

Retention strategy for the Geosciences Department in a gold mining company

by

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ABSTRACT

Skills retention is a very real challenge that South African companies face today. The much debated “brain drain” to more promising international opportunities has an impact here upon. AngloGold Ashanti, in the last two years, had very negative outcomes with regard to losing valuable skilled personnel. The cost factor to train new personnel to fill that void was comprehensive.

The objective of this study was to identify factors other than monetary remuneration that may have an effect in retaining and attracting employees. These factors were identified through a comprehensive literature study that listed possible factors that may have an impact on retention.

The empirical study was done by means of a standardised questionnaire compiled by PSYCONES (2006). The target population (Geosciences Department, AngloGold Ashanti) consisted of 68 participants.

The frequency of negative responses was the measuring factor that was used to determine the factors that may influence retention and retention strategies. Job satisfaction, wellness, aligned commitment and employer obligations were the main factors that influenced employees.

Outliers were experienced in at least three of the four categories. It was found under job satisfaction, employee wellness and aligned commitment. The negative points under these headings were used as a base for the recommendations.

Recommendations were made as to how to correct these factors best. It was also recommended that a more comprehensive study should follow, which should include the Mineral Resource Department of which the Geosciences Department is part of.

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CHAPTER 1

NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

Retention of intellectual capacity and skills in South African industries is a burning issue currently haunting most companies (Davenport & Prusak, 2000:54). This is also an issue in the gold mining industry throughout all departments. With the commodity boom, more and more mines are being opened and therefore more and more skills are necessary. Within this climate of expansion many opportunities have opened up for mining personnel. These opportunities are also available for employees of the Geosciences Department of AngloGold Ashanti.

Personnel are being employed, trained and promoted to higher positions much faster than was the norm five years ago. AngloGold Ashanti has experienced an alarming employee turnover the past three years. Research has found that in an effort to battle this problem, money has often been used as motivator to retain staff (Pratt, 2008:26). It has been found that employees leave the company in spite of very attractive remuneration packages offered to them (Pratt, 2008:27). Other retention strategies used in the past include share schemes and even once-off retention bonuses. The above methods do not seem to be very effective in employee retention.

Some organisations mistakenly assume the factors that make the organisation attractive to potential employees are the same factors that contribute to long-term employment (Close, 2008). The goal is to keep essential people and reduce work-related stress. It was

observed during the economic shift that there was a great deal of activity without much productivity (Forgacs, 2009:40). That is not what is needed as a skills retention strategy.

1.2 PROBLEM STATEMENT

Retention directly reduces costs with turnover and vacancy. It is also linked with lost productivity and missed revenue opportunities due to inadequate staff. Loss of skilled workers in the gold mining industry is a daunting challenge which most companies face in the highly competitive environment of today. With an ever-escalating turnover rate the need for effective retention strategies lies at the core of this problem. The higher the position the higher the cost associated with that position. Salopek (2008:24) suggests it might often amount to as much as one and a half times the annual salary.

There are also the cost of stress, and the outlay of morale. Team members that stay with the organisation with the high turnover, bear the brunt. They shoulder the burden of more work and weathering an unstable organisational culture that may lead to unscheduled absence, reduced productivity and loss of customers (Salopek, 2008:25).

The objective of the study was to determine what factors make employees unhappy in the Geosciences Department at AngloGold Ashanti causing them to move to another company. The identification of the factors was done through an extensive literature survey. An empirical study was then conducted by means of a survey to determine the factors that may have an influence on the retention problem. Factors such as job satisfaction, employee wellness, aligned commitment and employer obligations will be included in the survey. The factors that negatively influence these factors were determined and recommendations were put forward on these factors.

1.3 RESEARCH OBJECTIVES

1.3.1 Primary objective

The primary objective of this study was to identify the factors that influence the effectiveness of the retention strategy in the company under investigation.

1.3.2 Secondary objectives

The secondary objective of the study was to highlight the factors with high negative effect on retention and turnover and to make recommendations for possible improvement.

1.4 RESEARCH DESIGN

The research design consists of a literature review and an empirical study.

1.4.1 Phase 1: Literature review

The literature review focused on a retention strategy, retention of intellectual capacity and skills, and job satisfaction.

The databases consulted include:

- Academic search lists;
- Academic articles;
- Research papers on relevant topics to the study; and
- Academic journals.

1.4.2 Phase 2: Empirical study

The empirical study consisted of a survey by means of a standardised questionnaire (PSYCONES, 2006). The questionnaire consisted of 125 items which covered factors such as emotions concerning *psychological contract, job satisfaction, perceived organisational support, job insecurity, intention to quit and employee psychological well-being*.

1.4.3 Target and study population

The target population was middle to upper level management employees of the Geosciences Department of the South African region of AngloGold Ashanti. A total of 68 participants took part in the survey. Participants derived from different disciplines in the Geosciences Department of AngloGold Ashanti (Fochville, in the North West Province and the Vaal River mines in the Free State Province).

1.5 LIMITATIONS OF STUDY

The field of study only covered the Geosciences Department of the company and therefore determining the factors that may impact on the employees outside the department might differ. It is recommended that expanded research be done on a more inclusive population of the company.

1.6 CHAPTER DIVISION

Chapters in this mini-dissertation will be categorised as follows:

Chapter 1: Introduction and problem statement

Chapter 2: Literature review

Chapter 3: Empirical study, conclusions and recommendations

1.7 CHAPTER SUMMARY

The overall perspective and context of this study are presented in this chapter. The research objectives, research methodology as well as the population of the study are explained. Chapter 1 aims to explain the background and research problems addressed by the study and contributes to the general understanding of the research needed. The chapter concludes with an outline of the chapters of the study. The next chapter describes the findings from a literature review on the factors that are generally regarded as important for an effective retention strategy.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Learning departments in most regions of the globe are facing staff cuts and shrinking budgets. To keep learning relevant, learning professionals are rethinking training strategies to help improve the bottom line. In some nations, such as China, companies were caught unprepared for the economic crisis, which have forced them to abandon retention strategies and focus their energy on training to combat short-term issues. Meanwhile, organisations in countries such as Kuwait are gearing their efforts toward examining how to deliver training more effectively and efficiently. Regardless of the multitude of challenges facing the different regions, one thing is certain: to become a valuable strategic partner, learning departments must link learning to the business goals of the company (Forgacs, 2009:42).

“All humans have the same basic need – stability, security, and respect – and all companies have their targets to achieving goals, so I think there is lots of common ground between all companies and countries because we’re all human.”

- Ebrahim Al-Dossary

Forgacs (2009:43) found that in Latin America, it is critical to focus on staff. Finding the right culture is important and the right culture fit within an organisation, viewing staff not as employees but as an important resource, and engaging and retaining staff. In so doing this his focus can also translate into higher productivity, better branding, and increased profitability.

Forgacs (2009:44) also notes that the economic downturn is influencing countries in different ways, there is common ground in the ways employees and organisations are affected. It has become time to re-evaluate the learning function and find ways it can contribute to the organisation’s bottom line. The learning function can be positioned as a

performance and retention driver and then learning can become more efficient and effective, and only then, can it take its place as a critical partner for short and long-term organisational success.

Several factors might have a negative effect on turnover and retention. The rest of the chapter will highlight the views and factors identified by various authors that have an effect on retention and turnover.

2.2 FACTORS THAT INFLUENCE TURNOVER AND RETENTION

2.2.1 Work environment

Christmas (2008:316) mentions that dissatisfaction with management, scheduling difficulties, and departmental relationships are all contributors to turnover. The tone of the workplace may have an influence on the workplace, also referred to as the work environment. Christmas (2008:317) goes further in saying that anyone can have a bad day at work. If you have been in the workforce for a while, everybody has their share. But when *most* workdays are negative, an employee is on a slippery slope, and it is human nature to seek an improved situation. When opportunities abound, it is easy to move elsewhere, and when turnover begins, it is usually the best employees that go to other companies.

2.2.2 Skills identification

Borowka (2009:62) suggests that an employer must learn what the driving force is for the top-talent people. Helping employees to succeed will create a high level of retention and such companies will become an employer of choice. Borowka (2009:62) found that the following points may assist with development and retention:

- Use an in-depth work style and personality assessment during the hiring process and for current staff.

- Use the data to manage, which, in turn, will reduce the learning curve for new hires and help to better understand current staff members. Place individuals in positions where they can succeed based on their strengths.
- Take the time to constantly mentor, and create plans to help individuals grow.
- Identify traits of individuals whom you want in your organisation, and target those individuals through specific messages in advertisements, on the Web, and through networking.
- Play to the strengths of the A players (your major contributors), and help them grow. Do not ignore them just because they are doing well. If these individuals do not feel engaged in helping the organisation to continue to grow and improve, they will leave.
- Nurture the B players through mentoring so that they can become A players down the road.
- Measure and possibly remove the C players if they are wasting time. Never spend 80 percent of available time and energy on the people who are producing 20 percent of the results.

The remainder of this chapter consists of the views and interpretations of various authors of these mentioned factors as well as other factors that might influence retention in the modern workplace.

2.2.3 Job enrichment

One of the factors (Nancherla, 2008:18) suggested is the improvement of training. Firstly, giving training and secondly, giving good training to enrich employees' skills. In addition to improve employee productivity and engagement, there is an opportunity to promote the contribution of the learning function, as a performance and retention driver and also to examine how learning departments are contributing to the organisation's success (Forgacs, 2009:41). He also mentions that by positioning the learning function as a performance driver, learning can become more efficient and effective and it may take its

place as a critical partner for short and long-term organisational success. Companies have programmes at improving job enrichment (Salopek, 2008:25), but it is also up to the employee to take ownership of the process, like networking, being visible and asking for assignments.

2.2.4 Job autonomy

Jacobs and Gerson (2004) in Kelly and Moen (2007) rate job autonomy; learning opportunity; decision-making involvement; co-worker/supervisor support, and flexible work arrangements as important for job engagement. From their research it is evident that employees from workplaces with greater decision-making involvement, co-worker/supervisor support, or flexible work arrangements, employees were also more likely to be engaged in their jobs.

2.2.5 Organisational support

Workers must be allowed to use all the tools in their toolbox (Pratt, 2008:28), or people are being pigeonholed in doing things the way it has always been done. That is doing a disservice to the individual, the team and even the organisation. An open door policy and consensus building allow all employees to contribute and voice their opinions.

2.2.6 Organisational commitment

Are workers putting in the effort to make the company succeed? Do workers promote their companies in a social and a professional manner? Workers will do more than what is needed of them if they have a commitment towards the company. That is the reason for commitment orientated organisations. Coetsee (2003:16) mentioned factors that make organisations a commitment orientated organisation:

- Employee involvement;
- Value driven, challenging motivated work;
- Employees participate in decision-making;
- Flexible structures;
- Employees responsible for improving work methods;

- Emphasis on innovation;
- Reward performance and innovation;
- Manage by empowerment and innovation;
- Doing the right things right; and
- Have leadership/leaders.

These are the things that committed employees strive for when they look at going to another company. Siu (2002:527) found that organisational commitment was related to most of the physical and psychological outcomes amongst workers. It was positively related to job satisfaction and mental and physical wellbeing. The impact of the results is twofold. First, top management officials should pay attention to workers' effective organisational commitment as this attitude trait could have both a direct and indirect effect on workers' job satisfaction and wellbeing. A suggestion is to show commitment to employees to determine better job satisfaction and physical wellbeing, and, in turn, create better performance and productivity, and mitigate the turnover rate. Lok *et al.* (2005) suggest that practically, the results of their study that if organisations genuinely want to impact employee commitment, and the associated attitudes and behaviours, the onus is on leaders of organisational subunits to attend to their mode of leadership. Specifically, they need to consider a consideration style, which enables close interaction and a supportive context in which values can be communicated and shared. Lok *et al.* (2005) mention that there is also a cautionary message, which is that, the main organisational culture of large organisations is likely to have a limited direct effect on members' commitment. Organisations need to attend to the subcultures, and to the intersection of subcultures with the main culture. Subcultures can develop with a degree of independence and even antagonism with respect to the dominant culture. Organisations can seek to cultivate subcultures that are in alignment with the main culture.

2.2.7 Job satisfaction

Job satisfaction/dissatisfaction may have a very negative effect on employees. The effects of dissatisfaction may be stress level increase, burnout, absenteeism increase, labour turnover increase and identification and a decrease in the commitment to the organisation (Coetsee, 2003:20). Taking all these factors into account, employees would consider staying in their current career, but move to another company.

2.2.8 Employee wellness

The focus lately has been to promote workplace wellness. American Collage and Occupational Environmental Medicine (ACOEM) found that there is a good relationship between workplace health and productivity. ACOEM sees it as that money spent on wellness is an investment in human capital. It saves money on getting replacements from workers being sick as well as workers being more productive.

2.2.9 Work family balance

Former UK Prime Minister Tony Blair (Sakiko & Waldfogel, 2007:409) was the first UK prime minister to take paternity leave while in office. Followed shortly by Gordon Brown, who also took paternity leave, making them the first chancellors to do so while in office. This indicates a change in the expectations around fathers. These recent high-profile paternity leaves indicate the dramatic change that has occurred in expectations around fathers, their role at the time of a birth, and their basic involvement in childrearing in general. These are the days of different responsibilities by the different spouses. The tendency lately is for fathers to take paternity leave. Working time does not only conflict with the children directly after birth but even weeks after the birth of the baby. Baxter and Alexander (2008:195) found that overall working longer hours was associated with more work-to-family strain. Having access to flexible hours, having a job with more control and being in casual employment were factors related to less work-to-family strain, (Bristol *et al.*, 2008:1311). Work-life policies play an important and growing role

in the ability of medical schools to recruit and retain the highest calibre faculty, especially women faculty. Across the top rated medical schools in the United States, wide variation exists in the accessibility and content of work/life benefits available to faculty members. These differences indicate significant opportunities for improvement at all schools to further develop creative, flexible policies that can be widely promoted, implemented, monitored, and reassessed. Institutions that lead the way in developing effective work-life policies are likely to be in a better position to attract and retain a talented and diverse faculty, ensuring the viability of academic careers for the current generation of medical school graduates and ultimately maintaining the talent pool for the future of academic medicine (Bristol *et al.*, 2008:1314).

An employee's perception of supervisors also affects their health decisions. Dartmouth Hitchcock stated, "The way midlevel management treats their employees has an impact on their personal health behaviors," Hitchcock designed the Live Well, Work Well programme to leverage the workplace attributes to improve employees' health. It encompasses everything from healthier choices in the cafeteria to policies and changes in the physical environment that will reduce hazards and promote healthier activity. The medical centre encourages employees to take confidential, online health risk appraisals and provides health coaches (Hymel, 2009:117).

2.2.10 Flexi time/workplace

The review appears to support the following main findings: The new work-hour regulation improves the quality of life and work-related satisfaction, especially in junior residents. In contrast, senior residents were less satisfied with the new reforms (Pape & Pheifer, 2009:3).

Sakiko and Waldfogel (2007:410) suggest that it would therefore be a good idea to change policies in such a way that would give parents more flexibility regarding their work. In countries like Sweden where workers were given the option of reducing their hours to take care of the children it was taken as an option (Sakiko & Waldfogel,

2007:411). It is therefore possible that employees would move to companies that offer these kinds of benefits.

An increasing number of UK law firms (Boyle & Reeve, 2007) are recognising the importance of offering their staff flexible work hours as employees seek to balance their work lives and private lives, but while programmes are supposed to be open to everyone, it seems to be mainly women with children who take them up. More than three-quarters of the UK's top 50 law firms offer some form of flexible working and almost half offer alternative career paths (Boyle & Reeve, 2007).

2.2.11 Employee expectations

Employers should ask employees to define expectations for their new job (Terra, 2009:11). Often, motivations other than salary come into consideration. Many employees state during exit interviews that they are leaving for a better-paying position. A variety of methods, ranging from offering in-service training to helping officers obtain advanced degrees, can accomplish this objective. Leaders must see the value of this initiative, make a firm commitment, and look for innovative ways to offer such benefits.

2.2.12 Leadership

According to Asgari *et al.* (2008:227), supervisors should do their best to maintain a transformational and transactional behaviour relationship with their subordinates. They could accomplish this by trading emotion, loyalty and contribution with their subordinates, which eventually will improve the leader-member exchange relationships. Therefore, under such good interaction, a benign cycle will be formed, which will not only enhance commitment of the employees to the organisation and reduce turnover intention, but also promote the OCB of employees to improve organisational effectiveness. This study shows us that managers have no justice to their employee and employees have no trust to them. It can be dangerous for the relationship between Transformational Leadership Behaviours, Organisational Justice, Leader-Member Exchange, and Perceived Organisational Support organisations.

Comparing transactional and transformational leadership (Sosik, 1995) found that performance increased, extra effort increased, creative output increased as well as increased satisfaction between candidates occurred.

Van Eeden *et al.* (2008:257) indicated in their findings of the present study largely supported the conceptualisation of leadership styles in terms of the full range model of leadership. The leadership styles practiced was associated with personality traits and behaviours relevant to the descriptions of these styles. In summary, the managers who used a transformational style indicated personality traits associated with this type of leadership. Average to high scores in terms of strategic thinking, a conceptual and innovative approach, and critical evaluation of information were coupled with moral concerns, a sense of responsibility, and perseverance. These managers also showed at least reasonable resilience as well as ambition and motivation. Regarding the interpersonal aspect of leadership (Van Eeden *et al.*, 2008:262), this group indicated assertiveness and a need to influence others while also allowing participation by associates and involving others in decision-making. These managers were characterised by a need for affiliation, responsiveness in interaction, trust in and tolerance towards others as well as being reasonably caring. The manifestation of these traits, however, was influenced by their use of transactional leadership. They seemed more task oriented than people oriented, and their need for structure probably also affected the inspirational aspect of leadership.

Another author, Prat (2008:3), suggests that the one way to chase staff away is to try and “micro manage” them. The manager’s main responsibilities are (Willging, 2005:498): selecting appropriate qualified staff; setting performance expectations for those staff; motivating employees to achieve company expectations, and developing employees to allow them to achieve their highest potential. The suggestion is that a manager must be a catalyst to employees.

2.2.13 Appraisals

Odums (2007:12) mentions that an existing employee follow-up system must be used. Managers and directors should also be held accountable for completing monthly one-to-one sessions with direct reports who have been with the company for one year or more. Questions should include:

- Do you have the tools and resources you need in order to perform your duties to the best of your ability?
- What obstacles (people and process) currently exist that require you to "work around?"
- How would you describe the organisational culture?
- What would you like to see changed in our company?
- Have you thought of resigning within the last 30 days? If yes, why?
- What else do I need to know?

All these factors are important factors that assist with employee retention. Odums (2007:13) also mentions a 30-90-120-180 New Employee System that can be used similar to the existing employee follow-up system by doing assessments every 30, 90, 120 and 180 days.

2.2.14 Organisation climate

According to Coetsee (2003:25), the ideal physiological contract is when the individual is willing to give output that will correspond perfectly to what the organisation expects and similarly what the organisation is prepared to give will correspond perfectly with what the individual is willing to receive. In reality, this seldom, if ever, occurs. Coetsee (2003:26) stated that managing the physiological contract is one of the more important and challenging aspects of the manager-leader's job. The more attuned the leader-manager is to the realistic needs and the expectations of team members the more positively the manager is able to use this to influence the intensity, direction and persistence of motivation and aligned commitment. The most common was a perceived

limited potential for professional growth, characterised as a lack of hope in the present position (Terra, 2009:12).

2.2.15 Development

Odums (2007:18) identifies "opportunity for advancement" as the greatest employee satisfier. That is why education and coaching plans, mentorship initiatives, leadership development institutes and succession planning/replacement charting are important activities focused on employee development. The following suggestions were made to employers that may assist with retaining people:

Education and coaching

Each employee must have an Education and Coaching Plan (Odums, 2007:19) based upon quantifiable analysis of competency measurement, versus subjective guessing. This helps ensure that all employees are afforded the opportunity for advancement, thereby mitigating the risk associated with the perception and realities of discrimination. The Performance Appraisal System and Methodology should yield this type of analysis. Based upon the top three strategic objectives of the enterprise, what competencies must each employee possess in order to execute the enterprise's strategy? By positioning the learning function as a performance and retention driver, learning become more efficient and effective, and only then, can it take its place as a critical partner for short and long-term organisational success (Forgacs, 2009:43).

Mentorship initiatives

Upon identification of the high and middle producers in an organisation, a senior or executive mentor may be just what is needed for those on the leadership fast track. A friendly word of caution: not every diverse professional in the organisation should be "slated" for the mentorship offering. Different does not constitute less than.

Leners *et al.* (2006:652) suggest keeping with the aforementioned characteristics of experienced nurses, a mentorship programme that recognises attributes and desires could increase job satisfaction in the workplace. Successful movement through these

developmental life experiences would lead to greater personnel fulfilment, career satisfaction and longevity in the profession.

Leadership development institutes

How many hours does the management team invest in the development of leadership competencies? Odums (2007:17) suggests a best practice model of quarterly Leadership Development Institutes. Two full days, off site, for the management team to strengthen their leadership acumen. Standing items on the agenda: Integrating Diversity Principles and Retention.

Succession planning/replacement charting

Each key position within the organisation must have a succession plan and replacement chart (Odums, 2007:18). The replacement chart identifies the candidate ready today, the candidate ready in six months and the candidate ready to assume that key position in twelve months. The succession planning and replacement charting activities must incorporate diverse candidates for each key position.

2.4 CHAPTER SUMMARY

Factors that influence retention and turnover seem to be numerous. In this chapter, the literature was studied and the views of various authors were highlighted regarding the identified factors. Chapter 3 presents the empirical study and findings.

CHAPTER 3

RESEARCH, RESULTS AND RECOMMENDATIONS

3.1 INTRODUCTION

The following chapter deals with the research methodology of the study. The approach that was followed as well as the results that were obtained from the research is discussed. It deals with the method that was used to obtain the data, the study population and the instrument that was used to gather the data. A statistical explanation of the empirical study is subsequently given.

3.2 RESEARCH METHODOLOGY

3.2.1 Research instrument

The PSYCONES (2006) employee questionnaire was used as measuring instrument for the research – see Appendix A. Biographical data such as years of experience, age, gender, and job level in the organisation were requested from the participants. The goal of this study was to determine the state of the psychological contract in the organisation and then make suggestions for improvements. This would, in turn, assist with the formulation of an effective skills retention strategy to resolve the dilemma that Anglogold Ashanti is currently faced with.

Factors identified in the literature review that impact on the psychological contract of employees are addressed by the questionnaire. The questionnaire explores 22 factors that have an impact here upon. These 22 factors were sorted under four main categories namely, employee expectation, employee wellness, employer obligation and aligned commitment. The questions consist of positive and negative questions.

A five-point Likert scale was used to narrow down the answers to a stringent range of strongly disagree, disagree, neither, agree, strongly agree. Although the possibility of “neither” is not ideal, it does ensure that an answer in the wrong direction is not forced.

No allowance was given for any additional comments.

3.2.2 Data collection

The target population was the middle to upper level management employees of the Geosciences Department of the South African region of AngloGold Ashanti. A total number of 68 questionnaires were completed. The questionnaire was completed by 68 middle managers from different disciplines in the Geosciences Department of AngloGold Ashanti, (Fochville, in the North West Province, and the Vaal River mines in the Free State Province). The survey was coordinated by the heads of departments. Permission for the survey was granted by Corporate office.

A total number of six business units was part in the survey. The sessions were supervised by the author who was available for questions that might arise. Questionnaires were collected after completion.

3.2.3 Data analysis

The data collected were statistically analysed with the SPSS program (SPSS, 2009). Descriptive statistics (frequencies, proportions) were used to analyse the data.

The data collected were grouped together under each category under each question. The frequency of each category was calculated. This was done for each group and subgroup of each question. Although all questions were calculated on the base of 68 samples, the percentage frequency was used for the final interpretation of each question.

3.3 RESULTS AND DISCUSSION

The next section gives an interpretation of the results of the previous section. Only factors that were found to be significant are discussed. All the results are displayed in Tables C1, C2, C3 and C4 as well as in Appendix C.

3.3.1 Demographic information

3.3.1.1 Age

A breakdown of the demographics with regard to age is displayed in Figure 3.1. The average age of the population is 37 years of age. The distribution of the age tends to be to

the lower age categories (35 years and younger) with 8 of the 68 participants skewing the data to a higher average age of 37.

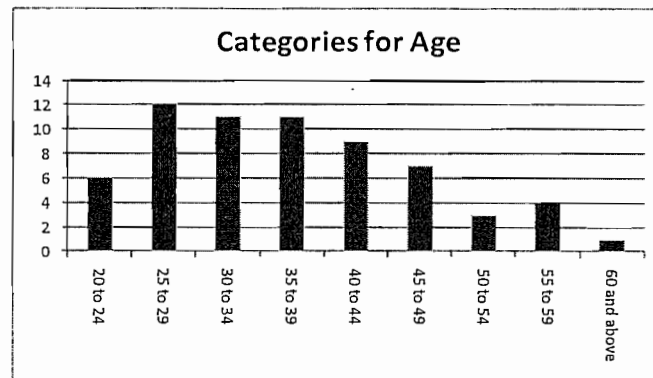


Figure 3.1: Categories of age

3.3.1.2 Education

The levels of education are displayed graphically in Figure 3.2. Of the participants, 28 percent do not have any formal tertiary qualification. Of the 68 participants 25 percent obtained a degree. Some 47 percent of the participants obtained a post graduate qualification.

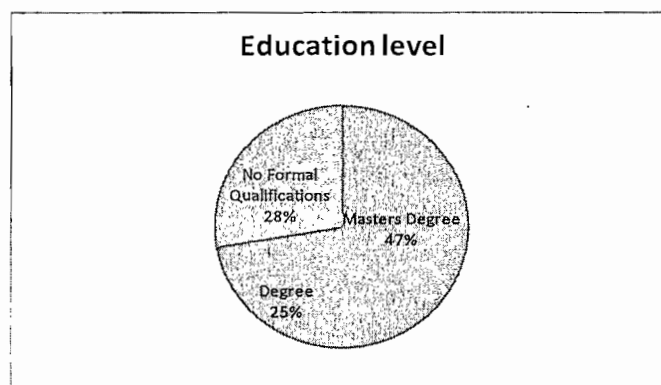


Figure 3.2: Education levels

3.3.1.3 Position

In terms of position in the company 45 percent of the participants are on a management level. Only a small percentage (2 percent) is on an operator level. The spread of positions is displayed in Figure 3.3.

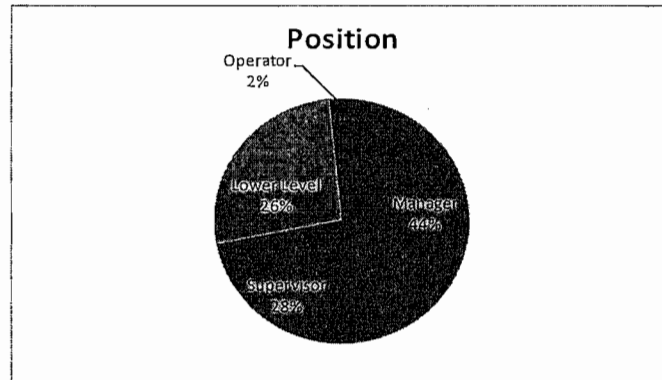


Figure 3.3: Position in the workplace

3.3.1.4 Gender

With regard to gender only 22 percent of the participants were female. The distribution is slightly skewed due to the fact that a number of females were on a course at the time of the survey. The split in gender categories is displayed in Figure 3.3.

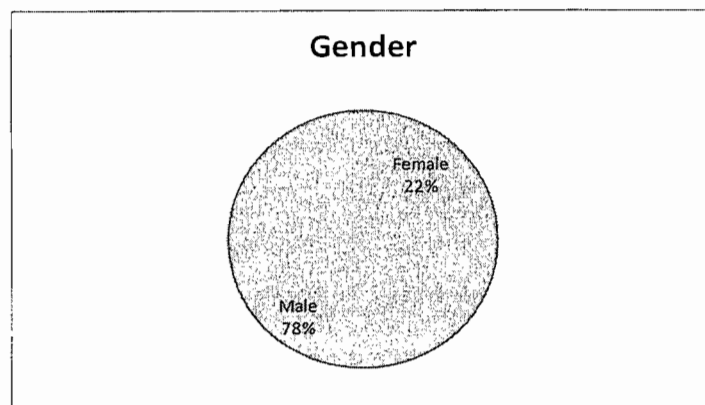


Figure 3.4: Gender split

3.3.2 Factors relating to job satisfaction

The factors discussed under this heading relates to areas with negative effect on job satisfaction. Figure 3.5 below portrays the percentage of participants that responded negatively. The factor with the largest negative effect on job satisfaction is HR Practices with a 26 percent negative response. Factors that relate to HR issues are: ability to express oneself, training and development, varied and interesting jobs, a formal performance appraisal and performance related remuneration. These are the issues that matter to the employees (Odums, 2007:18).

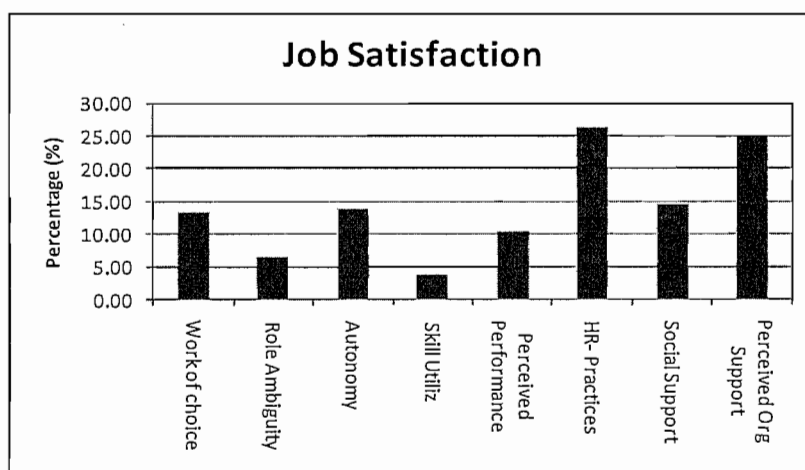


Figure 3.5: Job satisfaction sub-headings

Perceived organisational support also showed a 25 percent negative response. Factors such as perceived organisational wellbeing, perception of how much the organisation cares about employees, the perception of how the organisation considers their goals and values, and perception of how much the organisation cares about their opinion were explored here.

Social support also indicated a 14 percent negative effect. Social support is influenced by perceptions such as employees' experience of support from their supervisor, whether the

supervisor pays attention to suggestions, whether the supervisor appreciates the employees and whether the supervisor cares about employees' welfare.

Autonomy and work of choice are also factors to consider that impact negatively. The effects of dissatisfaction may increase stress levels, burnout, absenteeism increase, labour turnover increase, and identification with and commitment to the organisation decrease (Coetsee, 2003:30).

3.3.3 Factors relating to employee wellness

The factors discussed under this heading relate to employee wellness. The factors that impact on employee wellness are displayed in Figure 3.6. The percentage of participants that responded negatively to these factors is portrayed in Figure 3.6. Employee wellness is a burning issue that needs to be addressed to ensure the wellbeing of both employee and organisation.

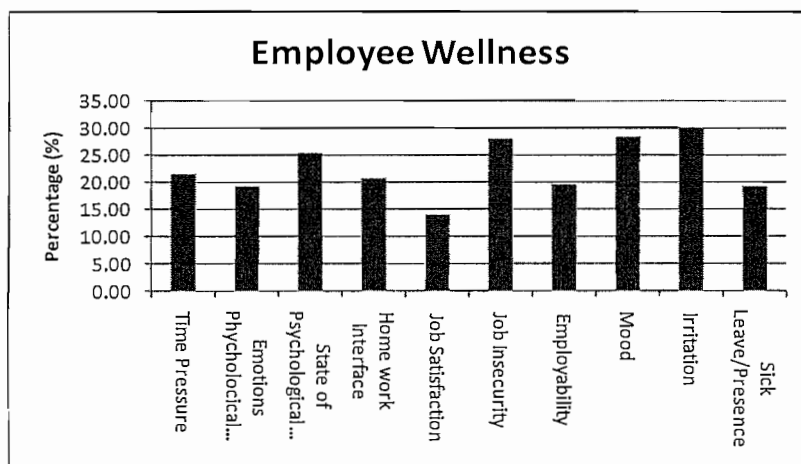


Figure 3.6: Employee wellness sub-headings

Authors note: Abbreviations used in Figure 3.6 above are due to limited space: psych. = psychological. The two factors referred to are: *state of psychological contract* and *emotions concerning psychological contract*.

The factors that indicate high negative impact are:

- i. Irritation: 30 percent of responses were negative.

- ii. Mood: 28 percent of responses were negative
- iii. Job insecurity: 28 percent of responses were negative
- iv. State of psychological contract: 25 percent of responses were negative.

3.3.4 Factors relating to aligned commitment

The factors explored in this section are *lack of commitment*, *work involvement*, and *intention to quit*.

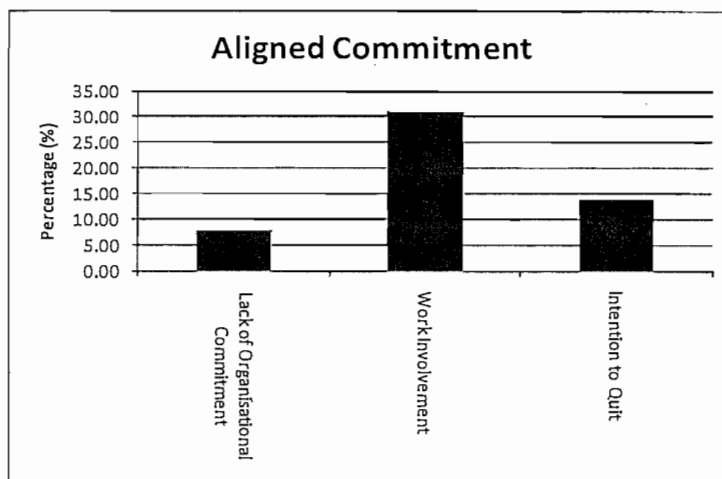


Figure 3.7: Aligned commitment sub-headings

Work involvement showed the largest negative effect of 31 percent. This factor explores the importance of work in the life of employees.

Intention to quit showed a 14 percent negative effect. Although this might not seem to be a large percentage, fourteen percent of your workforce may put a substantial strain on the company and the rest of the workforce.

Lack of organisational commitment only showed an 8 percent negative effect.

3.3.5 Factors relating to employer obligations

Thirteen percent of employees responded negatively towards employer obligations being met. Questions explored under this heading are, for example: *Does the company provide you with interesting work? Does the company provide you with a secure job? Do you get a good pay for the work that you do? Do you participate in the decision-making? Do they provide you with a career and provide you with a safe working environment*, to name a few.

Towards **participative decision making** 30 percent of participants responded negatively. There is a definite need from the employees to participate in the decision-making of the company.

Towards **fairness** the negative response was 30 percent as well. This indicates that thirty percent of the employees felt that they are not treated fairly by their managers or supervisors.

Towards **personal assistance** 20 percent of the people felt that the employer is not assisting with personal and home problems.

3.4 RECOMMENDATIONS

The objective of this study was to determine the factors that might negatively influence retention at Anglogold Ashanti Mine's Geosciences Department and in so doing, make recommendations as to how to counter the escalating turnover rate and intention to quit.

3.4.1 Recommendations with regard to employee wellness

The three factors that had the largest negative effect with regard to employees' wellness were irritation, mood and job security. These three factors might very well be related.

One of the factors that may lead to employees being in a negative mood or being irritable is the fact that there is a perception of job insecurity. Open communication in this regard is recommended in order to put employees at ease and instil a feeling of job security. This might also impact positively in minimising irritability of employees.

3.4.2 Recommendations with regard to aligned commitment

Results indicated that 31 percent of employees indicated a negative response towards *work involvement* which impacts on aligned commitment. Some factors that influence work involvement are goal orientation, shared ownership, responsibility, accountability and shared values. It is recommended that in cases where these factors were not introduced to employees, it should be introduced again as well as to the whole team.

3.4.3 Recommendations with regard to employer obligations

Towards **participative decision-making** 30 percent of participants responded negatively. There is a definite need from the employees to participate in the decision-making of the company.

This recommendation links onto aligned commitment. Employees need to feel part of the company by being part of the decision-making process. It is recommended that employees be given more freedom and opportunity to assist with making decisions, especially the decisions that might influence them personally.

Towards **fairness** the negative response was 30 percent as well. This indicates that 30 percent of the employees felt that they are not treated fairly by their managers or supervisors. It is recommended that managers and supervisors should be sensitised to the negative effect of unfair treatment of their subordinates.

Towards **personal assistance** 20 percent of the participants felt that the employer is not assisting with personal and home problems. It is recommended that wellness programmes are extended to assist employees with personal and home problems.

3.4.4 Recommendations with regard to factors relating to job satisfaction

As a part of job satisfaction core HR issues is a problem. This may be broken down further to performance appraisals, training and development, and even being able to express views and opinions. It is recommended that managers are trained to use performance appraisal effectively in order to clear uncertainty towards job performance that employees experience. Training and development as part of HR practices is an important issue towards the growth of employees. It is recommended that training and development be implemented more effectively in order to slow down turnover rate.

These recommendations were made with the assumption that it is created in the department and not that it is part of a bigger problem within the business unit. It is therefore recommended that further research is to be done with a more inclusive population of the company.

3.5 CHAPTER SUMMARY

The investigation tested 22 factors that have an influence on the psychological contract of the organisation. These factors were confirmed by literature to have an influence on skills retention. The four main sections identified by the questionnaire, namely employee expectation, employee wellness, employer obligation, and aligned commitment all had elements with negative response. Recommendations regarding these factors were made for the possible improvement of retention and turnover.

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Appendix A

Survey Questionnaire

INTRO

Educational level?						
Doctorate						
Masters degree or other post-graduate qualification						
Degree						
No formal qualifications						
How many years of full-time education did you complete	_____ years					
How long have you been working in this organisation?						
Are you...						
Female						
Male						
		Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

POSITION

How would you classify your current job?	
Manager	
Supervisor (CU)	
Lower Level Supervisor (BU - CL)	
Operator	

WORK OF CHOICE

Please answer the following questions about your job in this organisation.					
My current job is my preferred job.					
My current profession/occupation is my preferred one.					
It was the only job I could get..					

ROLE AMBIGUITY

I do <u>not</u> know what my responsibilities are in performing my job.					
I know exactly what is expected of me in my job.					
I know how to get my job done.					

AUTONOMY

I can plan my own work					
I can carry out my work in the way I think best					
I can choose my job assignments					
I can vary how I do my work.					
I can influence the way my section is organised					

SKILL UTILIZATION

How would you describe your present job?					
My jobs requires me to be creative.					
I have an opportunity to develop my own special abilities.					
My job requires a high level of skills.					
My job requires me to learn new things.					

TIME PRESSURE

Regarding your present job, how often...					
are you pressed for time?					
do you miss all or part of a (lunch)break because of having too much work?					
do you go home late because of having too much work?					
is a fast pace required in your work?					

PERCEIVED PERFORMANCE

In your own judgement, how well did you fulfil the following tasks?					
Make decisions?					
Perform without mistakes?					
Devote yourself to work?					
Take initiatives?					
Take responsibility?					

CORE HR-PRACTICES

Please answer the following questions					
Does this organisation provide you with sufficient opportunities to express your views on issues and concerns at work?					
During the past 12 months, have you been provided with any training and development – such as on-the-job training or some sort of course or planned activity – to update your skills?					
Is there any serious attempt in your organisation to make the jobs of people like you as interesting and varied as possible?					
Have you received a formal performance appraisal during the past year?					
Does your organisation provide any support with non-work responsibilities – for example, child care facilities, flexible hours, financial planning or legal services?					
Does your organisation actively carry out equal opportunities practices in the workplace?					
Does your organisation take active steps to prevent any kind of harassment or bullying for people like you?					
Is your pay related to your personal performance in any way through some sort of performance- or merit-related pay in this organisation?					

EMOTIONS CONCERNING PSYCHOLOGICAL CONTRACT

Looking overall at how far this organisation has or has not kept its promises and commitments, to what extent do you agree with the following statements? I feel...

Happy					
Angry					
Pleased					
Violated					
Disappointed					
Grateful					

EMPLOYER OBLIGATIONS

Next follows a list of some promises and commitments which organisations sometimes make to their employees. For each, I would like you to consider whether such a promise has been made by this organisation, either formally or informally, and the extent to which it has been fulfilled

Has your organisation promised or committed itself to ...					
Provide you with interesting work?					
Provide you with a reasonably secure job?					
provide you with good pay for the work you do?					
provide you with a job that is challenging?					
allow you to participate in decision-making?					
provide you with a career?					
provide a good working atmosphere?					
ensure fair treatment by managers and supervisors?					
be flexible in matching demands of non-work roles with work?					
provide possibilities to work together in a pleasant way?					
provide you with opportunities to advance and grow?					
provide you with a safe working environment?					
improve your future employment prospects?					
provide an environment free from violence and harassment?					
help you deal with problems you encounter outside work?					

STATE OF THE PSYCHOLOGICAL CONTRACT

Please answer the following questions.

Overall, do you feel you are rewarded fairly for the amount of effort you put into your job?					
To what extent do you trust senior management to look after your best interests?					
Do you feel that organisational changes are implemented fairly in your organisation?					
Do you feel you are fairly paid for the work you do?					
To what extent do you trust your immediate line manager to look after your best interests?					
Do you feel fairly treated by managers and supervisors?					

ORGANISATIONAL COMMITMENT

Please state to what extent you agree with the following statements.

To know that my own work had made a contribution to the good of the organisation would please me.

I feel myself to be part of the organisation.

Even if this organisation was not doing too well, I would be reluctant to change to another employer.

In my work, I like to feel that I am making some effort, not just for myself but for the organisation as well.

I am quite proud to be able to tell people who it is I work for.

POSITIVE WORK-HOME INTERFERENCE

How often does it happen that ...

you come home cheerfully after a successful day at work, positively affecting the atmosphere at home?

you fulfil your domestic obligations better because of the things you have experienced in your job?

you manage your time at home more efficiently as a result of the way you do your job?

you are better able to interact with your spouse/family/friends as a result of the things you have experienced at work?

JOB SATISFACTION

Please state to what extent you agree with the following statements.

I am not happy with my job.

I am often bored with my job.

Most days I am enthusiastic about my job.

I find enjoyment in my job.

PERCEIVED ORGANISATIONAL SUPPORT (POS)

My organisation really cares about my well-being.

My organisation shows very little concern for me.

My organisation strongly considers my goals and values.

My organisation cares about my opinion.

WORK INVOLVEMENT

Work should only be a small part of one's life.

In my view, an individual's personal life goals should be work-oriented.

The most important things that happen to me involve work.

Work should be considered central to life.

JOB INSECURITY

Chances are, I will soon lose my job.

I am sure I can keep my job.

I feel insecure about the future of my job.

I think I might lose my job in the near future.

INTENTION TO QUIT

These days, I often feel like quitting.					
Despite the obligations I have made to this organisation, I want to quit my job as soon as possible.					
At this moment, I would like to stay with this organisation as long as possible.					
If I could, I would quit today.					

SOCIAL SUPPORT (SUPERVISOR)

My supervisor is helpful in getting my job done.					
My supervisor pays attention to what I am saying.					
My supervisor is concerned about my welfare.					
I feel appreciated by my supervisor.					

EMPLOYABILITY

I am optimistic that I would find another job, if I looked for one.					
I will easily find another job if I lose this job.					
I could easily switch to another employer, if I wanted to.					
I am confident that I could quickly get a similar job.					

MOOD

In the past few weeks, have you felt each of the following regarding your work?					
Tense					
Calm					
Uneasy					
Cheerful					
Worried					
Enthusiastic					
Depressed					
Contented					
Gloomy					
Relaxed					
Miserable					
Optimistic					

IRRITATION

Please indicate your agreement with each statement					
I have difficulty relaxing after work.					
Even at home I often think of my problems at work.					
I get in a bad mood when I am disturbed by others.					
Even on holiday I think about my problems at work.					
From time to time I feel like a bundle of nerves.					
I get angry quickly.					
I get irritated easily, even when I don't want to.					
When I come home tired after work, I feel irritable.					

SICK LEAVE/PRESENCE – ACCIDENTS / INCIDENTS

Please answer the following questions about your last year with this organisation (or the period of time if less than a year)					
How often have you been absent from work due to your state of health over the <u>last 12 months</u> ?					
How often have you <i>gone to work</i> despite feeling that you really should have stayed away due to your state of health over the <u>last 12 months</u> ?					
Have you had an accident in the work place over the <u>last 12 months</u> ? (Please count all accidents, even when you have continued to work the same day).					
Have you personally experienced any incidents of harassment or violence at work in the <u>last 12 months</u> ?					
What is your age?					

Appendix B

Data Collection Session Introduced

Data collection session introduction

The survey you have received is interested in studying 'Developing a skills retention strategy for Geosciences at AngloGold Ashanti. You have been selected because of the fact that you work in the Geosciences Department at AngloGold Ashanti. By completing this survey you agree that the information you provide may be used for research purposes. Know that you are free to decide not to participate and complete the survey, or withdraw at any time, although your data cannot be replaced by anyone else's. The survey is however completed anonymously, and we as researchers will have no way of connecting the information you provide to you personally. Even so, the researcher(s) undertake to keep the individual information provided herein confidential, not to let it out of their possession, and to analyse results only at the group level.

Appendix C

Demographic Descriptive Statistics

Table C1: Categories of Age

		Categories for Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 to 24	6	8.8	9.4	9.4
	25 to 29	12	17.6	18.8	28.1
	30 to 34	11	16.2	17.2	45.3
	35 to 39	11	16.2	17.2	62.5
	40 to 44	9	13.2	14.1	76.6
	45 to 49	7	10.3	10.9	87.5
	50 to 54	3	4.4	4.7	92.2
	55 to 59	4	5.9	6.3	98.4
	60 and above	1	1.5	1.6	100.0
	Total	64	94.1	100.0	
Missing	System	4	5.9		
Total		68	100.0		

Table C2: Education Level

		Education level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Post Graduate	22	32.4	46.8	46.8
	Degree	12	17.6	25.5	72.3
	No Qualification	13	19.1	27.7	100.0
	Total	47	69.1	100.0	
Missing	System	21	30.9		
Total		68	100.0		

Table C3: Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	13	19.1	21.7	21.7
	Male	47	69.1	78.3	100.0
	Total	60	88.2	100.0	
Missing	System	8	11.8		
Total		68	100.0		

Table C4: Position

		Position			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Manager	28	41.2	43.8	43.8
	Supervisor	18	26.5	28.1	71.9
	Lower Level	17	25.0	26.6	98.4
	Operator	1	1.5	1.6	100.0
	Total	64	94.1	100.0	
Missing	System	4	5.9		
Total		68	100.0		

Appendix D

Questionnaire with Frequency of Responses from Employees

INTRO

Educational level?					
Doctorate					
Masters degree or other post-graduate qualification	22				
Degree	12				
No formal qualifications	13				
How many years of full-time education did you complete	years				
How long have you been working in this organisation?					
Are you...					
Female	13				
Male	47				
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

POSITION

How would you classify your current job?	
Manager	28
Supervisor (CU)	18
Lower Level Supervisor (BU - CL)	17
Operator	1

WORK OF CHOICE

Please answer the following questions about your job in this organisation.					
My current job is my preferred job.	3	5	10	29	18
My current profession/occupation is my preferred one.	3	7	9	28	18
It was the only job I could get..	39	15	2	7	1

ROLE AMBIGUITY

I do <u>not</u> know what my responsibilities are in performing my job.	50	13	1	2	
I know exactly what is expected of me in my job.	4	4	2	27	31
I know how to get my job done.	2	1	1	35	28

AUTONOMY

I can plan my own work	3		3	32	30
I can carry out my work in the way I think best	1	2	7	35	22
I can choose my job assignments		8	18	31	9
I can vary how I do my work.	2	3	9	43	9
I can influence the way my section is organised	2	7	4	37	15

SKILL UTILIZATION

How would you describe your present job?					
My jobs requires me to be creative.	1	1	7	36	20
I have an opportunity to develop my own special abilities.	2	3	5	43	14
My job requires a high level of skills.	1	1	3	34	26
My job requires me to learn new things.	1		3	34	28
TIME PRESSURE					
Regarding your present job, how often...					
are you pressed for time?	2	9	9	31	13
do you miss all or part of a (lunch)break because of having too much work?	4	12	14	24	10
do you go home late because of having too much work?	1	18	18	25	4
is a fast pace required in your work?	1	9	7	38	10
PERCEIVED PERFORMANCE					
In your own judgement, how well did you fulfil the following tasks?					
Make decisions?	2	4	4	46	11
Perform without mistakes?	1	8	15	37	5
Devote yourself to work?	2	4	4	32	24
Take initiatives?	2	2	1	47	14
Take responsibility?	2	3		32	33
CORE HR-PRACTICES					
Please answer the following questions					
Does this organisation provide you with sufficient opportunities to express your views on issues and concerns at work?	4	10	13	32	7
During the past 12 months, have you been provided with any training and development – such as on-the-job training or some sort of course or planned activity – to update your skills?	5	5	2	29	27
Is there any serious attempt in your organisation to make the jobs of people like you as interesting and varied as possible?	2	9	16	34	6
Have you received a formal performance appraisal during the past year?	8	8	4	35	12
Does your organisation provide any support with non-work responsibilities – for example, child care facilities, flexible hours, financial planning or legal services?	21	14	22	7	1
Does your organisation actively carry out equal opportunities practices in the workplace?	11	4	14	35	3
Does your organisation take active steps to prevent any kind of harassment or bullying for people like you?	5	7	14	36	5
Is your pay related to your personal performance in any way through some sort of performance- or merit-related pay in this organisation?	9	18	17	19	3

EMOTIONS CONCERNING PSYCHOLOGICAL CONTRACT

Looking overall at how far this organisation has or has not kept its promises and commitments, to what extent do you agree with the following statements? I feel...					
Happy	1	6	20	31	9
Angry	13	17	26	10	
Pleased		9	22	28	6
Violated	20	23	16	3	2
Disappointed	15	19	17	12	3
Grateful	2	5	21	29	8

EMPLOYER OBLIGATIONS

Next follows a list of some promises and commitments which organisations sometimes make to their employees. For each, I would like you to consider whether such a promise has been made by this organisation, either formally or informally, and the extent to which it has been fulfilled					
Has your organisation promised or committed itself to ...					
Provide you with interesting work?	3	4	13	42	4
Provide you with a reasonably secure job?	2	5	10	38	13
provide you with good pay for the work you do?	3	10	18	28	7
provide you with a job that is challenging?	2	4	5	35	19
allow you to participate in decision-making?		13	7	37	9
provide you with a career?	3	7	6	34	17
provide a good working atmosphere?		6	23	31	7
ensure fair treatment by managers and supervisors?		16	13	29	7
be flexible in matching demands of non-work roles with work?	2	12	23	27	2
provide possibilities to work together in a pleasant way?	2	8	12	41	4
provide you with opportunities to advance and grow?	3	4	6	38	15
provide you with a safe working environment?	1	8	11	31	16
improve your future employment prospects?	1	8	17	30	11
provide an environment free from violence and harassment?	1	6	13	30	16
help you deal with problems you encounter outside work?	6	13	31	12	4

STATE OF THE PSYCHOLOGICAL CONTRACT

Please answer the following questions.					
Overall, do you feel you are rewarded fairly for the amount of effort you put into your job?	4	19	12	26	4
To what extent do you trust senior management to look after your best interests?	6	12	18	27	4
Do you feel that organisational changes are implemented fairly in your organisation?	4	15	20	25	1
Do you feel you are fairly paid for the work you do?	4	18	16	23	5
To what extent do you trust your immediate line manager to look after your best interests?	2	7	21	29	6
Do you feel fairly treated by managers and supervisors?		9	22	31	6

ORGANISATIONAL COMMITMENT

Please state to what extent you agree with the following statements.					
To know that my own work had made a contribution to the good of the organisation would please me.	2		3	32	28
I feel myself to be part of the organisation.	1	3	9	37	17
Even if this organisation was not doing too well, I would be reluctant to change to another employer.	1	12	16	30	8
In my work, I like to feel that I am making some effort, not just for myself but for the organisation as well.	2	1	2	30	32
I am quite proud to be able to tell people who it is I work for.	2	2	7	31	25

POSITIVE WORK-HOME INTERFERENCE

How often does it happen that ...					
you come home cheerfully after a successful day at work, positively affecting the atmosphere at home?	1	14	20	30	2
you fulfil your domestic obligations better because of the things you have experienced in your job?	1	10	27	29	1
you manage your time at home more efficiently as a result of the way you do your job?	1	10	22	32	2
you are better able to interact with your spouse/family/friends as a result of the things you have experienced at work?	3	15	18	27	3

JOB SATISFACTION

Please state to what extent you agree with the following statements.					
I am <u>not</u> happy with my job.	26	20	12	7	2
I am often bored with my job.	22	21	12	11	1
Most days I am enthusiastic about my job.	4	7	20	32	4
I find enjoyment in my job.	2	3	18	36	9

PERCEIVED ORGANISATIONAL SUPPORT (POS)

My organisation really cares about my well-being.	3	7	22	27	8
My organisation shows very little concern for me.	6	28	19	12	2
My organisation strongly considers my goals and values.	1	14	20	27	5
My organisation cares about my opinion.	2	10	24	30	2

WORK INVOLVEMENT

Work should only be a small part of one's life.	9	27	13	14	4
In my view, an individual's personal life goals should be work-oriented.	6	15	18	26	2
The most important things that happen to me involve work.	6	13	13	32	4
Work should be considered central to life.	7	12	17	28	3

JOB INSECURITY

Chances are, I will soon lose my job.	22	19	12	7	3
I am sure I can keep my job.	4	4	9	33	18
I feel insecure about the future of my job.	15	23	17	10	2
I think I might lose my job in the near future.	21	23	14	6	3

INTENTION TO QUIT

These days, I often feel like quitting.	19	22	10	13	3
Despite the obligations I have made to this organisation, I want to quit my job as soon as possible.	23	25	11	5	2
At this moment, I would like to stay with this organisation as long as possible.		8	14	28	18
If I could, I would quit today.	30	16	14	7	

SOCIAL SUPPORT (SUPERVISOR)

My supervisor is helpful in getting my job done.	5	7	13	31	11
My supervisor pays attention to what I am saying.	3	6	10	37	10
My supervisor is concerned about my welfare.	4	7	14	33	8
I feel appreciated by my supervisor.	3	4	22	24	13

EMPLOYABILITY

I am optimistic that I would find another job, if I looked for one.	5	6	8	35	14
I will easily find another job if I lose this job.	5	9	17	23	12
I could easily switch to another employer, if I wanted to.	5	10	11	29	11
I am confident that I could quickly get a similar job.	3	9	17	31	7

MOOD

In the past few weeks, have you felt each of the following regarding your work?					
Tense	5	10	17	24	9
Calm	3	12	11	37	5
Uneasy	6	17	18	21	4
Cheerful	1	7	23	31	4
Worried	8	14	18	24	3
Enthusiastic	1	5	18	36	6
Depressed	15	18	12	17	4
Contented	4	12	31	17	2
Gloomy	8	15	24	18	2
Relaxed	4	14	22	20	5
Miserable	14	25	19	9	
Optimistic	2	5	24	29	6

IRRITATION					
Please indicate your agreement with each statement					
I have difficulty relaxing after work.	8	24	11	20	4
Even at home I often think of my problems at work.	9	12	15	30	2
I get in a bad mood when I am disturbed by others.	7	25	12	17	5
Even on holiday I think about my problems at work.	15	22	15	14	1
From time to time I feel like a bundle of nerves.	9	20	19	17	1
I get angry quickly.	10	29	11	14	3
I get irritated easily, even when I don't want to.	7	27	15	14	4
When I come home tired after work, I feel irritable.	7	25	10	23	1
SICK LEAVE/PRESENCE – ACCIDENTS / INCIDENTS					
Please answer the following questions about your last year with this organisation (or the period of time if less than a year)					
How often have you <i>been absent from work</i> due to your state of health over the <u>last 12 months</u> ?	16	13	12	8	
How often have you <i>gone to work</i> despite feeling that you really should have stayed away due to your state of health over the <u>last 12 months</u> ?	8	9	7	17	8
Have you had an accident in the work place over the <u>last 12 months</u> ? (Please count all accidents, even when you have continued to work the same day).	32	10	3	2	1
Have you personally experienced any incidents of harassment or violence at work in the <u>last 12 months</u> ?	26	9	7	4	5
What is your age?					