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## Service staff attitudes, organisational practices and performance drivers

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# **SERVICE STAFF ATTITUDES, ORGANISATIONAL PRACTICES AND PERFORMANCE DRIVERS**

## **ABSTRACT**

We provide conceptual and empirical insights elucidating how organizational practices influence service staff attitudes and behaviors and how the latter set affects organizational performance drivers. Our analyses suggest that service organizations can enhance their performance by putting in place strategies and practices that strengthen the service-oriented behaviors of their employees and reduce their intentions to leave the organization. Improved performance is accomplished through both the delivery of high quality services (enhancing organizational effectiveness) and the maintenance of frontline staff (increasing organizational efficiency). Specifically, service-oriented business strategies in the form of organizational-level service orientation and practices in the form of training directly influence the manifest service-oriented behaviors of staff. Training also indirectly affects the intention of frontline staff to leave the organization; it increases job satisfaction, which, in turn has an impact on affective commitment. Both affective and instrumental commitment were hypothesized to reduce the intentions of frontline staff to leave the organization, however only affective commitment had a significant effect.

**Keywords:** *Research Paper, Service Training, Service Orientation, Staff Attitudes and Behaviors, Organizational Performance Drivers*

The successful management of frontline staff is important for service organizations. Frontline staff link the organization with its customers (Babin and Boles 1998) and customers make evaluative judgments of the service quality delivered by these staff. Consequently, the behaviors and attitudes of frontline staff that provide services are crucial for the positive evaluation of services by customers (Bienstock, DeMoranville, and Smith 2003). Organizational strategies and practices affect these frontline staff attitudes and behaviors (Gonzalez and Garazo 2005) and it is important to understand the specific organizational factors that influence those staff attitudes which subsequently influence behavior towards customers and the firm (Babin and Boles 1998). The focus of this study is on this issue precisely; we investigate the relationship between organizational strategies and practices directed at customers and staff (captured in organizational-level service strategies and staff training), and frontline service staff attitude towards their job and service delivery (such as individual-level service orientation, job satisfaction, affective and instrumental commitment, and intentions to leave the organization).

The reasons for examining the effects of organizational strategies and practices on frontline staff attitudes are numerous. The most crucial can be linked back to an organization's performance. Strongly held attitudes are thought to predict behaviors associated with those attitudes (Ajzen 1991). Consequently, service-orientated attitudes of staff predict service-oriented behaviors of frontline service staff; and these service behaviors positively impact customers' evaluations of the service that they receive (Homburg, Hoyer, and Fassnacht 2002); hence enhancing the organization's effectiveness. Additionally, low frontline service staff turnover reduces hiring and training related investments, increasing the efficiency and performance of the organization (Sager, Futrell, and Varadarajan 1989; Youngcourt, Leiva and Jones 2007). It is within the context of this logic that this paper provides additional

insights into the impact of organizational practices towards their frontline service staff. Thus, strategies and practices that can both enhance the attitudes of staff towards service delivery and reduce the turnover of staff are likely to enhance the performance of service organizations. This is likely to lead to more satisfactory service encounters at the employee-customer interface.

### **CONCEPTUAL MODEL**

The rationale of the conceptual model outlined in this section is that organizational strategies and practices are the thrust underlying the performance of an organization as discussed previously. In the following sections we provide some understanding of how precisely organizational strategies, routines and associated directives influence the attitudes of service staff, so that ultimately, their performance can be managed successfully. Such an understanding provides the basis for adopting employment practices that are effective in managing service staff and delivering quality services.

#### **Organizational practices and routines**

One such organizational routine is the enactment of service orientated business practices (Homburg, Hoyer, and Fassnacht 2002). Enactment of such service-oriented business practices implies that an organization demonstrates commitment to services and meeting customer's needs through appropriate service delivery. This can be captured in the notion of organizational climate (Schneider and Bowen 1985). This organizational-level service orientation influences frontline service employee attitudes, and subsequent behaviors, in a manner that facilitates the delivery of high quality services. Consequently it plays an important role in creating positive customer experiences with the organization (Lytle, Hom, and Mokwa 1998; Yoon, Choi, and Park 2007). Service-oriented business strategy influences

the service-oriented climate of the organization. Acculturation into this service-oriented climate influences the attitudes that employees hold and directs the way that they treat customers. This is manifest in the employee's perceptions of their work environment (Hartline, Maxham, and McKee 2000). When the organization recognizes the importance of customer service and impresses the importance of service delivery on its employees, employees' attitudes to service provision and satisfying customers' needs become more positive.

In keeping with past research we hypothesize that adopting a service-oriented business strategy will have a direct impact on the staff member's individual-level service orientation. That is, the importance that individual staff place on customer service will be dependent on the organizational espoused value of meeting and serving customer needs. Therefore, we suggest the following effect;

*Hypothesis 1 (H<sub>1</sub>): The greater the business oriented service strategy the stronger the service orientation of frontline staff.*

Another organizational-level practice which has been shown to affect employee attitudes and behaviors is training (Hart 1994). The importance of providing frontline staff with appropriate training is well recognized (Bitner, Booms, and Mohr 1994). Training influences the manner with which staff approach customer service, and in particular their service orientation (Chung and Schneider 2002; Yoon *et al.* 2007). When staff are given appropriate training on how to provide customers with the service they require, their level of service orientation increases. Staff may display weak commitment to service behavior if they do not have the skills to deliver high quality services. Amongst other things, service employees require training to understand the service delivery systems of the organization, to become confident in managing

the many and numerous interactions involved in the service encounter (such as those with the firm and its servicescape, the individual and other customers). Consequently, we conclude with the following argument;

*Hypothesis 2 (H<sub>2</sub>): The greater the training the stronger the service orientation of frontline staff.*

Training also has a direct impact on job satisfaction (Hart, Heskett, and Sasser 1990; Tax and Brown 1998). Job satisfaction is the extent to which an employee feels positively about their job (Lytle and Timmerman 2006; Odom, Boxx, and Dunn 1990). Not only does training equip staff with the relevant information to execute their jobs, it also demonstrates to staff that they are valued by their employer and are worth investing in. Both of these elements contribute positively to their level of job satisfaction. With that in mind, we put the following argument forward;

*Hypothesis 3 (H<sub>3</sub>): The greater the training the stronger the job satisfaction reported by frontline staff.*

### **Employee Attitudes**

The relationship of job satisfaction with employee attitudes is well recognized (Lok and Crawford 2004). The level of satisfaction that frontline staff feel towards their work environment is likely to have an impact on their attitude to service (Lytle and Timmerman 2006). When staff enjoy their jobs they are more likely to value the firm's customers and want to ensure that these customers are happy with the service they receive. The way that these staff can do this is by delivering good service and fulfilling customers' needs. Thus, if staff are satisfied with their jobs, they are more likely to develop positive attitudes towards service-oriented behaviors, therefore placing importance on serving the customer and delivering

services that are valued by them (Gonzalez and Garazo 2006). This logic gives rise to the following hypothesis:

*Hypothesis 4 (H<sub>4</sub>): The greater the satisfaction of frontline staff with their jobs the stronger their service-orientation.*

Previous research has indicated that staff who exhibit high levels of job satisfaction are also likely to be more committed to their organization (Lok and Crawford 2004; Fletcher and Williams 1996). Therefore, those staff that experience high levels of job satisfaction will also experience positive feelings (affective commitment) toward their employer (Saura, Contrí, Taulet and Velázquez 2005). In this context, affective commitment represents a desire to continue working with an employer because of a liking, or a positive attitude toward the organization. This positive affect is sometimes referred to as ‘psychological attachment’ (Garbarino and Johnson 1999) and is derived from the emotional pleasure of staying with an employer (Allen and Meyer 1990). Consequently, we put the following hypothesis forward;

*Hypothesis 5 (H<sub>5</sub>): The greater the satisfaction of frontline staff with their jobs the greater their affective commitment to the organization.*

### **Organizational Performance Drivers**

Affective commitment has a beneficial impact on employee behavior and their comfort in their work role (Allen and Meyer 1990). A staff member’s commitment has a positive effect on their intention to remain with an organization (Yongcourt *et al.* 2007). With that in mind, we anticipate that when staff experience affective commitment toward their employer, they are less likely to want to leave that organization. Strengthening affective commitment would accordingly reduce staff turnover intentions and increase the overall efficiency of the service organization. Specifically, in the context of this research, we argue;



*Hypothesis 6 (H<sub>6</sub>): The greater the affective commitment of frontline staff to the organization the weaker their intentions to leave.*

We also argue that affective commitment to the organization will positively influence the service orientation displayed by frontline service staff. Through organizational commitment, staff are mobilized in the development of the organization's goals, purposes and infrastructure which would manifest itself in their commitment to service (Kim, Leong, and Lee 2005). Thus, when frontline service staff like their organization, they are more likely to represent the organization in the best possible way and consequently have a more positive attitude towards serving customers better. This gives rise to the following hypothesis;

*Hypothesis 7 (H<sub>7</sub>): The greater the affective commitment of frontline staff to the organization the stronger their service-orientation.*

Notwithstanding the role of affective commitment, employees often remain with an organization because they feel they are unable to leave. Instrumental commitment reflects the notion that employees stay with their organization because of the existence of perceived costs and barriers associated with leaving the organization (Gundlach, Achrol, and Mentzer 1995). In other words employees perceive a lack of suitable alternatives to their current employment. The costs of leaving arise from the amount of time it takes to find a new employer of the same quality (Allen and Meyer 1990) and these costs reduce leaving intentions (Sager, Futrell, and Varadarajan 1989). That is, when there is a perceived lack of suitable alternative employment, employees are more likely to remain with their employer. Thus, we suggest;

*Hypothesis 8 (H<sub>8</sub>): The greater the instrumental commitment of frontline staff to the organization the weaker their intentions to leave.*

In conclusion, our conceptualization builds on the assumption that organizational-level service orientation influences the attitude of frontline service staff to service delivery (service orientation). In addition, we argue that the latter is directly and indirectly affected by the training offered to the staff. Furthermore, intention to leave is influenced by the instrumental and affective commitment of staff with the latter being affected by the training provided. This conceptual framework provides a basis for understanding organizational routines (service orientation and training) on employee attitudes and behavior. An illustration of the conceptual model representing the hypothesized relationships is provided in Figure 1.

**[Insert Figure 1 here]**

## **RESEARCH METHODOLOGY**

The context chosen for this study is service staff working in the travel industry. The survey was administered to frontline staff serving both business and leisure travelers. These staff have a high degree of contact with customers and the selected employing organization competes on the quality of service that it provides; thus, providing a suitable context for the purpose of our study. Questionnaires were administered and responses posted anonymously to the researchers. In total 60 questionnaires were administered and 53 usable responses were received. This corresponded to an effective response rate of 88%. Service employees were chosen as respondents because of their unique influence on the service quality perceptions of customers (Bell, Menguc, and Stefani 2004). Furthermore, even though the sample represents a single organization, the unit of analysis is the individual member of staff and differences in these individual's behavior are expected to derive from differences in their perceptions of the organizational practices that they experience and interpret. Consequently, it is expected that there will be sufficient variability across respondents for the constructs of interest to adequately test the hypotheses developed above.

All constructs in this study are measured using adaptations of existing scales used in the marketing and psychology literatures (see for example Allen and Meyer 1990; Lytle, Hom, and Mokwa 1998; Kelley 1992; Babin and Boles 1998; Singh, Verbeke, and Rhoads 1996). Responses were captured using seven point, reflective multiple-item scales anchored at strongly agree and strongly disagree.

### **Measures**

*Service oriented business strategy* was measured using five items based on a subset of the organizational-level service orientation items previously reported by Lytle *et al.* (1998) and Saura *et al.* (2005). These items were chosen to identify the explicit communications that employees receive about organizations' service orientated strategy. Example items include: 'We are told to make a real effort to satisfy customers' needs' and 'This Company has a true commitment to customer service'.

*Service training* was measured using three items adapted from Lytle *et al.* (1998) tapping into employees' perceptions of the amount and applicability of service training that they receive. Two example items are: 'I am provided with personal skills training that enhances my ability to deliver high quality services' and 'This Company spends a great deal of time and effort in training activities to help me provide high levels of service'.

*Job satisfaction* has been operationalized in this study as the employee's emotional attitude toward their employer and how content they feel with their current employment. It was measured using items adapted from scales reported by Cammann, Fichman, Jenkins and

Klesh (1998) and Aryee, Fields and Luk (1999). Items included: 'I feel satisfied with my present job' and 'I am happy that I took this job'.

*Affective commitment* was measured using an adaptation of the scales reported by Garbarino and Johnson (1999) and Allen and Meyer (1990). Three example items from the four items used are: 'They feel a sense of belonging to this company', 'They are committed to their relationship with the company', and 'They are loyal to this company'. The scale was modified to tap into the feelings of employees towards the firm. As suggested by Podsakoff, MacKenzie, Lee and Podsakoff (2003), employees were asked to report the feelings of their co-workers to minimize social desirability bias.

*Instrumental commitment* was measured using seven items, which were modified from Gundlach *et al.* (1995) and Morgan and Hunt (1994). The items that were used explored employees' perceptions about the costs involved to change employers. Example items include; "Moving to another employer is not worth the effort", and "I would have to invest a lot of time and effort to find another employer of equal standard".

*Service-orientation* of the frontline staff was measured using seven items, either adapted from the items reported by Lytle *et al.* (1998) and Saura *et al.*(2005) or designed specifically for this study. These designed items tapped into the employees' attitudes towards delivering quality services as identified by Parasuraman, Zeithaml and Berry (1988). Example items of the seven used in the survey include: 'I provide prompt service', 'I am committed to service' and 'I view customer interactions as opportunities to please'.

*Intentions to leave* was measured using Singh (2000). The three items used tapped into the likelihood of the employee leaving the organization. The items used were "It is likely that I

will actively look for a new job next year’, “I often think of quitting” and I will probably look for a new job next year”.

### **Assessment of Validity and Reliability**

In order to achieve content validity we undertook an in-depth literature search to define the domain of the research and we used established scales to measure the constructs in the study. The adequacy of the measurement model was addressed by evaluating the reliability of individual items, the internal consistency between items expected to measure the same construct and the discriminant validity between constructs (White, Varadarajan, and Dacin 2003). The loadings of measures onto their corresponding constructs were examined to assess individual item reliability, and in all cases we retained only items with factor loadings greater than 0.5 as suggested by Hulland (1999). The majority of item loadings (35 from 37) exceeded 0.7. Internal consistency was examined using coefficient  $\alpha$  measures (Carmines and Zeller 1979; Churchill 1999). All coefficient  $\alpha$  measures exceeded the 0.7 cut off suggested by Nunnally (1978) indicating adequate internal consistency for each of the scales in this study. The average variance extracted for each scale also exceeded the recommended minimum of 50%. A full list of items and the AVE and Coefficient  $\alpha$  for all scales are shown in Appendix 1. The discriminant validity of the constructs was assured by ensuring that no item loaded onto any other construct more strongly than it did on its associated construct (White *et al.* 2003). Accordingly, the measurement properties suggest a sufficient basis for testing the theoretical relationships between our constructs embedded on our structural model.

## **RESULTS**

The conceptual model was tested using the partial least squares (PLS) structural equations modeling technique (Wold 1985), employing SmartPLS V2M3 software (Ringle, Wende and

Will 2005). PLS is adopted because of its suitability to analyze data from small samples (Sambamurthy and Chin 1994; Sosik, Avolio, and Kahai 1997). PLS estimation requires a minimum sample size 10 times greater of either the number of items comprising the most formative construct or the number of independent constructs directly influencing a dependent construct (e.g. Wixom and Watson, 2001, p. 28). In this case, we had no formative scales so the minimum sample size is 30 (10 times the maximum number of independent constructs directly influencing a dependent construct; service orientation is hypothesized to be influenced by three independent constructs). PLS does not make assumptions about data distributions to estimate model parameters, observation independence or variable metrics, making a more suitable technique for analyzing these data than other SEM techniques which requires multivariate normality, interval scaled data and large sample size (Jung and Sosik 2002).

Overall, the estimated model explains sufficient variance in the performance drivers, which the model aims at explaining; the r-square for service-orientation of staff is 0.487; and for intentions to leave is 0.350. The r-squares for our intermediated constructs of job satisfaction and affective commitment are 0.581 and 0.588 respectively. These r-square values suggest that our model is capable of providing insight into the variations we are interested in studying.

**[Insert Table 1 here]**

The path coefficients and t-values are listed in Table 1 and indicate support for H<sub>1</sub>, suggesting that employees' perceptions of the level of service orientated strategy of the firm (its service objectives, procedures and delivery expectations) has a significant and substantial influence on their personal attitudes to service delivery. This is in line with our expectations as

awareness of the service culture and ambitions of the organization would be expected to influence the attitudes that individuals hold towards delivering quality services to customers. This finding emphasizes the importance of communicating the organization's service objectives to all staff involved in the delivery of service to customers. Interestingly, H<sub>2</sub> did not find significant support in our data suggesting that training did not have a significant direct effect on the service orientation of staff; rather training significantly and positively influenced the satisfaction of staff with their jobs (H<sub>3</sub>) providing additional evidence to verify the assertions of Hart *et al.* (1990) and Tax and Brown (1998). Our results suggest that training had a significant impact on the service orientation of staff (H<sub>4</sub>). Our results suggest that training opportunities account for approximately 75% of the variation in job satisfaction of these employees. This is a much higher impact than was envisaged at the outset of the study but may be explained by the relative satisfaction of these staff with other job related hygiene factors such as levels of pay.

We predicted that job satisfaction would have a significant and positive influence on the attitudes of service staff, both to the firm and its customers. Our results suggest that job satisfaction does indeed influence the staff attitudes to the firm and its customers. The relationship between job satisfaction and service orientation (H<sub>4</sub>) is significant and substantive with job satisfaction predicting approximately 38% of the variance in service orientation. Job satisfaction was also found to significantly and positively influence staff attitudes to the firm; and predicted approximately ¾ of the variation in affective commitment of staff to the organization (H<sub>5</sub>) which in turn predicts approximately 50% of intentions to leave (H<sub>6</sub>). This is in line with previous assertions in the literature; Price, Curry, Wakefield and Mueller (1986), and Rusbult and Farrell (1983) all report negative relationships between employee satisfaction and employee turnover. Our results suggest that affective commitment

did not significantly predict the service-oriented attitudes of staff as we had predicted (H<sub>7</sub>). This may be explained by the focus of the attitudes in these two constructs. Affective commitment is an attitude directed to the employer, whereas service orientation is directed to customers. Although we would have expected these two attitudes to be correlated, it appears that employees, at least in this sample, did not associate positive attitudes to their employer with their positive attitudes towards serving the customer in the same way that they appear to have associated their positive feelings about their work (job satisfaction) with positive attitudes to serving the customer. This result appears to provide some evidence to suggest that happy staff are a pre-requisite condition for the firm to create happy customers (see for example, Gummesson 1991; Grönroos 1981; Schneider and Bowen 1985), but not that employees must like their employing organization in order to wish to serve customers well. A test of the discriminant validity of the measures of job satisfaction and affective commitment reveals that, although moderately correlated (77%), the measures differentiate between the two constructs. Apparently, employees have no problem distinguishing their feelings about their work (job satisfaction) from their feelings about their employer (affective commitment), and it is their feelings about their work that influence how they feel about customers, not their feelings towards the firm.

Finally, with regard to leaving intentions, we do not find support for our hypothesis that instrumental commitment reduces leaving intentions (H<sub>8</sub>). Instrumental commitment refers to the commitment of employees to the organization arising from difficulty in obtaining alternative employment or similar pay and conditions. In these data, instrumental commitment did not have a significant effect on the wishes of employees to leave or stay with the firm, unlike affective commitment. This may suggest that instrumental commitment is not a major force driving employee loyalty to this employer and may be a function of the prevailing



employment conditions at the time of the research. In this sector and in this region employment levels were high and competition between employers for good staff was prevalent. It may be that under conditions of higher unemployment, staff may well be driven to stay with an employer because of the challenges of finding a suitable alternative.

## **CONCLUSION**

This study provides some insight into the relationship between service employees and their employers, and the impact that this relationship may have on relationships between the organization and its customers. In achieving this we address the call for additional investigation into the factors that influence staff satisfaction, performance and quitting intentions (Babin and Boles 1998). Some preliminary evidence of important organizational initiatives affecting staff attitudes, in particular service-orientation, is reported.

Our conceptual arguments and empirical findings suggest that service organizations can enhance their performance by putting in place practices and routines that strengthen the service-oriented attitudes of their employees and reduce their intentions to leave the organization. Improved performance is accomplished through both the delivery of high-quality services as a result of service-oriented attitudes and consequent behaviors that ultimately enhances the effectiveness of the organization. The retention of frontline staff also increases the organization's efficiency. More specifically, our findings show that both organizational-level service orientated practices and routines and training influence service-oriented attitudes of staff. Organizational practices and routines have a direct impact on service orientation of staff and training has an indirect impact. Training increases staff satisfaction, which in turn influences their positive attitudes to serving the customers. Training also affects indirectly frontline staff's intention to leave the organization (or

retention of staff). It increases job satisfaction, which, in turn, has an impact on affective commitment, which in turn reduces frontline staff's intentions to leave the organization.

We provide a framework on which to base further research in this area and from which additional insights into the impact of organizational routines and practices on employee attitudes and behavior and resultant consequences for the organization's performance can be explored. Further replications of this work would help examine the stability of our results in other service contexts. Additionally, research in other cultural settings would help increase the generalizability of our findings in regards organizational-level service orientation practices and associated frontline staff behaviors.

This work is not without limitations and further replications should address these if possible. Our research was conducted in one organizational context. Despite the high response rate for our data collection efforts our total sample size was relatively small. Additional data would allow for alternative analyses to be conducted, in particular it would be useful to confirm the results of the PLS analysis using a covariance based SEM analysis technique such as LISREL. Additionally, as all of our data were collected directly from respondents using the same instrument, it is possible that some common method bias is present in the data, including, but not limited to, social desirability bias. Given the small absolute sample size, it is not possible to conduct the usual tests for common method bias, e.g. Harman (1976). A larger sample size would allow for such tests to be conducted. In addition to collecting more data, future research could address some of the limitations of our study by collecting data from different respondents. We have asked employees to report on their attitudes and have drawn on previous literatures to connect these attitudes with probable behaviors. Future researchers could use alternative techniques to observe employee behaviors directly, for

example a mixed method approach could combine direct observation of employee behaviors with self reporting of employees' feelings and attitudes to their work and the organization. Alternatively, customers or managers could be surveyed to provide an alternative view of employees' manifest behaviors, which may be less likely to contain social desirability bias. Finally, the single context of the study presents some limitations, not least of which arise from the uniform nature of the external employment conditions. We noted earlier that the expected impact of instrumental commitment on intentions to leave was not found and this may be due to the favorable employment market in this context. Further research, examining these relationships in contexts with a variety of employment levels and competition for employees would allow for a more interesting examination of the impact of instrumental commitment on employees attitudes towards remaining in their current employment and could provide interesting insights into management practices under different employment market conditions.

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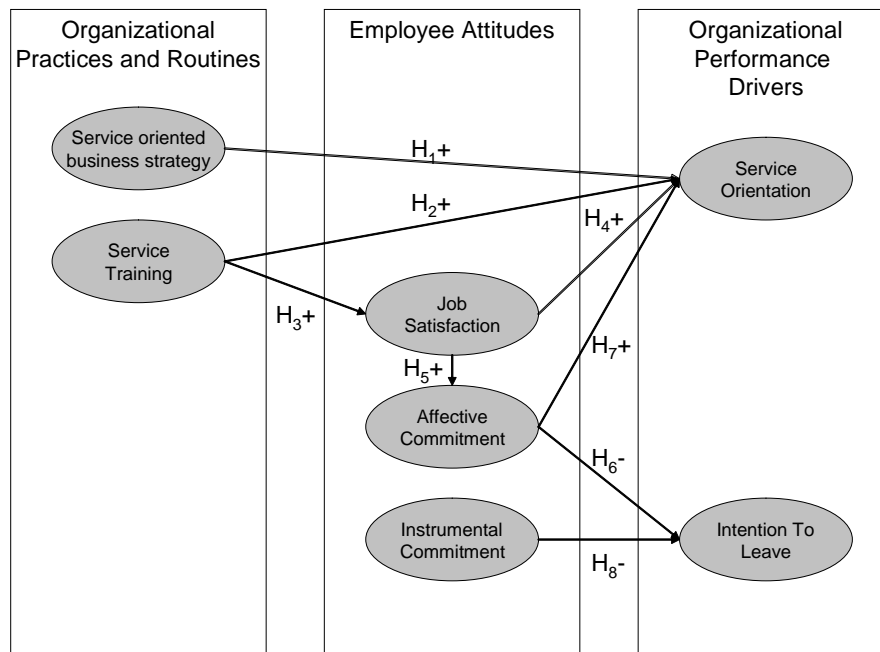
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**Figure 1: Service Orientation as a Practice and a Performance Driver**



**Table 1: Results of PLS Path Analysis**

	Beta	T-value (critical  t  = 2.006) p= 0.05, n = 53, 2- tailed
<b><i>H<sub>1</sub>: service oriented business strategy-(+)-&gt; service orientation of frontline staff.</i></b>	<b>0.458</b>	<b>3.503</b>
<i>H<sub>2</sub>: service training -(+)-&gt;service orientation of frontline staff.</i>	0.104	0.712
<b><i>H<sub>3</sub>: service training -(+)-&gt;job satisfaction</i></b>	<b>0.762</b>	<b>14.283</b>
<b><i>H<sub>4</sub>: job satisfaction -(+)-&gt; service-orientation of frontline staff.</i></b>	<b>0.380</b>	<b>2.252</b>
<b><i>H<sub>5</sub>: job satisfaction -(+)-&gt; affective commitment</i></b>	<b>0.767</b>	<b>11.754</b>
<b><i>H<sub>6</sub>: affective commitment -(-)-&gt; intention to leave</i></b>	<b>-0.520</b>	<b>3.520</b>
<i>H<sub>7</sub>: affective commitment-(+)-&gt; service-orientation of frontline staff.</i>	-0.053	0.566
<i>H<sub>8</sub>: instrumental commitment -(-)-&gt; intention to leave</i>	-0.101	0.842

**Appendix 1: Items used and relevant statistics.**

<b><i>Service-orientation (inherent to individual)</i></b>		Alpha	AVE
1.	I make a real effort to meet customers' needs.	0.922	0.68
2.	I view customer interactions as opportunities to please.		
3.	I provide consistent service		
4.	I provide prompt service.		
5.	I have a reputation for good service.		
6.	I am committed to service.		
7.	I view serving customer as a priority		

<b><i>Service Orientated Business Strategy</i></b>		Alpha	AVE
8.	We are told to make a real effort to satisfy customers' needs.	0.863	0.60
9.	We are told to view customer interactions as opportunities to please.		
10.	This company has a reputation for good service.		
11.	This company has a true commitment to customer service.		
12.	This company views serving customers as a priority.		
13.	This company emphasizes prompt service.		

<b><i>Job satisfaction</i></b>		Alpha	AVE
14.	I like my work.	0.985	0.96
15.	I am happy that I took this job.		
16.	My job is pleasant.		
17.	My job is worthwhile.		

<b><i>Affective Commitment</i></b>		Alpha	AVE
18.	Company X staff feel a sense of belonging to this company.	0.942	0.85
19.	... are committed to their relationship with the company.		
20.	... are loyal to this company.		
21.	... feel strongly attached to the company.		

<b><i>Instrumental Commitment</i></b>		Alpha	AVE
22.	I would have to invest a lot of time and effort to find another employer.	0.918	0.66
23.	It would be difficult for staff to move to another employer.		
24.	I would be concerned about what would happen if they moved to another employer.		
25.	Moving to another employer would not be worth the effort.		
26.	I would find it inconvenient to change employer.		
27.	I would find it difficult to find another employer of equal standard		
28.	I do not have good alternatives to this employer		

<b><i>Service Training</i></b>		Alpha	AVE
29.	There are opportunities for me to develop new skills.	0.964	0.82
30.	I am offered training courses that match my particular needs.		
31.	I am provided with opportunities for learning and development.		
32.	This company encourages me to seek opportunities for professional growth.		
33.	I am provided with personal skills training that enhances my ability to deliver high quality services.		
34.	This company spends a great deal of time and effort in training activities to help me provide high levels of service.		

<b><i>Intention to Leave</i></b>		Alpha	AVE
35.	It is likely that I will actively look for a new job next year.	0.951	0.91
36.	I often think of quitting.		
37.	I will probably look for a new job next year.		