and concise

            1   2   3   4   5   6   7

38. The attitudes toward communication in the organization are basically healthy
            1   2   3   4   5   6   7

39. Informal communication is active and accurate

            1   2   3   4   5   6   7

40. The amount of communication in our organization is about right

            1   2   3   4   5   6   7

45. People on Your Present Job

Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside EACH word or phrase below, write

Y for "Yes" if it describes the people with whom you work

N for "No" if it does not describe them

? for "?" if you cannot decide

___Boring   ___Smart

___Slow   ___Lazy

___Responsible   ___ Frustrating

46. Job In General

Think of your job in general. All in all, what is it like most of the time? In the blank beside EACH word or phrase below

Y for "Yes" if it describes your job

N for "No" if it does not describe it

? for "?" if you cannot decide

___ Good   ___Makes me content

___ Undesirable   ___ Excellent

___ Better than most ___ Enjoyable

___ Disagreeable   ___ Poor

47. Work on Present Job

Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside EACH word or phrase below, write

Y for "Yes" if it describes your work

N for "No" if it does not describe it

? for "?" if you cannot decide

___ Fascinating   ___ Exciting

___ Satisfying   ___ Rewarding

___ Good   ___ Uninteresting

48. Pay

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside EACH word or phrase below, write

Y for "Yes" if it describes your pay

N for "No" if it does not describe it

? for "?" if you cannot decide

___ Barely live on income   ___ Underpaid

___ Bad   ___ Comfortable

___ Well Paid   ___ Enough to live on

96

49. Opportunities for Promotion

Think of the Opportunities for promotion that you have now. How well does of the following words or phrases describe these? In the blank beside EACH word or phrase below, write

<u>Y</u> for "Yes" if it describes your opportunities for promotion

<u>N</u> for "No" if it does not describe them

<u>?</u> for "?" if you cannot decide

___ Good opportunities for promotion

___ Opportunities somewhat limited

___ Dead-end job

___ Good chance for promotion

___ Fairly good chance for promotion

___ Regular promotions

50. Supervision

Think of the kind of supervision you get on your job. How well does each of the following words or phrases describe this? In the blank beside EACH word or phrase below, write

<u>Y</u> for "Yes" if it describes the supervision you get On the job

<u>N</u> for "No" if it does not describe it

<u>?</u> for "?" if you cannot decide

___ Praises good work   ___Up to date

___ Tactful   ___ Annoying

___Influential   ___ Knows job well

51. What is your Gender?

___Female

___ Male

___ Choose Not to Answer

52. What is your Age?

_____Years

53. How long have you worked for Dining Services at Kansas State University?

_____ Years   _____Months

54. What is your native language?

_____

55. How long have you worked for Dining Services at Kansas State University?

_____Years   _____Months

56. How long have you worked in foodservice, other than Dining Services at Kansas State University?

_____Years   _____Months

57. Please provide you university email address below if you wish to be entered in a drawing for 1 of 4 $25 Visa gift cards.

_____

58. If you would like a copy of the final survey results, please provide your university email address below.

_____

Thank you for your participation! Your responses are greatly appreciated.

Electronic Version Survey

AXIO SURVEY

Organizational Communication Satisfaction and Job Satisfaction Within University Food Service

Survey Description

Most of us assume that the quality and amount of communication in our jobs contribute to both our job satisfaction and our productivity. Through this study we hope to find out how satisfactory communication practices are and what suggestions you have for improving them. We appreciate your taking time to participate with this study. The questionnaire should take 10-15 minutes to complete.

If you wish to opt out of participation at any time during the survey you may close your web browser, and you will be excluded from data collection.

By clicking Next, you agree to informed consent to participate in the following survey.

By completing this survey you will have the opportunity to be entered into a drawing for 1 of 4 $25 Visa gift cards. Please provide your university email address when prompted to enter the drawing.

If you would like a copy of the final results of this study, please provide your university email address when prompted to do so.

If you have any questions pertaining to this study please contact Dr. Kevin Sauer at ksauer@ksu.edu or (785) 532-5581. If you have any questions about the rights of individuals in this study or about the way it is conducted, please contact the University Research Compliance Office at (785) 532-3224.

Opening Instructions

This survey will ask you to identify you level of satisfaction regarding communication practices in your workplace. You will also be asked you to evaluate how you perceive your personal job satisfaction.

Your answers are completely confidential so be as frank as you wish. This is not a test – your opinion is the only right answer. Do not provide your name; we do not wish to know who you are. The answers will be combined into groups for reporting purposes.

Page 1

Question 1   ** required **

Please indicate your employment classification.
- ◯ Student Employee
- ◯ Classified Employee
- ◯ Classified Manager
- ◯ Unclassified Manger
- ◯ Undergraduate Management Assistant
- ◯ Graduate Management Assistant
- ◯ Other

Question 2

99

Which dining facility is your primary work location?

Derby Dining Center

Kramer Dining Center

Van Zile Dining Center

JP's

Question 3

How satisfied are you with your job?

Very Satisfied

Satisfied

Somewhat Satisfied

Indifferent

Somewhat Dissatisfied

Dissatisfied

Very Dissatisfied

Question 4

In the past 6 months, what has happened to your level of satisfaction?

Gone up

Stayed the same

Gone down

Question 5

If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how:

Characters Remaining: 1000

Page 2

Listed below are several kinds of information often associated with a person's job. Please indicate how satisfied you are with the *amount* and/or *quality* of each kind of information.

Question 6

100

1 - Very Dissatisfied I 2 - Dissatisfied

3 - Somewhat Dissatisfied I 4 - Indifferent I 5 - Somewhat Satified I 6 - Satisfied

7 - Very Satisfied

	1	2	3	4	5	6	7
6.1 Information about progress in my job							
6.2 Information and news about my co-workers							
6.3 Information about organizational policies and goals							
6.4 Information about how my job compares with others							
6.5 Information about how I am being evaluated							
6.6 Recognition of my efforts							
6.7 Information about departmental policies and goals							
6.8 Information about the requirements of my job							
6.9 Information about government action affecting my organization							
6.10 Information about changes in our organization							
6.11 Information regarding how problems in my job are being handled							
6.12 Information about employee benefits and pay							
6.13 Information about our organization's financial standing							
6.14 Information about accomplishments and/or failures of the organization							

Page 3

Please indicate how satisfied you are with the following:

Question 7

1 - Very Dissatisfied I 2 - Dissatified I 3 - Somewhat Dissatisfied

4 - Indifferent I 5 - Somewhat Satified I 6 - Satisfied I 7 - Very Satisfied

	1	2	3	4	5	6	7
7.1 My Supervisors know and understand the problems faced by employees							
7.2 Our organization's communication motivates and stimulates and enthusiasm for meeting its goals							
7.3 My supervisors listen and pay attention to me							
7.4 The people in our organization have great ability as communicators							
7.5 My supervisors offer guidance for solving job related problems							

101

7.6 Our organization's communications make me identify with it or feel a vital part of it							
7.7 Our organization's communications are interesting and helpful							
7.8 My supervisors trust me							
7.9 I receive on-time the information needed to do my job							
7.10 Conflicts are handled appropriately through proper communication channels							
7.11 the grapevine is active in out organization							
7.12 My supervisors are open to my ideas							
7.13 Communication between employees is accurate and free-flowing							
7.14 Communication practices are adaptable to emergencies							
7.15 My work group is well matched							
7.16 Our meetings are well organized							
7.17 The amount of supervision given me is about right							
7.18 Written directives and reports are clear and concise							
7.19 The attitudes toward communication in our organization are basically healthy							
7.20 Informal communication is active and accurate							
7.21 The amount of communication in our organization is about right							

Page 4

Fill out this page only if you answered:

- *Classified Manager* OR *Unclassified Manger* OR *Other* OR *Graduate Management ...* OR *Undergraduate Manage...* on question *1. Please indicate your employment ...* on *page 1* .

Answer the following only if you are a manager or supervisor. Please indicate your satisfaction with the following:

Question 8

1 - Very Dissatisfied | 2 - Dissatisfied

3 - Somewhat Dissatisfied | 4 - Indifferent | 5 - Somewhat Satified | 6 - Satisfied

7 - Very Satisfied

	1	2	3	4	5	6	7
8.1 My employees are responsive to downward directive							

102

	1	2	3				
communication							
8.2 My employees anticipate my needs for information							
8.3 Extent to which I experience communication overload							
8.4 My employees are receptive to evaluations, suggestions, and criticisms							
8.5 My employees feel responsible for initiating accurate upward communication							

Page 5

Question 9 *** required ***

People on Your Present Job:

Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people?

Indicate:

1 if you cannot decide
2 for "No" if it does not describe them
3 for "Yes" if it describes the people with whom you work

1 - Cannot Decide l 2 - No l 3 - Yes

	1	2	3
9.1 Boring			
9.2 Slow			
9.3 Responsible			
9.4 Smart			
9.5 Lazy			
9.6 Frustrating			

Page 6

Question 10 *** required ***

Job in General:

Think of your job in general. all in all, what is it like most of the time?

Indicate

103

1 if you cannot decide
2 for "No" if it does not describe it
3 for "Yes" if it describes your job

<div align="center">

1 - Cannot Decide | 2 - No | 3 - Yes

</div>

	1	2	3
10.1 Good			
10.2 Undesirable			
10.3 Better than most			
10.4 Disagreeable			
10.5 Makes me content			
10.6 Excellent			
10.7 Enjoyable			
10.8 Poor			

Page 7

Question 11 *** required ***

Work on Present Job:

Think of the work you do at present. How well does each of the following words or phrases describe your work?

Indicate

1 if you cannot decide
2 for "No" if it does not describe it
3 for "Yes" if it describes your your work

<div align="center">

1 - Cannot Decide | 2 - No | 3 - Yes

</div>

	1	2	3
11.1 Fascinating			
11.2 Satisfying			
11.3 Good			
11.4 Exciting			
11.5 Rewarding			
11.6 Uninteresting			

104

Page 8

Question 12 *** required ***

Pay:

Think of the pay you get now. How well does each of the following words or phrases describe your present pay?

Indicate

1 if you cannot decide
2 for "No" if it does not describe it
3 for "Yes" if it describes your pay

1 - Cannot Decide | 2 - No | 3 - Yes

	1	2	3
12.1 Barely live on income			
12.2 Bad			
12.3 Well Paid			
12.4 Underpaid			
12.5 Comfortable			
12.6 Enough to live on			

Page 9

Question 13 *** required ***

Opportunities for Promotion:

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these?

Indicate

1 if you cannot decide
2 for "No" if it does not describe them
3 for "Yes" if it describes your opportunities for promotion

1 - Cannot Decide | 2 - No | 3 - Yes

	1	2	3
13.1 Good opportunities for promotion			
13.2 Opportunities somewhat limited			
13.3 Dead-end job			

105

13.4 Good chance for promotion			
13.5 Fairly good chance for promotion			
13.6 Regular promotions			

Page 10

Question 14 *** required ***

Supervision:

Think of the kind of supervision that you get in your job. How well does each of the following words or phrases describe this?

Indicate

1 if you cannot decide
2 for "No" if it does not describe it
3 for "Yes" if it describes the supervision you get on the job

1 - Cannot Decide | 2 - No | 3 - Yes

	1	2	3
14.1 Praises good work			
14.2 Tactful			
14.3 Influential			
14.4 Up to date			
14.5 Annoying			
14.6 Knows job well			

Page 11

Question 15

What is your gender?
Female
Male
Choose Not to Answer

Question 16

What is your age? (Years)

Characters Remaining: 2

106

Question 17

How long have you worked for Dining Services at Kansas State University? (Years/months)

Characters Remaining: 10

Question 18

How long have you worked in foodservice, other than Dining Services at Kansas State University? (Years/Months)

Characters Remaining: 10

Question 19

What is your native language?

Characters Remaining: 50

Page 12

Question 20

Please enter your university email address below if you wish to be entered in a drawing for a $25 Visa gift card.

Characters Remaining: 60

Question 21

If you would like a copy of the final survey results, please enter your university email address here.

Characters Remaining: 60

Closing Message

Thank you for your participation! Your response is greatly appreciated.

- End of Survey -