



University of Pretoria

Human Capital in Quantity Surveying Practices: Job Satisfaction of Generation Y Quantity Surveyors

Elzane van Eck

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**Department of Construction Economics
Faculty of Engineering, the Built Environment and Information Technology
University of Pretoria
Pretoria
0002
South Africa**

Supervisor: Dr Michelle Burger

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Job Satisfaction of Generation Y Quantity Surveyors

Declaration

I declare that this research is my own, unaided work, except where otherwise stated. All sources referred to, are adequately acknowledged in the text and listed. I accept the rules of assessment of the University of Pretoria and the consequences of transgressing them. This proposal is being submitted for the Dissertation (BRK890) subject, as partial fulfilment of the requirements for the MSc (Quantity Surveying) degree, at the University of Pretoria. It has not been submitted before for any degree or examination at any other university.

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Elzane van Eck

UP student number: 04816456

Job Satisfaction of Generation Y Quantity Surveyors

Abstract

- Title of treatise** : Human Capital in Quantity Surveying Practices: Job Satisfaction of Generation Y Quantity Surveyors
- Name of author** : Elzane van Eck
- Name of study leader** : Dr Michelle Burger
- Institution** : University of Pretoria, Faculty of Engineering, the Built Environment and Information Technology
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Purpose

In South Africa 48% of all quantity surveyors are identified as generation Y, a generation born between 1981–2000. This highlights the importance of generation Y to the quantity surveying profession as they are the future upon which this profession will build. Employers in the quantity surveying industry need to know what makes the workplace attractive and satisfying for this generation in order to effectively recruit and retain the talent of generation Y. A literature review done on job satisfaction of quantity surveyors indicated that very little research has been conducted on the subject in general and no research was found specifically on job satisfaction of generation Y quantity surveyors. The purpose of this study was to investigate if generation Y quantity surveyors are experiencing job satisfaction.

Methodology

The research approach for this study consists of a comprehensive literature review and substantiated empirical research. Various sources of literature were reviewed including books, articles, reports and papers. The literature review examined information with regards to generational theory, the relation between motivation, job satisfaction and employee turnover and lastly aspects about the quantity surveying industry in South Africa. Empirical research was conducted making use of focus groups as qualitative research method. Research participants were generation Y quantity surveyors who were profiled according to gender, race and experience to ensure diversity within the focus groups.

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Findings

It was found that the majority of generation Y quantity surveyors are experiencing job satisfaction within their current working environment. This was only achieved once the correct “employee-employer fit” was found. It was also established that generation Y quantity surveyors are motivated by growth opportunities, rewards/bonuses, recognition, appreciation, support/help/mentorship and being part of the team/business. It was further found that these workplace factors also affect employee turnover among this generation.

Research limitations

The focus of this study was limited to the quantity surveying profession in South Africa with a specific focus on generation Y quantity surveyors. Research informants were limited to generation Y quantity surveyors born during 1980–1990 and included both candidate and professional quantity surveyors.

What is original / value

The findings of this paper will be of value to employers in the quantity surveying profession, as job satisfaction of generation Y employees has not previously been addressed. Adapting management strategies according to the findings may result in higher job satisfaction, lower employee turnover and increased profitability.

Keywords

Quantity surveying, Generation Y, Job satisfaction, Motivation, Employee turnover

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1 Chapter 1: Introduction

1.1 Introduction and background to study

The South African construction industry is with no doubt a challenging environment in which to work, especially when it comes to cost management of construction projects. In most construction projects the cost management responsibility lies with the quantity surveyor and can be quite a demanding task. There are many role players involved in construction projects who are affected financially and this contributes to the challenging task of construction cost management. It is imperative to appoint skilled quantity surveyors on a construction project that will be able to execute this task effectively and efficiently. To be in a position to appoint skilled quantity surveyors employers need to ensure that they are able to firstly attract the required skills and secondly to retain these skilled employees once they have been recruited.

Many corporate companies have processes in place to retain and develop the talent that they have recruited. The corporate workplace tends to rely heavily on processes that are built upon theory rather than to practice what was learnt from experience. Research shows that despite employee retention processes being in place, the success rate is not very high. Employees who are emotionally, intellectually and financially challenged and rewarded will not be likely to leave their current company and, more importantly, will demonstrate a higher level of productivity (Myatt, 2012: Online).

Despite the general challenges that exist when it comes to recruiting and retaining skilled employees, a focus needs to be placed on the new generation that has entered the workplace over the past few years. This generation is generally referred to as generation Y or the millennial generation and are those born during the 1980's to the year 2000. This generation has its own unique view and expectations of the corporate workplace compared to other generations (Bussin, 2014: 169–71).

Codrington & Grant-Marshall (2004) explain that the pace of life is becoming faster and faster over the years. Therefore each generation differs having different life experiences, different attitudes, think and feel differently about parenting, education, leadership, politics, the workplace and many other facets of life. This study therefore focuses only on the quantity surveying professionals of generation Y born between

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1980 and 1990. The focus group of this study will be people of approximately the same age bracket who are all currently in the workplace, going through the same phase of life as young working adults, fall within similar salary brackets with the majority having less than 10 years' work experience and who are still climbing the corporate ladder with plenty of career growth aspirations.

Since the current and future young quantity surveying professionals fall within generation Y it is important for employers to understand the dynamics of this generation. Employers in the quantity surveying industry need to know what makes the workplace attractive and satisfying for this generation in order to effectively recruit and retain the talent of generation Y. Due to the technical and financial nature of the quantity surveying profession, the importance of investing in human capital can easily be neglected.

Loss of skilled resources and unproductivity can become a large price to pay in terms of a company's growth and profitability. Human capital is a company's greatest competitive asset. Competitors can copy ideas, processes or products but they cannot copy the human capital of another company. Employees make the difference and bring about success and client satisfaction. There are various workplace motivators like compensation, benefits, job security, company ethics and career development opportunities that play a big role in job satisfaction and employee productivity. The leadership of a company has control over these factors. Company leadership must understand the correlation between managing workplace motivators and retaining and actively engaging their human capital within the organisation as this will have an effect on profitability (Miodonski, 2004: 7).

There is a saying that goes: "Employees don't quit working for companies, they quit working for their bosses" (Myatt, 2012: Online). The outcome of this research will aim to highlight the shortfalls of the quantity surveying industry in terms of job satisfaction of generation Y as the current and future workforce. This study will particularly benefit the management and leadership of quantity surveying companies in South Africa and challenge them to have a purpose beyond profit by focusing on and investing in this young upcoming generation.

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1.2 Problem statement

The current and future young quantity surveyors will be coming from generation Y and their workplace needs cannot be ignored. When aging staff reaches the point of retirement they leave an employment gap that needs to be filled (Suleman & Nelson, 2011: 44). Generation Y therefore has to be accommodated and is becoming part of the workplace. Generation Y is a generation that is determined to have their career needs met and focus on building their curriculum vitae from a young age. They will be more prone to change jobs frequently in order to acquire skills, contribute to valuable work, find work-life balance and advance their career. If there is a better opportunity elsewhere they will take it (Bussin, 2014: 169–71).

The return on any investment is a good indicator of whether the investment was good or bad. The same goes with investing in human capital. The aim should be on getting a long-term return on your human capital investment. Companies invest a lot of time and money in training and mentoring young quantity surveyors and assisting them in their day-to-day tasks in order to sufficiently prepare them to manage on their own with little supervision. It is a devastating blow to companies to lose such talent to their competitors (Walker, 2011: 29).

High employee turnover and low employee productivity have an impact on profit and can become an expensive price to pay. It is assumed that investing in human capital can reduce your employee turnover, increase productivity levels and increase profitability (Hunt, 2014: online; Walker, 2011: 23, 26).

Today's volatile economy, the competitive construction industry, the financial pressure that companies are placed under and availability of various cost management software, can bring into question the importance and value-added benefit of appointing a quantity surveyor on a construction project. Securing a strong future for the quantity surveying profession means to think ahead. Investing in the human capital of generation Y is a valuable starting point because they are the future of this profession.

A literature review done on job satisfaction of quantity surveyors indicated that very little research was done on the subject in general and no research was found specifically on job satisfaction of generation Y quantity surveyors. The purpose of this

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study is to determine if generation Y quantity surveyors are experiencing job satisfaction within the quantity surveying industry.

Main problem statement:

- Are generation Y quantity surveyors experiencing job satisfaction?

The associated research questions are as follows:

- What factors do generation Y consider as workplace motivators and de-motivators within the quantity surveying industry?
- What workplace motivators are perceived as most important to generation Y quantity surveyors?
- Are generation Y quantity surveyors satisfied within their current working environment?
- What workplace motivators can be applied to reduce the employee turnover among generation Y quantity surveyors?

1.3 Limitations of the study

This study will focus on quantity surveying in South Africa only. The quickest route to register as a professional quantity surveyor is to obtain a four-year Quantity Surveyor (QS) degree, complete three years of practical experience under professional QS supervision and successfully pass the South African Council for the Quantity Surveying Profession (SACQSP) assessment of professional competence (APC) interview (SACQSP, 2015: online). Taking into account the time it takes to register as a quantity surveyor, an 18-year-old individual is only likely to be registered as a PrQS at the age of 25. The majority of generation Y quantity surveyors can therefore be categorised as candidate quantity surveyors.

When considering the age groups of generation Y quantity surveyors, the majority fall within the age bracket of 25 to 34. The research sample will therefore include both professional quantity surveyors and candidate quantity surveyors as they account for the majority of Qs in this age group. This study is therefore limited to generation Y quantity surveyors born during 1980 to 1990 as they make up more than 90% of this age group (de Bruin, 2015).

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1.4 Research objectives

The objectives of this research study are to:

- Define what is meant by generation Y quantity surveyors.
Investigation into existing literature will be done to define what is meant by generation Y in the context on the quantity surveying industry.
- Determine the workplace motivators of generation Y.
The workplace motivators of generation Y will be determined through empirical research making use of focus groups as the research method.
- Investigate literature and utilise focus groups of generation Y quantity surveyors in the workplace.
This study can be divided into two main sections, namely, a literature review analysis and empirical research. Investigation literature forms part of the literature review analysis and conducting focus groups forms part of empirical research.
- Measure the satisfaction of generation Y in their current working environment.
Job satisfaction of generation Y quantity surveyors will be measured as part of focus group research. Participants will be required to provide information with regards to their job satisfaction level within their current working environment.
- Develop a generation Y quantity surveying motivator model.
A generation Y quantity surveying motivator model will be developed based on the research data obtained from the focus group research.

Generation Y are those people born between 1980–2000 and a big part of this young generation does not yet form part of the current workforce. It is important to establish a clear understanding of the age group that currently represents generation Y in the workplace and also to understand the dynamics of becoming a quantity surveyor. In light of the above the available literature will define the study subject at hand.

Generation Y as a workforce have their own unique expectations and characteristics compared to other generations and this study aims to research the workplace motivators that are important to this generation in general (Bussin, 2014: 170–171). It also aims to determine what generation Y employees like and dislike in the workplace.

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Once this has been established, it can be measured against the quantity surveying profession in terms of motivation and employee turnover of generation Y.

Focus groups will be applied as the research method to obtain empirical research data. Focus group participants will be representative of generation Y quantity surveyors only. This research method will provide a platform to not only test the available literature but to also gather data that is particularly applicable to generation Y quantity surveyors. This research data will offer valuable insight into how well the quantity surveying profession is addressing the needs of generation Y and how satisfied they are within their current working environment.

1.5 Research methodology

The research approach of this study consists of a comprehensive literature review and substantiated empirical research. Various sources of literature will be reviewed including books, articles, reports and papers. The literature review will provide a broad overview of the profile and characteristics of generation Y and their unique view and expectations of the workplace. The existing literature will provide valuable insight into understanding the dynamics of this generation.

Coupled to this the literature review will expand on job satisfaction, motivation and employee turnover. Various motivation theories will be discussed as well as the influence of motivation on perceived levels of job satisfaction, employee turnover and ultimately an organisation's profitability. Generation Y is increasingly entering the workplace and the need for employers to be skilled in the area of recruiting and retaining this generation is more crucial than ever (Barnett, 2014: 14; Axten, 2015: 50). To meet the emotional, intellectual and financial expectations of generation Y employees, it is important for employers to address the workplace motivators that are important to this generation.

Lastly, the literature review will focus on the quantity surveying profession and workplace that the millennial quantity surveyors will work in. The nature of the construction industry causes the quantity surveying profession to place specific demands and expectations on quantity surveyors. The literature will examine the road to becoming a quantity surveyor in South Africa and the role and importance of a quantity surveyor in the construction industry. Building the future of the quantity surveying profession means to think ahead. Generation Y forms part of the current and

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future quantity surveying workforce and their needs and expectations cannot be ignored. Quantity surveying employers need to adopt a willingness to accommodate the needs of this generation in order to effectively utilise their abilities.

Empirical research will be conducted by means of data collection from the quantity surveying industry by making use of focus groups as a qualitative research method. Qualitative research is a research method that collects data by gaining rich insight and understanding of people's personal experiences, perceptions, beliefs, feelings, attitudes and meanings within the context of their circumstances (Sim, 1998: 345; Freeman, 2006: 491; Goldman, 2005: 6; Gill, Stewart, Treasure & Chadwick, 2008: 293; Marelli, 2008: 39). Generation Y is a socially connected generation and they enjoy working in groups (Suleman & Nelson, 2011: 41–42; Axten, 2015: 52). Applying a research methodology that generation Y could relate to should be more effective in obtaining the required research data.

Focus groups will be held in two provinces, namely Gauteng and Kwazulu-Natal. Each focus group will consist of 10 quantity surveyors representative of generation Y. The representatives to be selected will include both male and female, representatives from different ethnic groups and representatives from large, medium and small size companies. The selected candidates will be either registered professional quantity surveyors or candidate quantity surveyors. The main purpose of the focus groups will be to determine what generation Y quantity surveyors like and dislike in the workplace and how this relates to job satisfaction and employee turnover.

The empirical research is aiming to determine the level of job satisfaction of generation Y quantity surveyors and hopes to highlight what generation Y perceives as important workplace factors for QS employers to address in order to ensure job satisfaction.

1.6 Assumptions

It is assumed that high employee turnover is related to job dissatisfaction and that a higher level of job satisfaction will decrease employee turnover. It is also assumed that generations differ in their views of life and work in general.

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1.7 Conclusion

Retaining generation Y quantity surveyors can be challenging and is something that management of quantity surveying companies cannot afford to ignore. Researching the job satisfaction of generation Y and how it relates to employee turnover will give a good indication of how well South African quantity surveying companies are addressing the workplace motivators of this generation. This research will suggest how management strategies in QS companies can be adapted to accommodate current and future generation Y employees.

2 Chapter 2: Profile and characteristics of generation Y: literature review

2.1 Introduction

The Oxford Dictionary defines a generation as people born and living at the same time and a generation gap as the differences of opinion between those of different generations. The youngest generation currently in the workplace is mostly known and referred to as generation Y or the millennial generation. The majority of research classifies this generation as those individuals born approximately during the 1980s to about the year 2000 (Codrington & Grant-Marshall, 2004: 1; Haynes & Nunnington, 2010: 4; Suleman & Nelson, 2011: 39; Qenani-Petrela, Schlosser & Pompa, 2007: 113; Kultalahti & Viitala, 2014: 569; Barnett, 2014: 14; Bussin, 2014: 170–171; Axten, 2015: 50)

The focus of this study is on generation Y quantity surveying professionals, born between 1980–1990, who are currently in the workplace. Little research has been found on generation Y quantity surveyors in particular. Therefore the literature review of generation Y is of a general nature. The literature researched applies to millennials as a worldwide workforce in general, stretching over various careers and jobs.

This generation has a completely different dynamic compared to other generations. It is perceived that they are the most educated generation to enter the workplace and has the potential to be the most productive of all generations. Employers need to know what makes the workplace attractive and satisfying for this generation in order to effectively recruit, engage and retain them. Since the current and future young professionals will be coming from generation Y, it is important for employers to understand the dynamics of this generation.

According to Barnett (2014: 14) more than 25% of the current workforce consists of generation Y employees and this number is anticipated to increase to approximately 50% by 2020. A forecast by the U.S. Bureau of Labor Statistics indicates that in 2015, 70 million millennials will enter the workplace and by the year 2030 this generation will make up 75% of all working professionals (Axten, 2015: 50).

Looking specifically at the millennials of South Africa, Clem Sunter (2015: Online) extracted and condensed figures produced by Statistics South Africa. In 2014 the total number of South African youth between the ages of 15 to 24, was sitting at almost 10.5

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million in total. The total number of youth below the age of 24 makes up almost 50% of the total population of 54 million South Africans. This figure does not include the generation Y-ers that are older than 24 years. The youth are the future and understanding them has become a necessity for employers not wanting to stagnate. South Africa is however facing huge challenges as their unemployment rate among youth is currently 48%. The economy has to grow fast to be able to create jobs, feed, house, educate and sustain an exploding population of youth.

It is thus now more important than ever for employers to take heed of the dynamics of generation Y as current and future employees. The literature review of generation Y explores the characteristics, preferences, likes and dislikes of this generation as a whole.

2.2 Generational theory

Some academics debate the actual cut-off dates between the various generations. It is important to note that generational history is only a generalisation. There are many significant historical or cultural events that affect and define a generation. Not all countries are the same and it will take time for cultural changes to filter through. Countries may therefore categorise cut-off dates between generations differently due to their own history and culture. For example in South Africa the first democratic election only took place in 1994 and marked the beginning of a new era for this country. A specific date is however not going to put generational changes into immediate effect. There will always be a transition period between generations and many individuals might find themselves within the generational overlap. These individuals were either born late in one generation or early in the next. They were thus born in a time between two eras and have been influenced by both eras. These individuals will most probably possess character traits of two generations and is referred to as “cuspers” (Codrington & Grant-Marshall, 2004: 17–19, 69).

Due to the history and culture of South Africa, Codrington & Grant-Marshall (2004: 19) classify South African X-ers as those born from 1970 to 1989 and generation Y-ers as those born from 1990 to 2005. Young South African quantity surveyors currently in the workplace can then be classified as a combination of X-ers, X-er/millennial cuspers and Y-ers.

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Majority of research seems to group generations according to similar dates. For the purpose of this study the different generations are thus classified as follows (Codrington & Grant-Marshall, 2004: 1; Bussin, 2014: 170–171; Haynes & Nunnington, 2010: 4):

GI's:	born 1900s to 1920s
Silent/Veterans:	born 1920s to 1940s
Boomers:	born 1940s to 1960s
Generation X:	born 1960s to 1980s
Generation Y/Millennials:	born 1980s to 2000s onwards

Codrington & Grant-Marshall (2004) explain that generational theory is a tool to help us understand the people in the world around us. Because of the pace of life becoming faster over the years, each generation differs having different life experiences, different attitudes, think and feel differently about parenting, education, leadership, politics, the workplace and many other facets of life.

The table below provides a useful overview and summary of the differences among the different generations.

Table 2.1: Differences among generations (Bussin 2014: 170–171)

	Veterans (1920–1940)	Boomers (1941–1960)	Generation X (1961–1980)	Generation Y (1981–2000)
Defining values & characteristics	Reserved, clean-living, gentlemanly	Personal gratification, wellness, successful, bossy, stylish, inquisitive, competitive, talkative	Balance, self-reliance, pragmatism, individualistic, arrogant, risk-taking	Respect, independent, loyal, humorous, tolerant, caring, honest, balanced, optimistic, clean-cut
Attitude	Pay your due, work hard	If you have it, flash it	Whatever.... (enigmatic)	Let's make the world a better place

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Leadership	Formal, hierarchical, loyal, hardworking, low key, detail-orientated	Visionary, idealistic, workaholics, energetic, bossy, loud, reward-driven, consensus	Cautious, creative, realistic, low key, innovative, flexible, independent, adaptable, competent	Civil-minded, visionary, confident, optimistic, moralistic, principled, values-driven
Communication	Burgeoning, airmail, telephone	Post, courier, service telex, typewriters	Personal computers, internet, email, web, cellular phones	Email, internet, web, SMS, PC with voice recognition, digital voice
Likes	Security, stability	Shopping, ostentation, wining, leading, vision	Sharing, chilling, being individualistic, being with friends, change	Shopping, labels, family, friends, the environment, technology
Dislikes	Debt, borrowing, upstart young people	Paying off debt, ageing	Bossiness, corporate culture	Dishonesty, unbalanced life, ostentation
Defining events	Discovery of penicillin, Depression, World War II, Pearl Harbour, Hiroshima	Mau Marvels, Russia launched Sputnik, contraceptive pill, Nelson Mandela sentenced to life imprisonment, cold war, assassination, feminist movement, Soweto riots	Launched microchip, Watergate, right to abortion, test-tube baby, Margaret Thatcher - first female Prime Minister, working moms, Challenger, latchkey kids, Berlin Wall comes down, divorced parents, HIV/AIDS	Internet, virtual communities, 24/7 lifestyle, baggage free, Mandela released, Princess Diana dies, Dolly the cloned sheep, Viagra, SMS, 9/11, Iraq war, e-mail spam increases
Outlook	Victorious	Optimistic	Sceptical	Opportunity
Work ethic	Work hard because it is my duty, lifetime career	Drive, self-fulfilling, makes me feel important, job security and career	Balanced, fun lifestyle, career rather than security	Enjoy change, entrepreneurial, spirit will help to change the world, parallel career

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Success is a result of:	Hard work	Political savvy, networking skills	Holding two jobs	High energy, fast thinking, quick learning
Money is for:	Security, save for a rainy day	Enjoyment, over the bank money	Survival, means to and end	Immediate gratification, and to save the world
Education is:	Lucky to have one - we'll do our very best	A birth right	I'll listen, but I can teach myself	There is more to school than memorising
Health	Grinned and bore the pain	Doctor must cure me immediately	Alternative therapy	Obsessed with keeping healthy
Feedback	No new is good news	Regular feedback	Immediate feedback	Feedback when I need it

The above table clearly distinguishes the differences between the generations. Each generation has its unique character traits, likes, dislikes, outlooks, ethics, attitudes, ways of communicating, work ethic and views and opinions of careers and life in general. As most veterans have moved out of the workplace it is realistic to assume that the majority of leadership and management positions are currently being filled by boomers and generation X. In context of this study, further discussions will focus more on the boomers, generation X and generation Y.

The veteran generation is clearly a more reserved, formal, gentlemanly generation. They operate within order, structure and security. Having experienced life defining events such as war and depression it is not hard to comprehend why they have a victorious outlook on life. They are very hard workers that feel that it is their duty to work and will stay in one career for their entire lifetime. This makes sense as security is important for them and success to them comes through hard work only. Veterans dislike debt and save money for a rainy day, again contributing towards feeling secure. They have probably experienced adverse circumstances in their lifetime and know the value of saving money. Although the majority of this generation is not active in the workplace anymore, it helps to have knowledge about them as they are the parents of the boomers and X-ers who are in the workplace.

The boomers are visionaries characterised by being bossy, stylish and successful. They like ostentation and have a "if you have it flash it" attitude. Being workaholics, competitive, energetic with lots of drive and an optimistic view of life, it is no wonder

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that this generation is successful. And when they achieve success they want to showcase their achievements to everyone. This generation wants to use their money for enjoyment but contrary to this paying off debt is one thing the boomers dislike. The boomer generation work for self-fulfilment and to ensure job security and a career. It is understandable that in order to keep up with their flashy lifestyle, which can sometimes come with a lot of debt, job security is important to them.

The main character trait for generation X seems to be individualism, independence and self-reliance. They dislike bossiness and corporate culture as this does not provide them with the opportunity to express who they are. They are known by their “whatever” attitude and are characterised as arrogant and risk taking. This generation does however have a more realistic and cautious leadership style as their view of life is more sceptical. Money for this generation is merely a means to an end, to survive. They prefer a fun, balanced lifestyle and focus on building their career even if it means sacrificing job security. This generation is more comfortable using more technology than the boomers but not at all as tech-savvy as generation Y. Generation X is quite the opposite from the reserved veterans and ostentatious boomers. They can be seen as a bit rebellious in comparison to the boomers and veterans.

Generation Y displays character traits such as loyalty, honesty, caring, balanced and humorous among other. They are also visionaries that can lead with confidence and optimism, most probably instilled in them by their boomer parents. The millennials wants to make the world a better place and will find meaning in such work. These youngsters want to lead a balanced life and keeping healthy and spending time with family and friends is a big part of that. They want to use their money for immediate gratification and to obviously save the world. Generation Y see opportunities in life and are thus very entrepreneurial. Technology surrounded millennials as they grew up and they are thus the most technologically advanced generation of all. Tools contributing to the success of this generation are their ability to think fast, learn quickly and perform on high levels of energy.

From the above it is clear that the generations are vastly different from each other. It can be concluded that individuals from different generations might thus not always see eye to eye especially in the workplace. Each workplace scenario will however be different and unique depending on the compilation of the staff and leadership of that particular company.

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For example the bossy, workaholic leadership style of a boomer boss will not be appealing to a tech-savvy generation Y employee who values work-life balance and hence requires flexible working hours. Likewise the arrogant, self-reliant generation X manager with his sceptical outlook on life might get irritated with the generation Y employees who see opportunity in everything. Generation Y employees will in turn expect to find the latest up-to-date technology in the workplace, whilst the boomer boss does not understand why they cannot just stick to what has always worked.

It is evident that a lack of knowledge of the differences among generations can easily lead to misunderstandings and conflict in the workplace. There is a great responsibility on organisational leadership to take cognisance of generational theory because relationships at work are the key to job satisfaction (Martin, 2005: 43). Leadership should not reject individuals who do and see things differently than they do, but rather try to understand and embrace these differences and channel it positively into the vision of their company.

Although this study specifically focuses on generation Y as a workforce, it does not mean that employers should only concentrate on satisfying generation Y employees over and above other employees. There is not just one solution to job satisfaction of employees. Generational knowledge will help employers to apply a multi-generational approach when it comes to employees' job satisfaction. . The aim of this study is not to investigate how employees of different generations could be satisfied. This study will thus only elaborate on the attributes of generation Y and how they can be satisfied as employees.

2.3 The A to Z of the generation Y workforce

Part of understanding generation Y as employees is to know where they come from, how they were raised and what they have experienced prior to becoming part of the workforce.

Generation Y is the children of the boomer generation. Their parents have brought them up with the right to have feelings and constantly providing them with positive feedback, intervening when things do not work out for them and hence instilling an invincible attitude within them. Parents have planned the lives of their millennial children in such a way that they never missed an opportunity and had the chance to

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participate in every kind of school and extra-curricular activity (Herbison & Boseman, 2009: 33–34; Axten, 2015: 54).

Millennials are excellent at multi-tasking with an incredible stamina. This generation is an extremely educated generation. Double the amount of generation Y children compared to boomers has had further education at an institution of higher education. High college or university debt might contribute to millennials' expectation of a high salary in the workplace. This generation is very social and well connected with their friends via social media and networking. This skill comes very easy for this technologically advanced generation as few of them can remember a world without computers, internet, cell phones or tablets. This generation has also experienced political unrest and social tragedies and victories not only via the internet but also in real time. This influences how this generation approaches life as they all too well realise that they should make the most of every opportunity (Herbison & Boseman, 2009: 33–34; Axten, 2015: 54).

Smith (2013: 25) says that generation Y employees, especially the youngest ones entering the workplace, will make use of social media as a source when searching for jobs. This is not yet the primary source of job hunting but there is a significant move in that direction. Employers should take note of this as it will influence recruiting strategies for young talent.

Employers today face a generation that are well educated and smart but also have a strong sense of entitlement and self-worth. They are independent thinkers and are very self-reliant (Herbison & Boseman, 2009: 33–34; Steiner, 2007: 6). The oldest of generation Y has already entered the workplace with many more to come. Organisations who are unable to embrace the difference of generation Y and cling to what has always worked will struggle to attract and retain employees of this generation (Herbison & Boseman, 2009: 33–34).

As different as generation Y is to other generations, the skills and attributes they contribute to the workplace are remarkable. This generation has high aspirations for themselves and their careers. The majority of millennials display positive characteristics that employers need their employees to have in today's competitive economy. They are positive, hardworking and resourceful, have high attainment and like to thrive on setting and achieving goals. It can be a challenge to work with this young generation as they require constant feedback, want immediate purpose and

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meaning from their work, need their job to be challenging and expect quick advancement on the corporate ladder (Suleman & Nelson, 2011: 39–40). Managers or supervisors of generation Y employees should however not be discouraged. Although they might be perceived as high maintenance, this generation has the potential to be the highest producing workforce in history. Management should learn how to harness the energy of and capitalise on the attributes of this driven generation (Martin, 2005: 40; Axten, 2015: 54).

Many perceive generation Y or the millennial generation to be a spoilt, demanding, disrespectful and lazy generation. Other generations tend to react negatively towards the differences of these young employees. Generation Y does have different characteristics and workplace expectations than previous generations and also expect to be treated differently. A working environment that appeals to millennials is one where they can participate and where creativity and innovation is encouraged. In the context of the workplace, the different dynamics of generation Y does not have to be a negative thing. Tapping into the potential of generation Y requires managers to have the ability to overlook the downside of this generation and focus on the upside. Unlocking the potential of generation Y and steering it correctly can actually result in an increased profit. In a multi-generational working environment the generation Y employees will be the most technologically competent. They are more open to change and able to turn their creative thoughts into innovative actions. Having the knowledge and ability to inspire and motivate this generation will certainly be a competitive advantage to companies (Fallon, 2009: 5; Barnett, 2014: 14; Qenani-Petrela, *et al.*, 2007: 113, 118; Suleman & Nelson, 2011: 40)

Generation Y employees can be valuable assets to an organisation. Companies should therefore not only have a strategy in place to attract this generation but also to retain them as employees. A generous salary alone is not enough to keep millennials fulfilled, motivated and interested in a company. There is more to this generation than a reasonable pay check. Applying a holistic approach in keeping these employees motivated will actually have, in some instances, little or no cost associated with it. Knowing what generation Y values and applying it will bring forth greater levels of determination, inventiveness and efficiency in employees of this age group (Fallon, 2009: 5).

Do not give employees a reason to become discouraged at work by focusing on secondary things such as dress code, working hours or communication preferences.

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The focus should always be on employee performance, successfully completing work and client deliverables. If millennial employees are excited about their work they will demonstrate a higher level of passion and commitment in getting the job done (Suleman & Nelson, 2011: 40).

The attributes and characteristics of millennials can be applied to all industries. For instance, U.S. accounting practitioners, according to Keller (2014: 5–6), identified millennials' wants and needs as follows: mentoring programmes, reduced travel for balance between work and life, more money, more time off, speed of advancement, virtual work opportunities when not in office and continual communication.

There are various factors that affect the expectations and motivation of generation Y. These factors are discussed below and provide insight and understanding regarding the likes and dislikes of the generation Y workforce.

2.3.1 Money

According to Berry (2008: 26–29) for generation Y, cash is king. Taking into account the career stage of this generation, student debt and high living cost, this is not surprising. Young employees might at first be more interested in a high pay cheque, but this will change as their career develops. Cash is therefore only one of many factors that will motivate this generation to perform better. Smallman (2015: 49) however states that money is an ineffective motivator for employees. Not having enough money will leave staff demotivated but having lots of money will not motivate them or enhance employee performance in the long run. Similarly Steiner (2007: 6) states that according to surveys conducted under generation Y-ers, job satisfaction is superior to compensation. This generation wants to firstly love what they are doing at work.

A study done by Kultalahti & Viitala (2014: 577–578) focused on the motivation of generation Y at work. The millennials participating in this study wrote little about money in general, with the exception of those who wrote about an unfairly low salary. Further to this, millennials view salary as a de-motivator rather than a motivating factor.

The majority of research indicates that financial remuneration and compensation is an important factor but a high salary alone will not guarantee job satisfaction. Generation Y is a generation that seeks more than just being rewarded financially.

2.3.2 Technology

As mentioned before generation Y is a tech-savvy generation. Growing up with technology gives them a technological advantage over other generations. Technology is an integral part of their lives and they have the ability to acquire, absorb and correlate information quickly. This is the one area where generation Y has more experience and knowledge than their managers or older generation co-workers. Matching the technological skills of generation Y with the technology of your company can result in great productivity. But this poses the question to companies “how up to date is the technology within your organisation?” Generation Y employees will definitely be interested as to what technology your company has to offer them (Martin, C. 2005: 41; Steiner, 2007: 6; Herbison & Boseman, 2009: 33–34; Harrington, 2011: 106; Bussin, 2014: 170–171; Axten, 2015: 53).

2.3.3 Flexibility, freedom and work-life balance

Generation Y wants to work according to their own schedule. They want to be able to arrive and leave and take breaks when they need. This is an important motivating factor as millennials are not prepared to sacrifice their private life for work. For this young generation there is a close relation between happiness at work and having the time for doing the things they value outside of work. Managing the work-life balance can be a difficult task for some managers. This generation expects to be judged on their performance rather than on their physical presence at work. Flexibility towards work-life balance is also an important aspect for generation Y when choosing an employer. This generation understand the importance of the correlation between well-being at work and work-life balance (Harrington, 2011:105–106, Kultalahti & Viitala, 2014: 576, Axten, 2015: 50).

Flexibility in the workplace communicates trust in employees. Technology has advanced so much over the years and the use of smartphones, tablets and laptops made the conventional eight to five office structure less relevant in the workplace today. An advertisement in a Forbes magazine stated that if you can hold a cell phone, you can hold a meeting. Technology is constantly transforming the workplace while giving it the flexibility the millennial generation wants. For this generation an attractive company will be one that has a flexible approach towards work-life balance (Barnett, 2014: 14). This author further states that flexible working arrangements has shown

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links to decreased staff turnover, higher staff productivity and overall higher staff engagement at work.

Companies cannot ignore the fact that their millennial employees are part of a family system and they will expect their employer to give them balance in their lives. For this generation, work will just be another thing to fit into their busy lives. The nature of work is changing and hence companies will need to change their dictatorial leadership styles to accommodating styles. If an employer is getting the expected productivity and output from employees, there is no reason not to allow them to operate with a sense of freedom and flexibility (Codrington & Grant-Marshall 2004: 165). Generation Y is pushing companies to think more creatively about work-life balance as there is no definite line for them between work and family. Their time spent at work must be just as meaningful as time spent with their family and friends (Trunk, 2007: 57).

2.3.4 Social interaction and enjoying the workplace

Life is short. Generation Y-ers therefore value their time as it is precious to them. Natural disasters, terrorism, racial matters, political unrest and increasing crime statistics of a fallen world are among the things generation Y grew and are growing up with. Some of these things were also present in the formative years of other generations but it echoes that life should not be taken for granted (Herbison & Boseman, 2009: 33–34; Fallon, 2009: 5).

Time is seen as a limited resource. Therefore millennials are not planning to waste their time by sitting in a boring job waiting for the next best thing. Enjoying their time at work is of great value. Social interaction will be a means to this end. Having social interaction in the form of staff lunches, team building activities or company outings will provide the opportunity for this generation to interact and build relationships (Fallon, 2009: 5).

Millennials are very familiar with and are used to operating in groups while growing up. They are a very social generation who likes interaction with peers and find enjoyment in it. It is very likely that they will also prefer doing that in the workplace. Do not withhold a fun and social working environment from this generation just because previous generations did not require it. Social interaction can also be achieved through the work itself. Set clear work objectives and allow millennials to work on a project or tasks as a group. If interacting with co-workers, talking through problems and

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brainstorming together for solutions is what will get the job done while having fun, then let them do it (Suleman & Nelson, 2011: 41–42; Axten, 2015: 52). This young generation are team players and will perform well in team tasks if their roles, project objective and output are clearly defined (Codrington & Grant-Marshall, 2004: 154).

2.3.5 Doing interesting and varying work

Generation Y wants to continuously learn marketable skills and experiences that will be beneficial to their career growth. Working on the same types of projects, in the same department or position for too long will not be stimulating to young employees. Millennials expect change and doing interesting and varying work. Hence they will look for opportunities that will conform to their creative energy. Learning and developing through new tasks is a very good motivational tool for generation Y (Martin, 2005: 42; Kultalahti & Viitala, 2014: 577). Harrington (2011: 105) explains that the average millennial employee will look for new challenges every two years. If their employer is unable to provide them with new challenges they will merely seek it elsewhere.

Another characteristic of generation Y that relates to doing interesting and varying work is that they process tasks in segments. It is easy for this generation to shift their focus to the next task once the first one has been completed. They will get bored working on the same type of project for too long and they will be less productive if a task or project is not broken down into smaller segments. This generation is not at all interested in long drawn-out meetings and work presentations. They are able to process small pieces of data quickly and follow through on projects given to them in segments (Steiner, 2007: 6).

Generation Y employees want to be challenged at work and doing interesting and varying work will contribute to this. Employers that limit opportunities for change will end up with very frustrated young employees.

2.3.6 Creativity and creative expression

Generation Y-ers are an entrepreneurial generation. Many young adults start their own businesses today. They are exposed to a diversity of viewpoints, choices and opinions and will most likely not settle for a one-solution approach. Employers should not be surprised or insulted when their solutions to problems are challenged by youngsters. This generation is creative and wants to express it (Martin, 2005: 42). Millennials want

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to be heard and want to voice their opinions. They want to know the reason and end goal when doing something and tend to be outspoken about it. Employers should learn to rather view the opposing opinions of their millennial employees as their way of expressing their creativity and ideas (Axten, 2015: 52).

2.3.7 Meaning and purpose at work

The majority of Y-generation employees prefer to work for employers that demonstrate their commitment to social causes (Harrington, 2011: 106). Buying the hearts of the millennial workers does not happen by paying a big salary. This generation cares about making the world a better place and has a high regard for being able to contribute to a good cause. This can be done through organisations getting involved with community service, charities, politics or environmental issues. Compared to other generations, millennials value a job with meaning and purpose much more. The key is to create opportunities within or through the organisation for them to improve the world. Getting this generation involved hands-on, for example, with corporate social responsibility initiatives will help them to be more invested and enthusiastic about their work (Fallon, 2009: 5; Barnett, 2014: 14; Axten, 2015: 51).

2.3.8 Relationship with supervisor, colleagues and organisation

When an employer demonstrates genuine care towards generation Y employees, they will know it. The importance of a respectful and personal relationship between managers and employees cannot be emphasised enough. Taking an interest in employees and giving recognition for a job well done will increase staff engagement (Barnett, 2014: 14). Real work engagement will come when managers or supervisors demonstrate trust in the abilities of their employees. A dictatorial leadership style will not appeal to generation Y employees. Leadership must be enabling, providing access to knowledge and be supportive of the energy of their young employees (Nayar, 2013: 40).

Generation Y places a strong emphasis on their colleagues and working community. Positive and friendly colleagues and a good working environment contribute to the motivation of this generation. Millennials have a strong desire to be seen and appreciated and seek this from their direct manager or supervisor. Supervisors, even more so than colleagues, play a very important role when it comes to the motivation of this generation (Kultalahti & Viitala, 2014: 577).

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This young generation responds positively to one-on-one mentoring and coaching by their supervisors and managers. This enhances their level of loyalty and devotion to their organisation and its goals and ultimately leads to high productivity (Steiner, 2007: 7). Millennials value more than previous generations a working environment with integrity, honesty and trust. This is what they will expect from their employers and hence their managers and supervisors (Axten, 2015: 52). The key to retaining all employees lies within the relationship with their direct manager (Martin, 2005: 43).

2.3.9 Regular feedback & recognition

One of the characteristics of generation Y is that they require constant appraisal. They grow up in a world that is able to deliver real time results and will expect this in the workplace as well. Regular feedback is thus a very important aspect for generation Y (Steiner, 2007: 6; Fallon, 2009: 5; Suleman & Nelson, 2011: 42; Axten, 2015: 54).

Other generations might perceive this as the characteristic of a spoilt generation whose parents showered them with constant praise while protecting them from the harsh realities of the real world. But a different perspective should be considered. With change being the only constant in today's working environment, regular feedback is just what is needed to adjust performance in order to stay on top of things. Constant feedback is thus not to boost a frail ego but serves as a corrective mechanism. Managers giving regular feedback on performance will build a relationship of trust with their young employees making it easier for them to also accept and embrace criticism when offered. It is imperative for managers to give honest and direct feedback that will help millennials to excel (Suleman & Nelson, 2011: 42).

The yearly performance review alone will not suffice for generation Y employees. It will simply not be enough feedback for them. Feedback does not always have to be face to face and can even be done via email or text messaging. As long as they receive it on a regular basis, millennials will be content (Herbison & Boseman, 2009: 34).

Millennials ultimately want to know how they are progressing and where they can improve. Employers who provide regular feedback demonstrate that they are interested in the career growth of their young employees and will in turn spur on loyalty towards the company (Fallon, 2009: 5).

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2.3.10 Career growth and personal development

Martin (2005: 41) explains that the pace of everything in today's world is constantly accelerating. For the millennial generation a year is seen as long-term job commitment. Promises of long-term career advancement will not suffice for these young employees. They are interested in what they can learn today and what will be offered to them now.

Generation Y wants to climb the ranks by gaining knowledge and skills (Harrington, 2011: 105). Growing, learning and constantly developing is what this young generation is committed to. They value mentors and coaches who are willing to walk this road with them. If managers or supervisors fail to take on the mentoring or coaching roles and not show this generation any career growth opportunities, they will be more likely to change jobs. Managers and supervisors play a vital role in the development of their young employees and must take the time to help them grow. The key is to be real with your generation Y employees. Talk the talk but also walk the walk. Although young employees are in need of experience and coaching, they will easily pick up empty career growth promises accumulating to little or no progress at all (Suleman & Nelson, 2011: 41).

2.3.11 Meaningful rewards

When generation Y has done good work they expect to be rewarded with something that is meaningful and exciting to them. Generation Y will expect rewards to be fun and unique, it must be tailored to their interest and they want to have a say in what rewards will appeal to them for doing good work. Rewards do not only need to be a once-a-year cash bonus. It can be something small to express thankfulness for a job well done at the completion of a project or task. Some young employees might prefer a reward for good work to be in the form of dinner at a restaurant, a round of golf, movie tickets or being rewarded with electronic merchandise. People are motivated differently and when it comes to rewarding it might be beneficial to give employees the opportunity to choose their reward preference (Suleman & Nelson, 2011: 42–43).

According to Suleman & Nelson (2011: 42–43) Money is always a good incentive as all people, not only generation Y, wants to make more money. Managers should however guide the youngsters of generation Y as to what skillset or contribution to the company is required in order to make more money or earn financial incentives. This will help

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generation Y employees understand that they will be rewarded financially only once certain objectives have been met.

2.3.12 Ownership and responsibility

This young generation has been raised to be special, independent, making their own decisions and taking responsibility for the results. When they step into the workplace they soon realise that the world does not revolve around them. They need to learn how to work in a multi-generational work environment and organisational structure with hierarchy. This often lets them feel less valued and less driven with a sense of no ownership within the company. Addressing this is easier than perceived. Give this generation something that they can take ownership of even if it is something small. Use them to arrange an event, facilitate a meeting or even administering a process (Fallon, 2009: 5; Moore, 2008: 72).

Generation Y employees want to take on more responsibility compared to other generations. Being given the responsibility to achieve a certain task is a proving ground for their skills and talents. They want to show their employer what they are capable of and can be entrusted with more responsibility. Giving more responsibility to this generation will motivate them (Martin, 2005: 42)

2.3.13 Tap into generation Y talent

Many young employees might have talents outside their job description that can be of interest and even of benefit to a company. It is however unfortunate that a lot of companies are completely unaware of the talents of their employees. These talents may not necessarily be work related but applying them not only allows employees to be creative but also make them feel appreciated and valued. Tapping into the talents of generation Y is of great value to a company as it will contribute to increased performance (Fallon, 2009: 5).

2.3.14 Show them the big picture – vision, mission and objectives

Millennials are world wise. They grow up with various media sources surrounding them and it enhances their knowledge of what is happening in the world. Generation Y entering the workplace will therefore have a high expectation of the independency of adulthood. They have heard and seen it all and are now more than ready to start

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experiencing. The reality is that the corporate world that they found themselves in has shrunk to a nine square metre cubicle space and staring at a computer screen for the majority of the day. It might be that their expectations are unrealistic, but nonetheless they are expecting to be part of something big and they think their company can offer it (Fallon, 2009: 5; Barnett, 2014: 14).

What generation Y wants to know is what the bigger picture of their company is and, more importantly, how they fit into it. They want to know what the vision and purpose is that they are contributing towards. Not showcasing this to generation Y employees or not keeping them in the loop will cause them to become bored, uninterested employees with a low morale and lack of creativity (Fallon, 2009: 5; Barnett, 2014: 14; Axten, 2015: 51).

Suleman & Nelson (2011: 41) say that generation Y constantly wants to be excited by their work. It is important to provide them with clear work direction whilst allowing them to bring their own imprint and ideas to the table where feasible. Link this generation as directly as possible to the mission of the company and let them see how their job is connected to the core values and objectives of the company.

The majority of the factors discussed above will have an influence on the motivation of generation Y. The importance and significance of these factors will be determined through empirical research of generation Y job satisfaction.

2.4 Workplace characteristics of generation Y

2.4.1 Workplace

The economy today is largely governed by the boomer generation with most governing and leadership positions being filled by them. The majority of the veteran generation are now moving out of the workplace whilst the younger X-ers and Y-generation are moving up in the workplace and slowly into management and leadership roles (Codrington & Grant-Marshall 2004: 4). Generation Y is the generation that holds the future employees, leaders and company CEOs and since the oldest of the millennial generation have already entered the workplace it has become even more important for employees to know what their workplace expectations and needs are in order to attract and retain this generation.

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Generation Y will have their own unique approach and expectation of the workplace. They are more entrepreneurial and 'tech savvy', expect regular feedback on performance, want to engage in meaningful work, are more family focused, value a balanced life and will hence require flexibility from the workplace (Haynes & Nunnington 2010: 6, 7; Bussin 2014: 170–171). According to Codrington & Grant-Marshall (2004: 136–138) the workplace of the millennial generation will be characterised by flexible working hours, using various technology methods as communication tools and careers becoming a portfolio of jobs with change being the only constant.

The young millennial generation will not follow the same career route as their parents, where the focus was on obtaining a degree for the purpose of securing a job for the next 40 years. They are an intelligent generation who want to follow their passion in order to make a difference in the world around them. This tech savvy generation has seen many success stories where people started their own businesses and will not be hesitant to make similar career choices. Millennials want to take charge and be given leadership opportunities early in their careers. The lack of career development opportunities or promotion to a leadership position of some sort will, in all likelihood, result in this generation looking for opportunities elsewhere (Bussin, 2014: 175–176).

The millennial generation is constantly hearing from their parents and the world around them how important it is to build their curriculum vitae and to add to it. This contributes to the reason why this generation will easily move jobs and change careers in order to enhance and acquire skills that will put them in an advantageous position over their cohorts.

The workplace requirements of generation Y is different to that of the traditional workplace. This does not however decrease in any way their capabilities, productivity levels and the ability to achieve success in the workplace. It is merely different to what previous generations were used to. Generation Y has their own work environment preferences that will allow them to work at maximum capacity in order to meet the workplace demands (Haynes & Nunnington 2010: 6).

2.4.2 Office environment

Work environment preferences will differ for each generation and employers need to have an awareness of the correlation between workplace preferences and staff

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productivity (Haynes & Nunnington 2010: 6). Employers will have people of different generations working in one office and it is important to be adaptable and flexible towards different office environments to accommodate all the various preferences. The millennial generation expects their office environment to be family friendly and flexible (Codrington & Grant-Marshall 2004: 142).

In 2009 Johnsons Control (2010: online) conducted a global survey called Oxygenz which focused on the workplace, workspace and work ways of generation Y. Amongst the countries included in the survey was South Africa with 402 participants contributing. One of the key industry sectors of this survey was the engineering sector. Eighty four per cent (84%) of the South African respondents consider the workplace to be a very important factor when it comes to recruiting and retaining generation Y in South Africa.

The majority of the South African respondents indicated that they prefer the physical properties of their workplace to be a modern or contemporary interior with calm and relaxing colours, soft and natural finishes which communicate an open, light and inviting working environment. Generation Y sees their working place and space as a home away from home with 94% of South African respondents wanting to add a personal touch to their workspace and 86% desiring to have their own desk in the office. These results are higher than the global benchmark of the survey. South African respondents also indicated that 66% are comfortable in larger working spaces between 12 m² to 20 m² which is also much higher compared to other countries. When it comes to sustainability and an environmentally friendly workplace, 97% of these respondents expect this from their employers.

The survey shows that workplace and workspace are two important factors that contribute to the productivity and creativity platform that in turn forms the major drivers for innovation within an organisation. The survey showed that for South Africa's generation Y the top five factors that influences productivity in the workplace are technology, people, surrounding workspace, company culture, ambience and atmosphere and the available facilities in the workplace.

South Africa's generation Y choose an employer who can provide opportunities for learning and who will be able to provide a good quality life. This generation uses space very differently compared to other generations and designing or changing a workplace to address their needs must be considered by employers. A response is

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required from employers to enhance their focus with regards to flexibility, collaboration, creativity and productivity (Johnson Controls, 2010: online).

2.5 Recruiting, attracting & rewarding generation Y

The millennial generation starts to build their CV's from a young age. Some of these activities include working part-time while studying or entering into internship programmes at a company. Unemployment and work shortage remains a problem, but coupled to this is also skills shortage. Skilled young professionals know what they want from the workplace and these prospective employees need to be recruited in a manner which is attractive to them. With technology at their fingertips this young generation will be well informed about their employer when going for an interview. In order to attract young skilled professionals, employers will need to be able to sell themselves to these bright young professionals. This generation is preparing themselves for a marketplace that never sleeps and employers must ask the question: what makes my company more attractive than the competition? (Codrington & Grant-Marshall 2004: 143–147).

Lassen (2015: 42) says that young professionals of generation Y will become a necessity in the workplace over the next few years. Changing management styles for the benefit of millennial employees is essential if the company wants to retain young employees for more than a few months. Companies who focus on the recruiting and retaining of young professionals will have a competitive advantage. When it comes to recruiting and retaining generation Y employees it is important for employers to apply the following (Bussin, 2014: 177; Lassen, 2015: 42; Martin, 2005: 43–44):

- show appreciation for their individuality and include them in decision making
- provide appropriate training opportunities
- mentor and guide them
- tell them why they are doing something and why it is important
- give regular feedback
- show them how their work is contributing to the bottom line
- always be honest and truthful with them
- provide career growth opportunities with achievable milestones
- make use of the latest technology
- allow workplace flexibility

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The above-mentioned aspects very clearly relate to the likes, dislikes, motivation and expectations of generation Y. Having these aspects present within an organisation will definitely get the attention of young talent, but actively applying it will help to retain talent.

The key to retaining all employees, including those of generation Y, lies within the relationship with their immediate manager. Managers must take the time to get to know their generation Y employees in a formal and informal setting and build a relationship with them (Martin, 2005: 43). The millennial generation wants to work for leaders that are innovative and diverse and will one day become such leaders themselves. Management of companies need to make a mind shift and adapt to change as outdated leadership will not suffice for future company growth (Codrington & Grant-Marshall 2004: 148).

Each generation has a different view and preference towards rewards in the workplace. Generation Y's reward preferences are more balanced when it comes to compensation and variable rewards, such as bonuses and cash incentives, are preferred over fixed rewards. This generation also has a high regard for non-financial recognition as well as career development opportunities (Bussin, 2014: 174). Generation Y do however expect their remuneration to be linked to their talent and skills output and not their job title (Codrington & Grant-Marshall, 2004: 151).

2.6 Conclusion

Experience is defined as something one gets just after you needed it and wisdom can be viewed as applied experience. In the world today change is the only constant. Constant change will result in fewer people having the real experience that is required. Young professionals bring fresh new insight and skills into a rapidly changing world (Codrington & Grant-Marshall 2004: 156). An employer has to have a good understanding of generation Y to be able to effectively recruit the talent of this generation. Once young talent has been recruited, the focus should move to how such valuable talent can be retained. Employees who are emotionally, intellectually and financially challenged and rewarded will not be likely to leave their current company and, more importantly, will demonstrate a higher level of productivity (Myatt, 2012: online). These are however not the only areas affected by motivation. Employers could consider rewarding their employees according to their personal motivators. Satisfaction and motivation of employees play a big part when it comes to staff turnover

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and will ultimately have an effect on the profitability of a company. These aspects will be further investigated by looking at workplace motivation and how it relates to job satisfaction and staff turnover.

3 Chapter 3: Workplace motivators relating to job satisfaction and staff turnover: literature review

3.1 Introduction

Job satisfaction cannot be viewed in isolation. Job satisfaction is interconnected with motivation and staff turnover and these aspects influence each other. There is not a single definition that will define the term job satisfaction. Job satisfaction should rather be viewed as a manner in which employees perceive their jobs and the positive and negative feelings relating to it. It can be seen as an individual's attitude towards their work (Bowen & Cattell, 2008: 260; Walker, 2011: 20). Job satisfaction is seen as a precursor of turnover. If employees are satisfied and fulfilled by their work, they will not be likely to resign (Hee & Ling, 2011: 1060; Myatt, 2012: online).

Employees view their job as a complete package consisting of the work itself, co-workers, supervision, career growth opportunities and salary (Walker, 2011: 20). How an individual behaves within their workplace is influenced by many things. One of the things affecting organisational behaviour is motivation. According to Walker (2011: 3) motivation is an important aspect that influences a person's behaviour or attitude towards his work. Correctly addressing the matter of motivation should reduce demotivation and/or increase motivation. This should affect job satisfaction levels positively and increased levels of job satisfaction should result in decreased staff turnover levels.

In light of the above, this study illustrates the correlation between motivation, job satisfaction and staff turnover as follows:

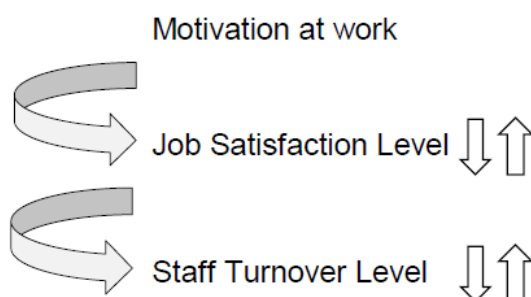


Figure 3.1: Correlation between motivation, job satisfaction and staff turnover (source: author)

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Although this study is focused on the quantity surveying profession little research was found on job satisfaction, motivation and staff turnover of quantity surveyors, the quantity surveying profession and construction industry overall. The knowledge about the motivational factors affecting employee productivity and performance of those working in the construction industry is limited (Asad & Dainty, 2005: 224; Bowen & Cattell, 2008: 261). The approaches to job satisfaction and staff retention in other market sectors can therefore not be ignored.

There are many aspects that affect an employee's attitude towards their work, hence affecting employee job satisfaction. The focus of this literature review is placed on workplace motivation and its correlation to job satisfaction and staff turnover. The literature review gives a basic overview of motivation, job satisfaction and staff turnover in general and its application in the context of the construction industry.

3.2 Motivation within an organisational context

Motivation of employees at work is a fascinating concept and one that has been developed, tested and challenged over many years. Many top leadership end up in management positions when climbing the corporate ladder. They are often promoted based on their years of experience, knowledge and performance or technical abilities. This does not necessarily mean that they have received business management training or have been equipped with the necessary people management skills. Motivation is an important driver for company growth and success. It is therefore important for people who find themselves in a leadership position, whether being a manager, supervisor or senior employee, to have basic knowledge of motivation.

Motivation can be defined as the forces that cause people to engage in a particular behaviour, rather than some alternative behaviour. In order for an individual to achieve the work objectives set before him, a certain amount of motivation will be necessary to do so. Frederick Herzberg referred to motivation as an inner generator that drives an individual to want to do something. Aspects addressed by motivation are usually the drivers behind certain behaviour, the focus and direction of behaviour and what upholds, strengthens or redirects behaviour. Motivation can be broken down into elements such as a certain preferred outcome of a task, the amount of effort an individual requires to execute a task and the strength to persist and achieve the objective even when obstacles are faced (Smithers & Walker, 2000: 833; Ashad & Dainty, 2005: 224; Hartman, 2006: 160; Walker, 2011: 108).

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Employees will be motivated to achieve their work objectives by both intrinsic and extrinsic motivation and rewards. Intrinsic motivation is the satisfaction derived from the activity itself. Intrinsic rewards are, for example, feelings of satisfaction and accomplishment when completing a challenging task or project. Extrinsic motivation on the other hand requires tangible or verbal rewards and the extrinsic consequences of doing an activity or task that will bring forth satisfaction. Extrinsic rewards are for example salary, promotions, bonuses and recognition. The basic human needs will be covered by the extrinsic rewards and only once that level of comfort has been met will the intrinsic rewards have a greater influence on motivation. Professional employees, in contrast to unskilled workers, are found to be motivated more by intrinsic rewards than extrinsic rewards (Asad & Dainty, 2005: 234; Bowen & Cattell, 2008: 262; Walker, 2011: 108; Ankli & Palliam, 2012: 7). Ankil and Palliam (2012: 7) however believe that extrinsic rewards undermine intrinsic awards. This viewpoint is based on self-determination theory (SDT) which is further discussed under the section of motivation theory.

Motivation can be categorised in two main categories namely content theory and process theory (Ashad & Dainty, 2005: 224; Bowen & Cattell, 2008: 261; Walker, 2011: 109). Content theory provides a needs-based perspective of motivation and process theory considers the process in which human needs are translated into human behaviour. Content theory focuses on the aspects of individuals and their environment and how this affects behaviour. Process theory will include how a person relates to their environment and how they perceive rewards, cost and decision-making. In an organisational setting; both theories are important. Understanding what a person needs will lead to understanding of what will motivate them. Motivation theories will broaden knowledge of why people act the way they do within an organisation (Ashad & Dainty, 2005: 224; Walker, 2011: 109).

According to Wiley (1997: 264), one cluster related to modern approaches of motivation is personality-based views. Some of these views include Maslow's Hierarchy of Needs, Alderfer's ERG Theory, David McClelland's Social Acquired Needs Theory and Herzberg's Motivator-Hygiene Theory. These motivation theories can be categorised as content theory. The motivation theories discussed below will provide insight into the subject of motivation.

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3.2.1 Motivation theory

Studies of content theory show that a person's needs will motivate a person to act. Maslow's Hierarchy of Human Needs (1954) is one of the early theories as well as one of the best known theories on motivation. The Figure below illustrates Maslow's hierarchy of needs.

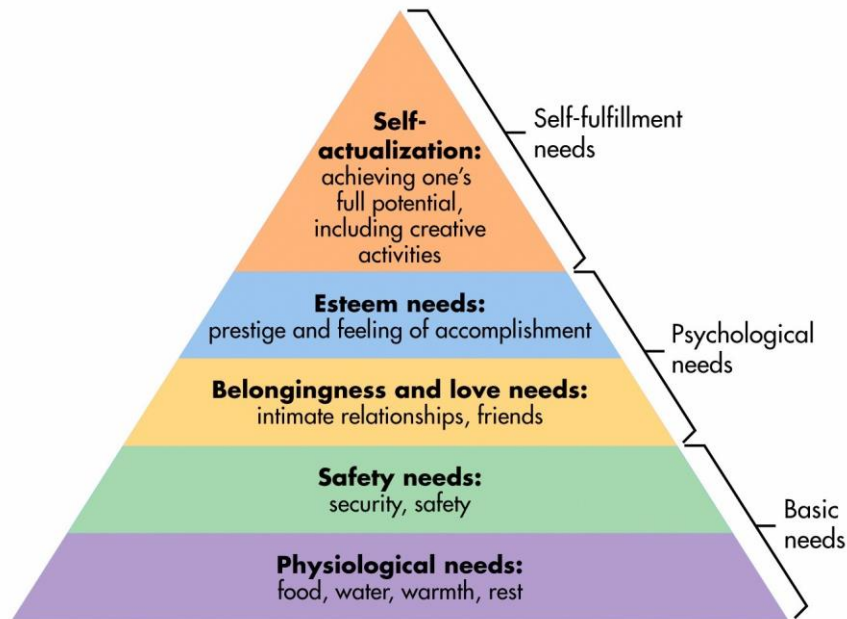


Figure 3.2: Maslow's hierarchy of individual needs (McLeod, 2007: online)

Research suggests that workplace behaviour is thus determined by a person's needs according to certain needs categories. People are in essence motivated by their needs. The strength in Maslow's theory lies in the identification of needs in order to motivate behaviour (Ashad & Dainty, 2005: 225; Wiley, 1997: 264–265). Maslow's hierarchy of needs is grouped from lower to higher order skills and depicts needs not wants. Once lower order needs are met, the higher order needs will come into play and become more significant. The provision of external resources such as a reasonable salary will allow an individual to meet his physiological and safety needs. The higher order needs are not physical needs and will only be satisfied within a person as perceptions and will particularly apply to higher educated professional employees whose basic needs have been met. Although criticised by some, Maslow's theory has provided a strong basis for further motivation theory development since it shows that behaviour is dependent on a variety of motives (Ashad & Dainty, 2005: 225; Walker, 2011: 110–111).

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In 1972 Alderfer's ERG Theory expanded on Maslow's hierarchy of needs by reducing the number of needs categories to only three. The two theories do however correspond. ERG theory covers the needs categories of existence (E), relatedness (R) and growth (G) and hence this is where the theory's name is derived. The figure below illustrates how the ERG theory corresponds to Maslow's hierarchy of needs:

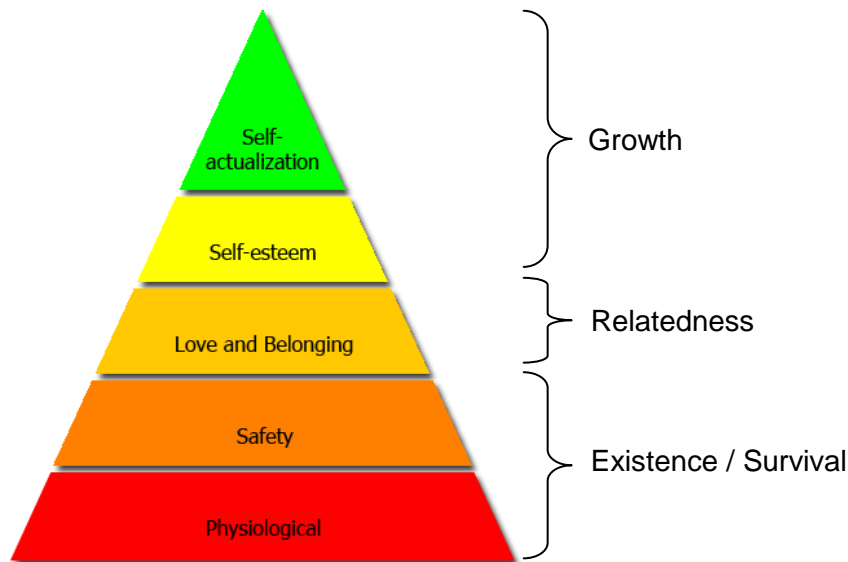


Figure 3.3: Correlation between ERG theory and Maslow's hierarchy of needs (Walker, 2011: 110, 114; Wiley, 1997: 265)

The two main differences between the two theories are firstly that the ERG theory allows for simultaneous needs to act as motivators at the same point in time. Secondly both theories provide for satisfaction-progression components but only the ERG theory makes provision for frustration-regression component. Satisfaction-progression occurs when one level of needs is satisfied and automatic progression to the next level of needs takes place. Frustration-regression will occur when a higher needs level is hard to satisfy and will cause an individual to experience frustration and regress back to the previous satisfaction level which will then become the source of motivation again. The ERG theory is more flexible than Maslow's theory and explains the dynamics of an employee's needs and why these needs will change over time (Walker, 2011: 114; Wiley, 1997: 265).

In the 1960s McGregor developed a motivation theory called Theory X–Theory Y. These two theories are contrasting in describing workforce motivation. His assumptions describe the type of managers or employees that are encountered within an organisation. Theory X is based on the negative assumption that individuals do not like to work and will avoid work where possible. Individuals therefore have to be

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directed, controlled or threatened in order to ensure that their objectives are achieved. Theory X further assumes that the average individual dislikes responsibility and has little ambition and hence prefers to be directed. Theory Y on the other hand is based on the positive assumption that individuals are self-motivated, want to take on responsibility and achieve their objectives. Threatening employees is not the only way to get them to achieve their objectives as self-actualisation is a significant reward. In an organisational setting the leadership style will either be theory X orientated whereby a manager will assume that people are not hard workers and will want to sidestep responsibility or it will be theory Y orientated where a manager will assume that people are self-motivated and ready to take on responsibility in order to achieve their objectives (Walker, 2011: 111–112).

In 1959 Frederick Herzberg's Motivation-Hygiene Theory was established and places the focus on attitudes of employees towards their work. This theory concludes that there are certain factors in the workplace that will lead to job satisfaction (motivators) and separate factors that will lead to job dissatisfaction (hygiene factors). Motivators relate to a good attitude and happy feelings towards work and are linked to the job itself (or task). Hygiene factors relate to bad attitude and unhappy feelings and are linked to the conditions surrounding the job. Hygiene factors can prevent dissatisfaction but will not endorse growth and development of employees, whilst motivators will endorse employee development and growth. Dissatisfaction is not the opposite of satisfaction. The opposite of dissatisfaction is 'no dissatisfaction'. The same applies to satisfaction. The opposite of satisfaction is 'no satisfaction or lack of satisfaction'. Herzberg claims that the presence of motivation can lead to job satisfaction but the absence thereof does not cause dissatisfaction (Wiley, 1997: 265; Tietjen & Myers, 1998: 226–227; Guha, 2010: 122; Walker, 2011: 112).

Motivators relate to the content of the job such as, accomplishments, career development and growth, accountability and recognition whilst the hygiene factors are organisational matters such as salary, corporate culture, supervision, security or working conditions. For example meeting an employee's expectations of certain hygiene factors might result in an employee experiencing no dissatisfaction but does not necessarily guarantee satisfaction. In order for an employee to experience satisfaction certain motivators have to be met as well. Motivators are associated with intrinsic motivation, intrinsic within the work itself for example recognition for completing a task. Hygiene factors are associated with extrinsic motivation, for example

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relationships with colleagues which is not concerned with the work itself (Wiley, 1997: 265; Tietjen & Myers, 1998: 226; Guha, 2010: 122; Walker, 2011: 112).

Herzberg's hygiene motivation theory has been criticised widely and many research studies contradict this theory. Although there has been support for this theory, research shows that certain factors can actually be applied as both motivators and hygiene factors. Some of these factors are for example payment, recognition and responsibility. This theory might be misleading when adopted directly for generation Y as the needs and wants of this generation are vastly different compared to other generations. Nonetheless Herzberg's motivation-hygiene theory developed in the early 1960s introduced a new interpretation on motivation at that time (Wiley, 1997: 265; Guha, 2010: 123; Walker, 2011: 112).

David McClelland's Socially Acquired Needs Theory came about in 1961 and differs from previous content theories in as much that it is no longer placing the focus on an individual's primary needs but rather focuses on secondary needs. These secondary needs that influence people are achievement/accomplishment, supremacy/power and belonging/affiliation. Individuals with a high need for achievement or accomplishment are much more interested in personal achievement rather than the rewards of success and will thus be motivated by their need for accomplishment. Studies show that individuals with a high need for achievement will automatically set higher goals than individuals with lower achievement needs. High need achievers prefer to work on a task alone and will not excel in a leadership position due to their inability to delegate or to be a team player. Individuals with a need for power will seek to control their entire working environment. They are concerned with the ability to influence events, prestige, status and maintaining a position of leadership and power will thus be a big motivator to them. People with a high need for affiliation or belonging will be motivated by their desire to be approved of and accepted by others. These individuals do not like conflict and in an organisational setting and will seek to help and support others and resolve conflict. McClelland's theory of needs introduced the way in which personalities can influence motivation (Walker, 2011: 113–114; Wiley, 1997: 265).

Historical motivation theories mainly focus on what incentives can be provided in order to address certain needs, whether physical, social or psychological, in order to positively motivate employees at work. According to Anli & Palliam (2012: 7) the self-determination theory (SDT) is a more encompassing motivation theory to motivate employees within an organisational context. Self-determination theory places the focus

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on personal development and self-motivated behaviour change. It is a cognitive evaluation theory that explains the effect that extrinsic motivation has on intrinsic motivation. Self-determination theory (SDT) identifies three universal psychological needs namely self-reliance, capability and affiliation. These are essential to psychological growth, optimum functioning and well-being in any field and correlates with intrinsic motivation. SDT focuses on autonomous motivation that relates to an individual's inner will to act and is consistent with positive psychology. Extrinsic motivation such as payment to perform a task that an employee would have done out of interest undermines intrinsic motivation. An employee will be less likely to do the same task again without payment (Ankil & Palliam, 2012: 7–9).

Ankil & Palliam (2012: 8–10) further states that as a future work characteristic, work and play will be indistinguishable. Employees will be happy at work when they are fulfilling a mission that is meaningful to them. People will automatically be more motivated and happy when they do something they love. The essence of SDT is that employees are more motivated by their interests, inward satisfaction and challenges of the work itself and not by external factors or incentives.

3.2.2 Workplace factors relating to motivation and/or de-motivation

The following section focuses on the literature found on workplace factors that affect or influence the motivation and/or de-motivation of employees. Research on the importance/significance of workplace factors in general as well as the importance thereof for construction professionals is discussed below.

Wiley (1997) in her article about employee motivation, drew an interesting comparison between workplace factors and employees' perceived importance thereof. Her study reviewed employee surveys on motivating factors conducted in 1946, 1980, 1986 and 1992. Employees from various industries were asked to rank workplace factors from most important (ranked number 1) to least important (ranked number 10). The table below portrays the summary of results:

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Table 3.1: Comparisons of employee motivation in 1946, 1980, 1986 and 1992 (Wiley, 1997: 268)

Factors	1946	1980	1986	1992
Full appreciation of work done	1	2	2	2
Feeling of being in on things	2	3	3	9
Sympathetic help with personal problems	3	9	10	10
Job Security	4	4	4	3
Good wages	5	5	5	1
Interesting work	6	1	1	5
Promotion and growth in the organisation	7	6	6	4
Personal or company loyalty to employees	8	8	8	6
Good working conditions	9	7	7	7

In 1946, 1980 and 1986 appreciation, feeling of being in on things and interesting work were all ranked in the top three while good wages was only ranked in the middle. In 1992 good wages took the number one ranking followed by appreciation and job security. These differences in rankings can all be contributed towards changing working environments resulting from a fluctuating economy. In the 1990s a working environment with hostile takeovers, global competition, organisational transformations and downsizing left employees insecure about their basic needs. In such tough times it is understandable that basic needs such as salary and job security will be ranked as the top workplace motivators. As a result of the state of affairs in the 1990s, the top five workplace motivators were good wages, appreciation, job security, promotion and growth, and interesting work (Wiley, 1997: 271–272).

The construction industry was not specifically mentioned in Wiley's (1997) study. The results might thus not be fully applicable to employees working in that industry, especially referring to construction professionals. This study does however provide a good general overview of what employees perceive to be important motivational factors in the workplace. The economy has changed dramatically since the study was conducted, but it does not make these motivational factors irrelevant. It is also important to note that at the time of the above mentioned survey, generation Y individuals were not yet present in the workplace. Respondents to the above survey therefore only come from the silent generation, boomers and generation X.

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Smithers & Walker (2000: 833) conducted a study on motivation of construction employees in Australia. Respondents to their study were professional employees including quantity surveyors, engineers, administrators and predominantly project managers working on site. Respondents working on site 5 to 6 days a week showed significantly higher levels of demotivation compared to professionals working on site 1 to 4 days a week. The results of their study concluded that construction sites as a working environment affects levels of demotivation rather than motivation. This finding implies that reducing de-motivational factors will improve employee productivity. Increasing motivational factors will not always guarantee higher employee productivity (Smithers & Walker, 2000: 836, 840). The workplace is thus an important factor to consider as it affects demotivation of construction professionals. This finding also corresponds with Herzberg's motivation-hygiene theory which states that certain factors will affect job dissatisfaction but not necessarily job satisfaction.

In their study about job satisfaction of South African quantity surveyors, Bowen & Cattell (2008: 264) reported on the significance of certain workplace factors on job satisfaction. The workplace factors included in their study were salary, job security, promotion, personal satisfaction, recognition, challenging and creative work, varied and non-repetitive work, feedback, degree of supervision, participation in decision making and social interaction. The factors that showed a significant correlation to job satisfaction are listed below.

- Feelings of personal accomplishment at work,
- Little recognition of achievement/extraordinary work,
- Opportunities to do challenging and creative work,
- Opportunities to do varied and non-repetitive work,
- Low degree of supervision by superiors,
- Feeling part of team and participating in decision making .
- Opportunities at work for social interaction.

The study and results are discussed in more detail later as part of the literature review on the topic of job satisfaction.

A study was done by Hee & Ling (2011: 1059–1070) regarding employee turnover strategies among quantity surveyors in Singapore. The majority of quantity surveying participants in their study was married males above 35 years of age. However from the remaining sample almost 40% of participants did come from generation Y. The aim of their study was to examine strategies to reduce staff turnover among quantity

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surveyors. This was done by identifying job and job holder characteristics that will affect a quantity surveyor's likelihood of remaining with their company and in the profession. The following characteristics had a significant correlation with a QSs likelihood of remaining with both their firm and in the profession: autonomy to make decisions, satisfaction with monetary benefits (salaries and bonuses), satisfaction with non-monetary benefits (flexible working hours, extra leave and company sponsored holidays) and fit between personal traits and the job itself (Hee & Ling, 2011: 1064, 1067). This provides partial insight into what generation Y quantity surveyors in Singapore perceive as most important workplace factors. It also correlates to what research portrays as preferable workplace factors for millennials in general.

Ashad & Dainty (2005: 231–233) did a comparative analysis on job motivational factors of construction professionals, skilled labour and unskilled labour within the U.K. construction industry. The respondents came from 32 different companies and less than half of them worked for large companies employing more than 250 people. The remainder of the respondents worked for small- and medium-sized companies. Construction professionals included occupations such as managers, quantity surveyors and supervisors. It was found that construction professionals are more motivated by intrinsic rewards compared to skilled and unskilled labour. The most important workplace motivators for the construction professionals are, in order of importance, monetary rewards, self-satisfaction, challenging work, job satisfaction and feeling of accomplishment, teamwork and promotion, participation in decision making.

Referring back to the literature review of generation Y, it can be concluded that the workplace factors that will motivate or de-motivate this generation are salary, technology, flexibility and work-life balance, social interaction, interesting and varying work, meaning and purpose at work, relationship with supervisor and colleagues, feedback, recognition, career growth, personal development, meaningful rewards, ownership and responsibility, working environment and showing them the bigger picture (vision and mission of company) (Steiner, 2007: 6; Kultalahti & Viitala, 2014: 577–578; Fallon, 2009: 5; Martin, 2005: 41–42; Axten, 2015: 51–52).

It is interesting to note that the workplace factors as listed by Myatt (2012: online) also align with the likes, dislikes and motivation of generation Y as employees. In his article Myatt lists 10 factors that can result in top talent leaving their organisation. These factors address aspects like passion, intellect, creativity, skills development, voicing ideas and insights, caring, leadership, recognition, responsibility and commitments.

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Employers failing to address these aspects might risk losing their employees. Similarly the top three responses from employees who were asked what kept them working at their organisation were listed by Bufe & Murphy (2004: 57) as exciting work and challenges, career growth, learning and development and working with great people and relationships.

Based on information gained from the literature the table below summarises the factors that relate to motivation and demotivation in the workplace.

Table 3.2: Workplace factors relating to motivation and/or de-motivation (source: author)

Employee Motivation 1946, 1980, 1986 & 1992	Construction Professionals	Generation Y
Good wages	Salary	Salary
Interesting work	Challenging and creative work Varied and non-repetitive work	Interesting and varying work
Promotion	Promotion	Career growth
Growth in the organisation	Personal satisfaction Fit between trait and job	Personal development
Full appreciation of work done	Recognition Sense of accomplishment	Recognition
Good working conditions	Working environment	Working environment
Feeling of being in on things	Participation in decision making Sense of belonging to firm	Ownership and responsibility Showing the bigger picture
Personal or company loyalty to employees	Degree of supervision	Relationship with supervisor and colleagues
Job Security	Job Security	<i>Not applicable</i>
Sympathetic help with personal problems	<i>Not applicable</i>	<i>Not applicable</i>
<i>Not applicable</i>	Feedback	Feedback
<i>Not applicable</i>	Social interaction	Social interaction
<i>Not applicable</i>	Non-monetary benefit (i.e. flexible working hours)	Flexibility and work-life balance
<i>Not applicable</i>	Non-monetary benefit (i.e. extra leave, company sponsored holidays)	Meaningful rewards
<i>Not applicable</i>	<i>Not applicable</i>	Technology
<i>Not applicable</i>	<i>Not applicable</i>	Meaning and purpose at work

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The workplace factors as summarised in Table 3.2 are not in order of importance or rank. It merely indicates what the typical workplace factors are that affect motivation or de-motivation of employees. It demonstrates that there are certain workplace factors that are general in nature and can be applied to any workforce at any point in time. Some of these general workplace factors seem to be money, promotion, recognition, working environment, challenging and interesting work. When measuring motivation and job satisfaction of generation Y it is important to include factors that they perceive as important such as technology and meaning and purpose at work.

There are many deterrents that will influence the importance or significance that an individual places on workplace factors. Some of these deterrents are for example the economy, industries, company and employment level. Over years the economy fluctuates and changes and it will influence employee needs and views of the workplace. In tough financial times, basic needs such as salary and job security might prevail as the most important (Wiley, 1997: 271–272). The economy will also affect the various industries and will cause fluctuations within specific industries. This will affect how employees of that industry perceive workplace motivators.

Thy type of industry will show significant differences in the perceived importance of workplace motivators. Operations of the various industries are considerably different. Industry's demands on employees are therefore different and will affect their expectancy of the workplace. The needs and wants in the construction industry will be, for example, different to that of the hospitality or retail industry. It is reasonable to expect that employees in various industries will rank the importance of workplace factors differently. In the context of the building industry, construction professionals will have different needs compared to the unskilled construction workers. Professional staff requires a much higher education level and certain qualifications to be able to do their job. Although both sets of employees are in the same industry, the roles they play are vastly different.

Employment levels must also be viewed within the context of the specific company within a specific industry. The job satisfaction level of a company will provide a good general overview of the well-being of a company but it is critical to assess job satisfaction according to the job levels within that specific organisation. Unskilled workers receiving a minimal income may in some instances be subject to poverty. Workplace factors addressing basic needs might be of more importance to these

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workers. In contrast, construction professionals who are earning a good salary might be more interested in rather meeting career growth needs.

The importance of workplace motivators when looking at the construction industry will be different among the different occupations and job levels within that industry. The overview of the literature on motivation and job satisfaction of employees in general and employees working as construction professionals found that there are certain common factors that are always present when analysing the top 10 workplace factors that influences motivation and job satisfaction (Wiley, 1997; Smithers & Walker, 2000; Bufe & Murphy, 2004; Ashad & Dainty, 2005; Bowen & Cattell, 2008; Hee & Ling, 2011; Myatt, 2012). This study tabulates the top workplace factors below. These factors are not in order of importance as their rank will differ between various industries, occupations and employment levels:

Table 3.3: Workplace factors relating to motivation and job satisfaction (source: author)

a)	Personal/self-satisfaction and accomplishment
b)	Participation/autonomy in decision making/being part of company
c)	Opportunities for doing challenging, interesting, creative work
d)	Monetary rewards/financial benefits
e)	Promotion, career growth and development
f)	Recognition of achievements/appreciation of work done

It can be concluded that the workplace factors as listed in Table 3.3 should be ranked among the top five factors when considering workplace motivators for construction professionals.

Many of the motivational factors that are important to employees in general and construction professional employees also form part of the motivational factors of generation Y. However the motivational factors that differentiate generation Y are the strong emphasis they place on the work-life balance and flexibility at work, wanting to experience meaning and purpose in what they do, needing constant feedback from their manager in order to improve themselves, rapid career growth and development, positive relationships with their supervisors and colleagues, social interaction at work, knowing the vision and mission of the company and how they fit into it and working with the latest technology.

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3.2.3 Organisational behaviour

The manner in which people behave within their organisation or the study of human behaviour within an organisational setting can be defined as organisational behaviour. There are several aspects that will affect and influence a person's behaviour within their workplace, some of them being an individual's personality, motivation, communication, stress and emotions (Walker, 2011: 3). Research has shown that behaviour change is a consequence of motivation (Ankli & Palliam, 2012: 7).

The construction industry in itself is a complex industry with many role players working together as a team to deliver a construction project within time, scope and budget. If the complex matter of human behaviour is added to the complexity of the construction industry, it highlights the importance of studying and understanding the matter of organisational behaviour in order to effectively manage the human capital within an organisation or construction project (Walker, 2011: 4). The behaviour of an individual has a direct link to performance and job satisfaction. Two important aspects coupled to this are an individual's ability to perform a task and his attitude towards it. Intellect, training and experience will determine an individual's capability level, and attitude will be based on personality, perception, emotions, feelings, morals and ethics (Walker, 2011: 16).

3.3 Job satisfaction within an organisational context

There is not a single definition that will define the term job satisfaction. Job satisfaction should rather be viewed as a manner in which employees perceive their jobs and the positive and negative feelings relating to it. It is an emotional reaction towards one's job when comparing desired job outcomes with the actual job outcomes (Bowen & Cattell, 2008: 260; Lim & Ling, 2012: 102).

Job satisfaction according to Bowen & Cattell (2008: 261) can be grouped into two main categories, namely personal characteristics of employees and the characteristics of the job itself. The diagrams below break down the characteristic traits of these two groups:

Job Satisfaction of Generation Y Quantity Surveyors

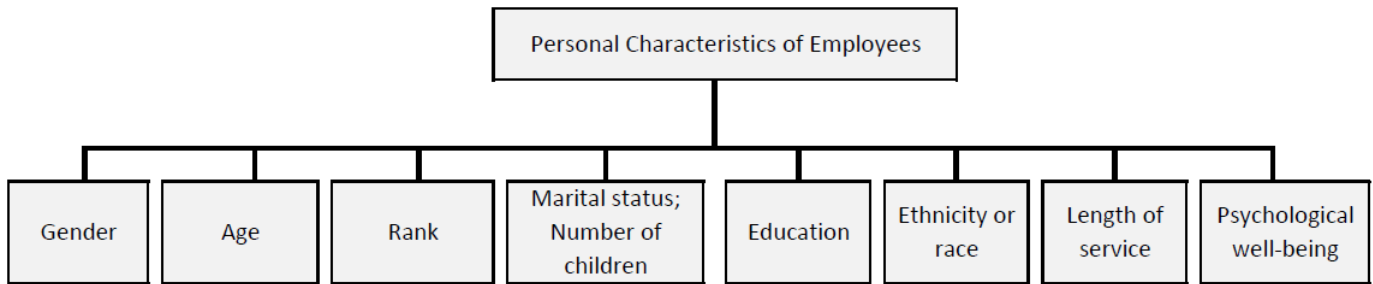


Figure 3.4: Personal characteristics of Employees (Bowen & Cattell, 2008: 261)

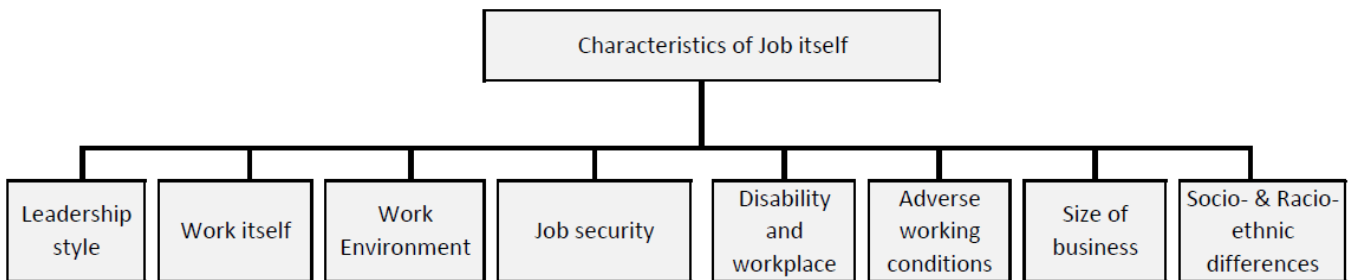


Figure 3.5: Characteristics of the Job itself (Bowen & Cattell, 2008: 261)

Research done on job satisfaction in the construction industry to date is referenced by Walker (2011: 21–23) as follow:

A study on construction manager’s health was conducted using the full job strain model (JSM) that predicts job satisfaction and psychological well-being of an individual. It was established that job control had a large effect on job satisfaction for construction managers. Job satisfaction of Thai engineers and foremen in the construction industry was also researched. This study applied Herzberg’s two factor theory of motivation. Previous literature reviewed for the above mentioned study mainly focused motivation of construction personnel on tradespersons and foreman level of employment. Further research was conducted on the stress levels of construction project managers as well as the job satisfaction of architects in the U.K. and how it relates to work-life balance and staff turnover. A large portion of the responses to the latter research were due to organisational matters and not the actual work of an architect and this had a negative impact on work-life balance for architects. Research also shows problems with work-life balance in a large Australian construction firm where individuals working in an on-site position versus an office-based position experienced higher levels of conflict with work and family matters and showed higher levels of exhaustion. Site employees were also less satisfied with their pay. A study of the job satisfaction of quantity surveyors in South Africa revealed factors impacting job satisfaction which are further discussed below.

Job Satisfaction of Generation Y Quantity Surveyors

The study done by Bowen & Cattell (2008: 260–267) explores job satisfaction of South African quantity surveyors. More than 80% of respondents to their study are white males, work in the private sector, operate in PQS firms, obtained a four-year degree or equivalent, are married or in a permanent relationship. Bowen & Cattell report that 82% of their respondents had at least 10 years' experience. The average teenager finishes school at the age of 18 and will have to study for approximately four years to obtain a degree in quantity surveying. This means that quantity surveyors will enter the market place at the age of 23. Adding 10 years' experience to that will take them up to the age of 33. Therefore 82% of respondents to their study were older than 33 years. At the time of their study, generation Y quantity surveyors barely entered the workplace. Taking into account the above mentioned timeline, at the time the oldest of generation Y was approximately 27 years old with only five to six years' experience. It would be reasonable to assume that generation Y quantity surveyor respondents thus accounted for less than 18% of Bowen & Cattell's study. The results of their study might therefore not be fully applicable to generation Y quantity surveyors. The aim of this research is to address the research gap of the job satisfaction of generation Y quantity surveyors in particular.

The results between job satisfaction and workplace factors, as found by Bowen & Cattell (2008: 263), shows the Qs's' perceptions of their occupation and it indicates which of these factors have a significant relationship with job satisfaction.

The QS occupation is providing:

- An average to above average salary – 82%,
 - High levels of security of employment – 56%,
 - Few prospects for promotion – 59%,
 - Little feedback from superiors on performance – 72%.
-
- Feelings of personal accomplishment at work – 79%,
 - Little recognition of achievement/extraordinary work – 61%,
 - Opportunities to do challenging and creative work – 57%,
 - Opportunities to do varied and non-repetitive work – 56%,
 - Low degree of supervision by superiors – 82%,
 - Feeling part of team and participating in decision making – 77%,
 - Opportunities at work for social interaction – 51%.

Not
Significant

Significant

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Overall the study by Bowen & Cattell (2008: 263) found that 88% of responding South African quantity surveyors like their job and only 42% demonstrated high levels of job satisfaction by reporting that they love their job. Little research has been done on the job satisfaction of construction professionals and managers, but studies show that professional staff is motivated more by intrinsic motivators (Walker, 2011: 21; Bowen & Cattell, 2008: 262). The majority of South African quantity surveyors indicated that they are satisfied with their financial remuneration, which is perceived as extrinsic motivation. The reason why it is being classified as non-significant in relation to job satisfaction can perhaps be explained when viewing the correlation between job satisfaction and salary in light of Maslow's hierarchy of human needs.

Maslow's hierarchy of human needs addresses the five basic human needs. The first two needs, physiological, safety and security are categorised as the basic human needs, while esteem, love and belonging are classified as the psychological needs and self-actualisation is classified as self-fulfilment needs. For an individual to be able to address his basic needs such as food, water, a house, clothes, safety and security, an acceptable level of payment will be required. In general if an acceptable level of pay has been reached enabling an individual to address his basic human needs, salary will not be the prime factor of job satisfaction anymore. Payment will however remain the most important factor for job satisfaction if the remuneration level is unable to cover the cost of an individual's basic needs (Walker, 2011: 20–21).

The construction industry holds various professions such as project managers, architects, engineers, quantity surveyors and building contractors (Hauptfleisch & Sigle, 2014: 42). The knowledge of remuneration levels of construction professionals is widespread and as a result salary expectations are well established. Therefore facets other than salary are more likely to be the drivers of high levels of job satisfaction for construction professionals (Walker, 2011: 20–21).

Various workplace factors affect job satisfaction of employees and produces either positive or negative feelings towards one's job. These feelings will affect an employee's decision on willingly resigning or remaining with their organisation. High staff turnover is costly in more than just the financial sense of the word. The matter of staff turnover and influence thereof on an organisation is investigated next.

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3.4 Staff turnover & related profitability within an organisational context

Staff turnover can be viewed as the inflow and outflow of employees within an organisation (Forrier & Sels, 2003: 149). Turnover is calculated by determining the annual percentage of staff leaving against the average number of workers during the year. It can be formulated as $\text{Turnover Rate} = \text{Number of terminations} \div \text{Average active employees}$ (Hee & Ling, 2011: 1060; O'Connell & Mei-Chuan, 2007: 15).

High "employee flow" can be defined as high staff turnover and low "employee flow" as low staff turnover. When employees leave their company willingly, it creates an opportunity for new employees to be appointed. In tough economic times when industries face recession, many companies are forced to let people go in order to survive. High turnover might thus also be a result of payroll cuts.

Employees might find themselves to be dissatisfied with their job but due to factors such as the economy, market conditions, lack of other job opportunities, or length of service in their current position, employees will choose to remain with their employer but will also remain unsatisfied. Research shows that job dissatisfaction has a great effect on the turnover of a company (Walker, 2011: 29). This study focuses on turnover of employees who willingly leave their organisation, implying that their expectation of the job was not met.

3.4.1 Human capital as asset

Moore (2008: 71) says that the reality of business today is that good staff are hard to find and even harder to replace. Most people leave their job because of an unsatisfactory working relationship with the boss or co-workers. There is a perceived disconnectedness with leadership. On the other hand, good relationships at work, a sense of meaningful work, recognition and confidence in the direction the company is headed, are the things that contribute to staff retention (Moore, 2008: 71–72; Myatt, 2012: online). It is easy for competitors to copy and implement, for example, similar business plans, project strategies, products and equipment. But the one thing that is unique to each organisation is the people working there. That is where the real competitive advantage lies with a company's people (Miodonski, 2004: 7).

A major part of an organisation's intellectual capital is contained within the minds of their employees. It is not practically possible to document all the knowledge contained

Job Satisfaction of Generation Y Quantity Surveyors

within the minds of employees and this fact highlights the importance for companies to ensure that they have the ability to keep their most valuable intellectual capital (Walker, 2011: 28).

Walker (2011: 28) explains the three areas of intellectual capital applicable to the construction industry. Firstly will be those individuals who have vast amounts of knowledge about the company as a whole, corporate culture, company values, work processes and long-standing clients, secondly there are those employees who will have the knowledge of certain techniques and technologies that have been used on past projects and lastly there are those employees who are running current projects and have all the project specific knowledge, who know the background to those projects and reasons why certain decisions have been made. The latter are very disruptive to a company if, for example, a particular individual with great project specific knowledge is lost. Employees having to take over such projects are usually placed in a difficult and uncertain position for some time. In light of the above the truth in the following quote must be applied by organisations: “At 5 p.m., 95% of our assets walk out the door. We have to have an environment that makes them want to walk back in the door the next morning.” Employees will only look for other employment if they are not satisfied with their current job.

Companies usually put a lot of effort into retaining high performing employees. This is done, among others, by giving pay raises, bonuses, recognition for work done and career growth opportunities. Even if their job satisfaction level is not so high, it will not necessarily mean that they will leave the company or search for opportunities elsewhere because they are in a sense being rewarded for their efforts (Walker, 2011: 29).

3.4.2 Impact of staff turnover

Human capital is a valuable asset and competitive advantage but retaining top talent is challenging and many organisations struggle with it. Employee turnover is very costly, disruptive and frustrating to organisations. Replacement cost is the most obvious to consider, but there is also a price to pay in terms of productivity loss and decreased staff morale (Miodonski, 2004: 7; Bufe & Murphy, 2004: 57; O’Connell & Mei-Chuan, 2007: 14; Myatt, 2012: online; Hunt, 2014: online). Smart leaders should be aware of the job satisfaction levels of their employees and take an interest in their employees in order to know what they want.

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Staff turnover can boost the bottom line or cause major setbacks within an organisation. No company can afford to have employees walking out the door and must have a strategy to keep them from leaving. It is estimated that by the year 2020 about 70 million employees from the baby boomer generation (born between 1940 and 1960) would have retired leaving the gap for generation X and Y to fill. High staff turnover will have a negative impact on organisation in more than one way (Suleman & Nelson, 2011: 44).

The opportunity cost of lost corporate knowledge of products and services, expertise and experience, client relations, and processes and procedures are among other negative impacts on a company when staff resign. According to O'Connell & Mei-Chuan (2007: 15) the three main aspects with regard to turnover cost are staffing, vacancy and training. Hiring a new employee has recruiting cost associated to it such as advertising or hiring a recruiting agency, interviewing and screening. It also takes time to replace a lost employee and a temporary vacancy within an organisation often results in lost productivity. New employees take longer to reach the same productivity levels of existing employees. They need time to settle in, come to terms with their job requirements and undergo necessary training. Company culture is also affected because other employees start to question why their colleague left and tend to show signs of unproductivity. Client loyalty might easily lie with an employee rather than the employer. A client may decide to follow a resigned employee to his or her new organisation which will have a negative impact on an organisation as they will not only lose a client but also potential future business. All these associated costs are not easy to quantify but must be taken into account when determining employee turnover cost (O'Connell & Mei-Chuan, 2007: 15; Suleman & Nelson, 2011: 44; Hee & Ling, 2011: 1060; Keller, 2014: 4–5).

The cost of replacing a professional employee is estimated to be one to one and a half times their annual salary. The American Bureau of Labor Statistics estimates the average cost of replacing an employee in the construction industry as well as the professional and business industry to be close to \$15,000. In the U.S. employee turnover is costing companies \$550 billion dollars a year and yet organisations tend to underestimate its financial impact (O'Connell & Mei-Chuan, 2007: 14–15; Suleman & Nelson, 2011: 44; Hunt, 2014: online).

Employee engagement is a concept that has proven to lead to higher profitability (Hunt, 2014: online). Engaged staff will be less likely to leave their organisation and it is

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assumed that low staff turnover is related to high staff engagement. Keller (2014: 5) writes that three types of employees are generally found within organisations. These are employees who are engaged at work, not-engaged at work and completely disengaged at work. Engaged employees are passionate about what they do and show innovation that will be of benefit to the future growth and success of the company. Employees who are not engaged will do their work but without any passion or energy. They will just do it for the sake of getting it done. This group is of no benefit to the company but will also not be of any harm to the company. Disengaged employees however are harmful to company growth and success as they are acting out their unhappiness on a daily basis. Research shows that the profit margins of companies with high staff engagement is about three times higher than companies with low staff engagement (Hunt, 2014: online). In order to determine the level of staff engagement it is necessary to look at the things affected by it. The following illustration explains the concept further:

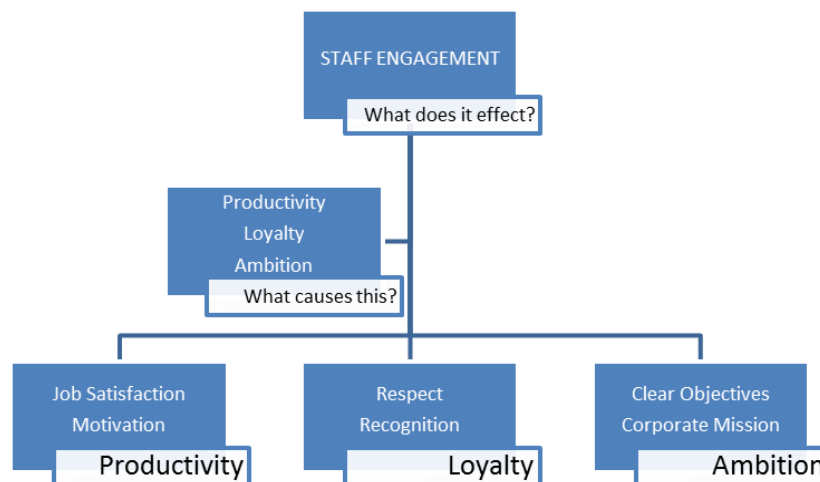


Figure 3.6: Illustration of the factors affected by staff engagement (source: author)

Staff engagement, similar to job satisfaction, deals with a person's perceived attitude towards work. According to Hunt (2014: online) a global survey indicated that only 13% of employees see themselves as being engaged at work. Staff engagement has an effect on productivity, loyalty and ambition. The question then changes to what is the level of staff productivity, loyalty and ambition? To answer that question it is necessary to break down the concept further and to look at what causes staff to be productive, loyal and ambitious.

If employees are respected by their manager and colleagues and feel that there is a platform for them to be heard and when they get recognition for their contribution at

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work it will create a sense of loyalty towards their company. Clear work objectives with achievable goals aligned to company mission and career growth opportunities, it is enough reason for employees to be ambitious and seek advancement (Hunt, 2014: online). A large number of studies revealed that job satisfaction and job performance are positively linked to each other. Companies with unsatisfied or less satisfied employees tend to be less effective than those companies with higher levels of satisfied employees (Walker, 2011: 23). Job satisfaction and performance can be improved and are directly affected by the perception of organisational support. Organisations that recognise and value the energy and commitment of employees and care about their well-being are demonstrating support that will lead to job satisfaction (Walker, 2011: 26).

According to Trunk (2007: 57) the consulting firm Deloitte based in America was alarmed by the high staff turnover of their young millennial employees and appointed one of their consultants to investigate this matter. The findings showed that generation Y employees perceive that their company will not be able to provide them with the career growth opportunities that they long for. Young employees will only change jobs when they see no other choice. Deloitte found that two-thirds of their young employees left for a job description that could have been accommodated within the firm itself. A different position within the company might be the answer to what a young ambitious employee is looking for. Introducing programmes to establish and accommodate the next career move of young employees saved Deloitte \$150,000 in costs.

Staff turnover and the built environment

The construction industry is complex. In construction projects the client usually appoints an entire professional team made up of architects, engineers, quantity surveyors and building contractors (Hauptfleisch & Sigle, 2014: 42). The duration of a construction project can take anything from a couple of months to a couple of years depending on the type of project. Professional team members have to work together for long periods of time and good working relationships between them is vital. The nature of the quantity surveying work on construction projects start long before the work commences on site. Quantity surveyors can be seen as the cost consultants on construction projects. Commercial quantity surveyors get involved with projects at a very early stage and are responsible for feasibility studies, cost planning, estimating, procurement, tendering and cost management on site. The project quantity surveyor is therefore familiar with the project, its requirements, the designs and changes to it and the cost management methodology applied.

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When a quantity surveyor decides to leave his or her organisation it does not just impact the company but also impacts the entire professional team, client and project. It is impossible to hand over all the intellectual knowledge gained on construction projects. It takes time to replace quantity surveying employees as the replacement will have to be a fit for the company in terms of clients, projects and other construction professionals. What usually happens when a quantity surveying employee decides to resign is that his or her workload gets distributed among other quantity surveyors within the company. Temporarily taking over a construction project is difficult because it takes time to comprehend the dynamics of a project and build relationships with the professional team. It also damages client relations when the project quantity surveyor is constantly being changed around. Often the temporary arrangement just becomes a permanent arrangement and overloading employees with the work of a resigned staff member is not fair. Employers need to have an action plan at hand for these situations. They cannot wait till employees are walking out the door before they start acting.

The results of the study by Hee & Ling (2011: 1070) regarding employee turnover strategies among quantity surveyors in Singapore suggest that in order to possibly reduce staff turnover among quantity surveyors, QS employers should:

- Hire quantity surveyors with good technical knowledge and who will be a good fit with the company.
- Provide good remuneration packages with sufficient benefits (monetary and non-monetary).
- Give quantity surveyors autonomy to make decisions.
- Give regular feedback on performance and accuracy of work
- Instil a sense of belonging by making quantity surveyors part of the company vision and mission.
- Provide more changes of promotion for example even if this means to introduce more intermediate job levels.

These results are based on the general QS population and not generation Y in particular. Further research is needed in order to determine the factors that will reduce staff turnover among generation Y quantity surveyors.

The construction industry is very competitive and volatile. Organisations need to have a sound knowledge of the expectations and requirements of their professional staff.

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Companies who can successfully retain their top talent will not only have a competitive advantage but will also have increased profitability to show for it.

3.5 Conclusion

When studying the literature related to motivation, job satisfaction and staff turnover it can be summarised as follows. Motivation is an individual's inner will and drive to act and certain workplace factors relating to an individual's needs, will either motivate or de-motivate employees. Motivated employees are likely to have higher levels of job satisfaction compared to de-motivated staff. The level of job satisfaction will hence influence an individual's decision to willingly leave or remain with his or her organisation. In simple terms, happy employees will stay with a company and unhappy employees will leave. Research indicates that low staff turnover results in increased profitability.

From the literature available on motivation of construction professionals it can be concluded that the following workplace factors should be among the top five: money, promotion, feelings of accomplishment, challenging or interesting work and personal satisfaction from the work. These factors also correspond with some of the motivational factors of generation Y employees. Organisational leadership is often in control of the factors influencing job satisfaction and it is important to ensure that these factors are adequately addressed where possible. Smart leaders should not make the mistake of losing their top talent to competitors.

The literature as discussed provides a platform of basic knowledge about job satisfaction and staff turnover of employees in general as well as construction professionals. When looking at this topic in the context of South Africa, the viewpoint changes dramatically. South Africa as a third world country faces many economic, political and racial challenges which impacts on the various industries, including the construction industry. Job satisfaction, staff turnover and generation Y youngsters need to be evaluated in the context of the county in which they live. With an unemployment rate of 48% among youth and almost half of the population of South Africa being under the age of 24, job creation remains one of the biggest challenges for this country (Sunter 2015: online). In order to determine the satisfaction of generation Y quantity surveyors in South Africa, it is necessary to understand the quantity surveying profession in the context of this country. Investigation into this topic is discussed hereafter.

4 Chapter 4: Quantity surveying in South Africa: literature review

4.1 Introduction

In order to determine the job satisfaction of generation Y quantity surveyors in South Africa, it is necessary to understand the quantity surveying profession in the context of this country.

This chapter investigates among others, the history of quantity surveying in South Africa as well as the roles and responsibilities of a quantity surveyor. This aims to establish a basic knowledge about the quantity surveying environment that generation Y quantity surveyors are expected to operate in. This chapter also discusses the various registration routes available to youngsters in order to register as professional quantity surveyors. Lastly, this chapter reports on quantity surveying statistics as obtained from the South African Council for the Quantity Surveying Profession (SACQSP). These statistics highlight the importance of generation Y quantity surveyors as they are the future upon which this profession will build.

4.2 Background on quantity surveying as profession in South Africa

The establishment of quantity surveying in South Africa can be attributed to the start of the profession in England in the early 19th century. This profession was established in countries that were under British influence at the time, with South Africa being one of those countries. Quantity surveyors in England were first known in the field of construction as surveyors or measurers (Maritz & Sigle, 2010: 1). The quantity surveying profession started the wrong way around in comparison to how it is known today. Surveyors were used by the main tradesmen to calculate the quantities and building cost only after completion of a project in order to submit final accounts for the building work. Owner builders however wanted to know the building cost upfront and started a tendering system (Maritz & Sigle, 2010: 1). Tenderers were required to calculate their own quantities at their own expense. Tenderers collaborated and decided among themselves to make use of an independent surveyor who would calculate the quantities for them. The fee of the surveyor would then be incorporated into the tender price and paid by the successful tenderer. Since the owner builders were indirectly paying the fee of the surveyor, they realised that it would be more beneficial for them to appoint the surveyor directly to look after the interest of owner

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builders. These surveyors later became known as quantity surveyors (Maritz & Sigle, 2010: 1).

The discovery of diamonds in South Africa in about 1870 had a significant impact on the economy of this country. It did not only impact the economy but also had an influence on the early development of quantity surveying. Mining attracted many architects from Britain who brought with them experience of quantity surveying systems. Architects were at first fulfilling the role of quantity surveyors in South Africa by measuring the required building quantities. These quantities however did not form part of the building contracts. The architects' system of measured quantities proved over time to be insufficient for the growing demand in the construction industry (Maritz & Sigle, 2010: 1–2; ASAQS, Cruywagen, le Roux, Pearl, Sigle, Verster & Wortmann, 2009: 1). In 1896 fully qualified quantity surveyors arrived and established themselves in South Africa. Unfortunately the Anglo-Boer war of 1899 to 1902 greatly affected the building industry in South Africa and this war was followed by a severe depression which had a negative impact on the building industry at large (Maritz & Sigle, 2010: 1–2; ASAQS, Cruywagen, le Roux, Pearl, Sigle, Verster & Wortmann, 2009: 1).

The Union of South Africa was formed in 1910 which brought relief to the prior depression and resulted in reconstruction of the country. The Union established a public works department which included among others a quantity surveying department. Quantity surveyors were responsible for compiling building quantities which now formed part of building contracts (Maritz & Sigle, 2010: 2–3; ASAQS *et al.*, 2009: 1, 3). In 1905 the Transvaal Society of Quantity Surveyors was formed and shortly after that in 1908 it became the South African Institute of Quantity Surveyors. This was the first recorded nationally representative quantity surveying body in South Africa. This body was valuable in terms of creating awareness of the role and function of quantity surveyors as well as general awareness of the profession in South Africa. The next great milestone for the quantity surveying profession was achieved in 1927 when the Architects' and Quantity Surveyors' Private Act (No.18 of 1927) was passed. This act protected the title of architects and quantity surveyors but not the function of these professions (Maritz & Sigle, 2010: 2–3; ASAQS *et al.*, 2009: 1, 3).

South Africa's economy took a downturn during World War II in 1939 but building work in the private and public sectors increased again after the war. In 1961 South Africa was proclaimed as the Republic of South Africa free from the dominion of Britain. A few years later in 1967 the process started to get the new Quantity Surveyor's Act (No.

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36 of 1970) approved. The Prime Minister's department finally approved and published this act in 1970. This was in essence the establishment of the South African Council for Quantity Surveyors. The new act required any person seeking registration through the council to be a member of an approved association. The new act took effect in 1971 but had *per se* two bodies namely the Council (SACQSP) and the Association (ASAQS). Although there were areas of similar interest, both organisations were set up to fulfil different functions and roles (Maritz & Sigle, 2010: 3–4; ASAQS et al., 2009: 4–5).

The new millennium brought about new changes in order to better govern the built environment in South Africa. New acts were introduced including the Quantity Surveying Professions Act (No. 49 of 2000) which came into effect on 15 January 2001. At the same time the Council for the Built Environment (CBE) was established. They were established by Parliament as a statutory body who as over-arching council provides guidance and governance to the built environment profession. The CBE was also the communication channel between the Government and the built environment profession. The built environment profession is made up of six professions namely architecture, landscape architecture, engineering, property valuation, construction management and quantity surveying (Maritz & Sigle, 2010: 4–5; ASAQS et al., 2009: 5, 11).

The new Quantity Surveying Professions Act (No. 49 of 2000) made it compulsory to become a registered professional quantity surveyor in order to legally open a quantity surveying firm and practice as a quantity surveyor. A person may only use the title of Professional Quantity Surveyor if he/she met all the registration requirements of the council. The main role of the SACQSP is to administer the Quantity Surveying Professions Act (No. 49 of 2000). The Act also makes provision for the SACQSP to recognise Voluntary Associations provided that they meet the council's requirements. The Association of South African Quantity Surveyors (ASAQS) is such a voluntary association. Membership to the ASAQS is not compulsory for practicing purposes but it does add great benefit and value to firms and individuals day-to-day operations. (Maritz & Sigle, 2010: 7; ASAQS et al., 2009:11–12). A brief overview of the statutory powers of the SACQSP and role of the ASAQS in the quantity surveying profession is provided below.

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4.3 Statutory body and association for the quantity surveying profession in South Africa

4.2.1 ASAQS

The ASAQS was inaugurated in 1908 and has since added value to the quantity surveying profession in terms of creating awareness of the role and function of quantity surveyors. At present the ASAQS aims to achieve and maintain goals such as (ASAQS, 2015: online):

- Advance and promote the science and practice of quantity surveying and associated matters.
- Maintain the dignity of the quantity surveying profession.
- Watch over, promote and protect the interest of its members.
- Afford opportunity for the exchange and recording of the body of knowledge and experience of quantity surveying.
- Promote the high standards of professional competence and integrity.

The construction industry is constantly changing and developing, bringing about new challenges and changes. Clients and companies are relying on quantity surveyors to stay abreast of developments and be able to provide current cost management solutions and strategies. The ASAQS provides guidance, resources and an environment in which professionals may learn, grow and work together to advance the techniques and science of quantity surveying. Through Continuing Professional Development (CPD) programmes, members are able to broaden their knowledge base and promote professional growth. Correctly equipping quantity surveyors has become a necessity in today's rapidly changing built environment. The ASAQS also supports quantity surveying practices by providing them with many standardised documents to help them operate efficiently and with the expected professional expertise. Such standardised documents include the Standard System of Measuring Building Work, A Guide to Elemental Cost Analysis, Model Bills of Quantities, Practice Notes and many others (ASAQS, 2015: online).

Some of the ASAQS board members, executive- and other committee members also serve on various other committees and associations and in doing so, represent the quantity surveying profession at large. Not only does the ASAQS have ties with local organisations, but they also establish and maintain ties with various international

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organisations. These ties are of great value to continually develop and grow the quantity surveying profession in South Africa (ASAQS, 2015: online).

The ASAQS is therefore not a legislative body but a voluntary association operating within the parameters of The South African Council for the Quantity Surveying Profession (SACQSP).

4.2.2 SACQSP

According to the Quantity Surveying Profession Act No. 49 of 2000, the South African Council for the Quantity Surveying Profession (SACQSP) has been established to act as the juristic person for the quantity surveying profession. The SACQSP also provides regulation between the SACQSP and the Council for the Built Environment (CBE), a statutory council over-arching the six professional councils within the built environment. The CBE is responsible for the regulation and standardisation of the approach taken by the various professions within the built environment. The statutory power of the SACQSP includes power of council to regulate matters such as administrative duties, registration of quantity surveyors, fees and charges, education in quantity surveying and general matters (South Africa. Quantity Surveying Profession Act No. 49 2000). A brief overview of the statutory power is provided below.

Administrative duties

The council is allowed to administer matters such as the remuneration, pension and other benefits of its members and staff, location of the head office, the manner in which meetings are to be conducted and the printing, circulating and selling of any publications related to the quantity surveying profession (SACQSP, 2015: online).

Registration of quantity surveyors

The SACQSP has been given the power to consider and decide on any application for registration as candidate or professional quantity surveyor, prescribe the validity period of the registration of a registered person and keeping and administering a register of all registered persons (SACQSP, 2015: online).

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Fees and charges

The SACQSP has the authority to determine the fees and charges payable to the council such as application fees, registration fees, annual fees, examination fees, fees payable for services rendered, fees payable for an appeal, the date on which fees are payable and any other applicable fee or charge due to the council (SACQSP, 2015: online).

Education in quantity surveying

In terms of the Higher Education Act, 1997 (Act No. 101 of 1997), the SACQSP may conduct accreditation visits to any department, school or faculty of quantity surveying. It may grant, refuse or withdraw accreditation from such institutions where required. The SACQSP may also consult with the Council of Higher Education regarding relevant matters for education in quantity surveying as well as render advice to educational institutions with regard to the training and education of registered persons and prospective registered persons. In order to determine competency standards for the purposes of registration as a quantity surveyor, the SACQSP may consult with the South African Qualifications Authority in this regards. Further to this, the SACQSP may assist with gaining international recognition for qualifications and professional status and recognise any examination or qualification for the purposes of the Act (SACQSP, 2015: online).

General matters

Regarding general matters, the council may among other manage movable or immovable property, decide on the manner in which contracts must be entered into, determine standards to which voluntary associations must comply, advise the Minister or CBE on matters relating to the quantity surveying profession, protect the public in their dealings with registered persons and improvement of standards of services rendered by registered persons (SACQSP, 2015: online).

Over and above all the statutory power the SACQSP, the council also performs a variety of functions which involve academic standards for registration purposes, professional development standards, requirements of continuing professional development, prescribing a Code of Conduct and Codes of Practice, recognition of professional associations and providing fee guidelines for consultation work (SACQSP, 2015: online).

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The SACQSP, as outlined above, plays a critical governing role as legislative body whilst the ASAQS promotes, protects and supports the quantity surveying profession. In context of the SACQSP and ASAQS as two key role players in the quantity surveying profession it is necessary to investigate the role and functions of a quantity surveyor.

4.4 Role and functions of a quantity surveyor

An important aspect of understanding the roles and functions of a quantity surveyor in South Africa is firstly to define the terms “quantity surveying” and “quantity surveyor”. The SACQSP defines these two terms as follows (SACQSP, 2015: online):

“Quantity Surveying” is the provision of expert, professional services and advice on construction procurement, contracting and costs. Quantity surveyors are trained, experienced specialists who have acquired comprehensive knowledge of construction procurement and contracting methods, finance and economics. They advise, collaborate and co-operate with members of other Built Environment Professions.”

“Quantity Surveyor” is a person who is registered as such in terms of the Quantity Surveying Profession Act, 2000 (Act No. 49 of 2000).”

The modern quantity surveyor can be seen as the construction cost advisor or construction cost consultant with a broad knowledge of construction economics (Maritz & Sigle, 2010: 9). The services provided by a registered professional quantity surveyor can be categorised into six stages as illustrated below.

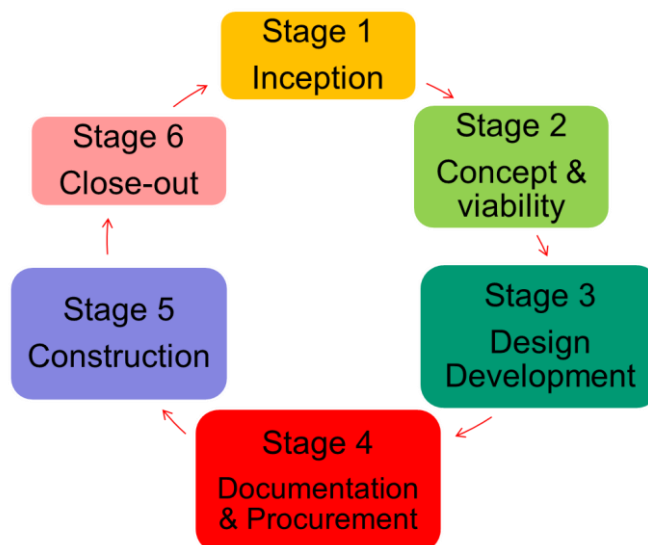


Figure 4.1: Professional Fee Stages of the SACQSP (source: author)

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Professional quantity surveyors base their fees on these stages as outlined in the 2013 Tariff of Professional Fees Schedule as published by the SACQSP. The actions and deliverables of the quantity surveyor align with various project stages and key deliverables at the end of each stage (SACQSP, 2015: online; Maritz & Sigle, 2010: 12). The services provided in each stage are as below.

4.3.1 Inception

The inception stage is the stage where the initial brief to the client is prepared. This brief will outlay the strategy the professional team will follow in delivering the required outcomes of the project. The client will have to approve the strategic brief of the professional team prior to the start of the concept and viability stage. Once the project initiation has been accepted by the client, the concept and viability phase can commence (SACQSP 2015, online; Maritz & Sigle: 2010: 12).

4.3.2 Concept and viability

The concept and viability stage allows for the concept design to be drawn up. The quantity surveyor will be responsible for preparing the initial cost estimate and feasibility based on the concept design. The quantity surveyor will also provide the client with cost advice required during the design concept stage (SACQSP 2015, online; Maritz & Sigle: 2010: 9, 12). The cost estimate and feasibility study will at this stage give the client a rough indication of what the construction cost will be and whether the project will be feasible or not. The client must approve the concept design and building cost prior to the commencement of the design development stage (Maritz & Sigle, 2010: 12).

4.3.3 Design development

During the design development stage the architect will develop his concept designs into more detailed designs. The quantity surveyor will in turn revise the cost estimate and feasibility study according to the design development. The construction cost is now based on more detailed designs and reflects a more accurate cost (SACQSP, 2015: online; Maritz & Sigle, 2010: 12). Personal experience in the built environment has shown that what the client wants is not always what the client can afford. The process whereby quantity surveyors streamline the project cost is referred to in

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practice as cost engineering. Cost engineering aims to align the design requirements and project cost to a point where it is acceptable to the client. The next phase will only commence once the client approves all the design changes as well as the revised cost estimate.

4.3.4 Documentation and procurement

At this stage all project designs should be detailed enough for tender purposes. The quantity surveyor is responsible for the procurement process that starts with compiling the tender document. Although there are various pricing documents available, the most commonly used document is the bill of quantities. The quantity surveyor is responsible for compiling a detailed bill of quantities for inclusion in the tender document. A comprehensive tender document containing all the required information regarding the project is then issued to the market. Once the tenders are returned the quantity surveyor will conduct tender evaluations. During the tender evaluation process the quantity surveyor will check the tender prices and returnable documentation and report on the qualifications and financial implications thereof. The professional team together with the client will consult and select the successful tenderer. The quantity surveyor then draws up the contract document to be signed by both parties prior to the commencement of construction on site (SACQSP, 2015: online; Maritz & Sigle, 2010: 9, 12).

4.3.5 Construction

At this stage of the project the contractor establishes on site and commences with the construction work in accordance with the contract document. The quantity surveyor is now responsible for the cost management of the project. Such duties include attending site meetings and technical meetings with the professional team, client and contractor; doing monthly valuations of the work executed on site; compiling monthly payment certificates; managing contract instructions and contractual claims, re-measurements of provisionally measured work, issuing cost reports to the client and calculating applicable price fluctuations (SACQSP, 2015: online; Maritz & Sigle, 2010: 9, 12).

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4.3.6 Close out

During the close out phase the quantity surveyor is responsible for the financial close out of the project. This means compiling the final account of the project. The SACQSP Professional Skills Module No. 5 defines the final account as follows. “The final account is a document prepared by the quantity surveyor on behalf of the client or the principal agent that represents the final gross value of the project after the financial consequences that any item might have, such as variations (savings or extras), adjustments of prime cost amounts, provisional quantities and sums, etc., might have are taken into account” (SACQSP Skills Module No. 5: 8). The contractor must agree to and sign the final account. The final payment certificate will be issued to the contractor only once the final completion certificate has been issued. It is important for the quantity surveyor to take note of the timeline in which to complete these documents. If not completed in time, it can result in a breach of contract. Once the final account has been signed, the final completion certificate and final payment certificate have been issued is the contract between the client and contractor concluded (SACQSP Skills Module No. 5: 46).

Personal experience has shown that the project tasks for commercial quantity surveyors providing services for clients can be divided into five basic categories namely, cost estimating, procurement (Bills of Quantities preparation, tender adjudication and contract award), construction cost management and close out. These categories have been illustrated in the figure below:

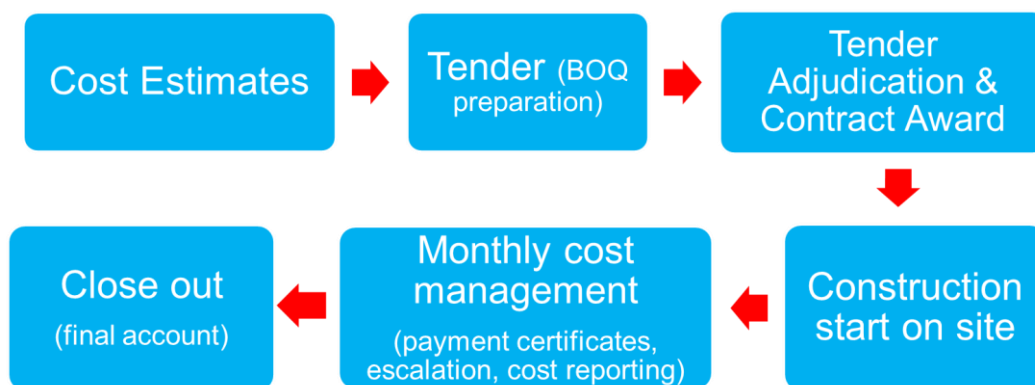


Figure 4.2: Categories of quantity surveying tasks (source: author)

It is evident that the project tasks as illustrated above are in alignment with the fee stages of the SACQSP professional fee scales. Personal experience has shown that

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when the QS offers full professional services they will usually start with preparing a feasibility study and cost estimate to the client. The cost estimate gives the client an indication of the project cost, although at this stage it is only an estimated construction cost. Once the budget has been refined and approved by the client, the project will move forward to tender. The QS will be responsible for compiling the tender document and to put it to the market for tender purposes. Once all tender documents are received back from the market, the QS play an important role in the financial adjudication of the tenders. The QS, in consultation with the professional team, will then make a recommendation to the client in terms of the tender results. The contract will be awarded to the most successful tenderer and construction can commence on site. The contractor will establish on site and manage his workforce according to his construction programme in consultation with the client's professional consultation team. During construction the quantity surveyor will be responsible for the cost management of the project including issuing monthly payment certificates, cost reporting, dealing with site instructions and many other cost related matters. Once the project has reached practical completion the close out process will begin and the quantity surveyor will see to it that the final account is drawn up and agreed to between the client and contractor.

4.5 Road to becoming a registered professional quantity surveyor in South Africa

In South Africa there are various routes available in order to register as a quantity surveyor. The different routes are established to accommodate different types of higher education qualifications and to ensure that all candidates achieve the same level of required knowledge prior to registration. The tables below are compiled by the SACQSP and indicate the various registration options.

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Table 4.1: SACQSP routes to registration for candidate quantity surveyors (SACQSP, 2015: online)

Effective 1st January 2013	Academic Route						
	SACQSP Accredited Quantity Surveying Degrees		SACQSP Accredited Cognate Degrees +		Non Accredited QS Degree		MRICS / FRICS QS Pathway Only
Route Code	1 A	1 B	2 A	2 B	3 A	3 B	4
NQF Credit	480	360	480	360	480	360	480 Equivalent
SAQA / NQF Exit Level	Level 8	Level 7	Level 8	Level 7	Level 8	Level 7	Level 8 Equivalent
Professional Skills Modules *	Nil	18	Programme Dependant	18	Programme Dependant	18	Nil
Minimum duration under a PrQS supervision**	3-Years	4-Years	4-Years	5-Years	4-years	5-years	N/A
Maximum Candidate Registration Period ***	10-years	10-years	10-years	10-years	10-years	10-years	N/A
Compulsory Interim Submission	1 off	1 off	1 off	2 off	1 off	2 off	N/A
Compulsory Final Submission	Yes	Yes	Yes	Yes	Yes	Yes	N/A
Daily Diary	Yes	Yes	Yes	Yes	Yes	Yes	N/A
Log Book	Yes 3-yr	Yes 4-yr	Yes 4-yr	Yes 5-yr	Yes 4-yr	Yes 5-yr	N/A
General report - current	Yes 3-yr	Yes 4-yr	Yes 4-yr	Yes 5-yr	Yes 4-yr	Yes 5-yr	N/A
Detailed Resume ¹							Yes
Project Report	Yes	Yes	Yes	Yes	Yes	Yes	N/A
APC Interview	Yes	Yes	Yes	Yes	Yes	Yes	N/A
PrQS Peer Interview							Yes

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Table 4.2: SACQSP routes to registration for RPL candidates (SACQSP, 2015: online)

Effective 1st January 2013	Recognised Prior Learning		
	Matric + Other Certificates	Non-QS Tertiary Diplomas + Degrees	National Diploma in Building
Route Code	5	6	7
NQF Credit	120	240 / 360 / 480	240
SAQA / NQF Exit Level	Level 4 + 5	Level 6-8	Level 6
Professional Skills Modules *	18	18	18
Minimum duration under a PrQS supervision prior to application*	15-Years #	10-Years #	5-Years #
Additional duration under a PrQS supervision with diaries and logbook	3-Years	3-Years	3-Years
Maximum Candidate Registration Period	5-Years	5-Years	5-Years
Compulsory Interim Submission	1 off	1 off	1 off
Compulsory Final Submission	Yes	Yes	Yes
General report - current	Yes	Yes	Yes
Detailed Resume'	Yes 10-yr	Yes 10-yr	Yes 5-yr
Project Report	Yes	Yes	Yes
APC Interview	Yes	Yes	Yes

An individual wanting to become a registered quantity surveyor must have a qualification in higher education. The Department of Higher Education and Training together with the South African Qualifications Authority (SAQA) has established the National Qualifications Framework (NQF). The NQF levels are associated with the type of higher education qualification, for example a diploma is considered a NQF level 6 in comparison to a Bachelors Honours degree that is considered a NQF level 8. The associated NQF credits, NQF level and type of qualification obtained will determine the route an individual has to follow to become a registered quantity surveyor (SAQA, 2015: online). The tables above outlay all the different routes available but for the purposes of this study, only routes 1A and 1B will be further discussed.

The main difference between routes 1A and 1B is that route 1A applies to an individual who holds a SACQSP accredited bachelors honours degree in Quantity Surveying whereas route 1B applies to an individual who holds a SACQSP accredited bachelors degree in Quantity Surveying.

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Due to the difference in higher education levels achieved, the 1B route candidates will have to work one year longer under PrQS (registered professional quantity surveyor) supervision. In January 2013 the new registration regulations took effect. The new regulations require candidates to undertake 18 Professional Skills Modules in lieu of the prior council examinations Part 1 and 2. Candidates of route 1A are exempt from this requirement due to their qualification level. The professional skills modules have been purpose-written for the SACQSP and are individually assessed. 1B route candidates are required to complete all 18 skills modules and will receive a certificate of competence for each module passed (SACQSP, 2015: online).

Both routes 1A and 1B require a candidate quantity surveyor to work a certain minimum number of years under PrQS supervision and mentorship. During these years the 1B route candidates will undertake the 18 professional skills modules. All candidates are required to keep a daily diary of their work experience which is carried over to a log book. The log book is a summary of the total work experience divided into predetermined work or skill categories. This will indicate whether a candidate has obtained enough experience in all the relevant categories as required by the SACQSP. Together with the daily diary and log book each candidate is also required to produce a general report of all the projects they have worked on, as well as a detailed project report of one of their projects. These documents have to be submitted to the SACQSP for approval. Half way during the supervision period the SACQSP requires a compulsory interim submission from each candidate. They will then provide feedback and guidance on possible shortfalls in experience. At the completion of the supervision period each candidate will submit their compulsory final submission to the SACQSP for approval. Only once all the SACQSP requirements have been met a candidate will be approved for an Assessment of Professional Competence (APC) interview. This is the last step in the route to registration for 1A and 1B candidates.

In the APC interview a candidate will be interviewed by a committee of professional quantity surveyors as appointed by the SACQSP. This committee will have a discussion with the candidate on his or her work experience and ask work related questions to determine if the candidate qualifies to become a professional quantity surveyor. If the APC interview is successful, the candidate quantity surveyor will receive the status of professional quantity surveyor (PrQS).

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From the above it can be seen that it takes a few years to obtain PrQS status. It is of value to the quantity surveying industry to hold onto young quantity surveyors in order to prevent a knowledge gap. A knowledge gap can occur if youngsters decide to leave the quantity surveying profession when not satisfied within their jobs.

4.6 Quantity surveying statistics

The total number of candidate and professional quantity surveyors in South Africa in June 2015 was 3813. Of this number 1815 were candidate quantity surveyors and 1998 were professional quantity surveyors. This study analysed the statistics as provided by the SACQSP and produced the following Table and pie charts that relate to the different generations (De Bruin, 2015):

Table 4.3: SACQSP 2015 Quantity Surveyor Statistics per Generation (source: author)

2015	Generation Y	Generation X	Baby Boomers	Total
Age	20 to 34	35 to 54	55 to 65+	
Candidate QS	1350	446	19	1815
PrQS	487	890	621	1998
Total QS's	1837	1336	640	3813

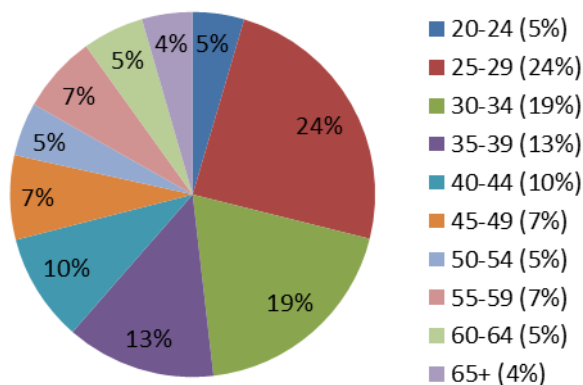


Figure 4.3: Percentage quantity surveyors in South Africa per age group (source: author)

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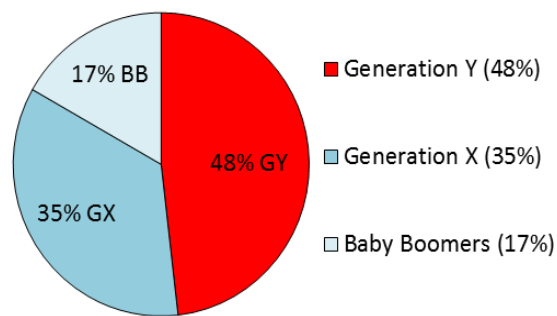


Figure 4.4: Percentage Quantity surveyors in South Africa per generation (source: author)

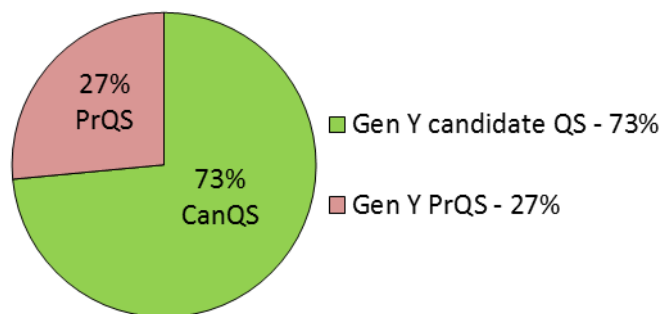


Figure 4.5: Percentage Generation Y candidate QS versus Generation Y PrQS (source: author)

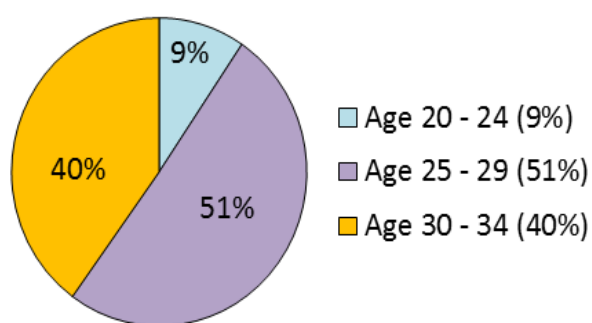


Figure 4.6: Percentage of generation Y quantity surveyors per age group (source: author)

From Table 4.3 and Figures 4.3, 4.4, 4.5 and 4.6, it is clear that 48% of all QS (both candidate and professional) come from generation Y. The statistical analysis highlight the importance of job satisfaction of generation Y as these youngsters are the future upon which the QS profession will build. This study further analysed the quantity

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surveying statistics and found that 73% of generation Y quantity surveyors are registered as candidate quantity surveyors. Taking into account the route to registration as professional quantity surveyor, the earliest an 18 year old individual is likely to become a PrQS is at the age of 25. The statistical analysis is thus expected to proportion the majority of generation Y quantity surveyors as candidate quantity surveyors. The above mentioned timeline applies to generation Y in general, but there will always be circumstances outside the norm where individuals will graduate at an earlier age. In such circumstances the timeline will be brought forward.

When considering the age groups of generation Y quantity surveyors, the statistical analysis revealed that the majority of generation Y quantity surveyors fall within the age bracket 25 to 34. Generation Y quantity surveyors born during 1981 to 1990 make up 91% of this age group. The remaining 9%, age 20 to 24, are in relation only a small proportion of generation Y quantity surveyors. Considering the general graduation age of a quantity surveying student, post graduate experience of quantity surveyors within the age bracket 25 to 34 can be anything between 3 to 12 years.

According to registration route A1, working 3 years under PrQS supervision will be sufficient to obtain the required experience and skills to register as professional QS.

Work experience provides more insight into the work field of quantity surveying as a career choice as well as the dynamics and operations of quantity surveying companies (Bagai, 2015: online). Research informants having more real experience will be in a better position to provide more in depth insight relating to job satisfaction of generation Y quantity surveyors. Individuals with more work experience are likely to have worked on various construction projects, within various working environments and possibly for more than one employer. They are likely to bring forth more insight and experience regarding this research subject. The research sample should thus not only include professional quantity surveyors but also candidate quantity surveyors as they account for the majority of Qs in this age group. It can also be considered to limit the generation Y research sample to quantity surveyors born during 1981 and 1990.

4.7 Conclusion

Quantity surveying started in South Africa in the early 19th century and has since been established as a sought after career choice for many. The input, guidance and leadership from both the SACQSP and ASAQS have added tremendous value to the quantity surveying profession in South Africa. The SACQSP clearly defines the role

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and responsibilities of a quantity surveyor and also regulates the routes to registration of professional quantity surveyors. The type of quantity surveying qualification obtained will determine the registration route to follow.

When analysing South African quantity surveying statistics on both candidate and professional quantity surveyors it was established that 48% of all quantity surveyors come from generation Y. The majority of generation Y quantity surveyors are also candidate quantity surveyors on route to professional registration. These statistics highlight how important generation Y is to the quantity surveying profession. It also indicates that the majority of generation Y quantity surveyors will require mentorship and guidance from their direct manager/s to help them obtain the relevant knowledge and experience to qualify as a professional quantity surveyor. Raising a generation to become the future employers, manager and leaders of the quantity surveying profession requires a proper understanding of who they are and what motivates them. Retaining these professionals is important to organisations and also to the industry. It is therefore necessary to research what generation Y quantity surveyors are experiencing in terms of motivation, job satisfaction and staff turnover. The empirical section of this research report further investigates this matter and will elaborate on the research data in the next few chapters.

5 Chapter 5: Research design and methodology

5.1 Introduction

When conducting research it is necessary to apply a suitable research strategy, research design and research methodology to ensure that the set objectives of the study are achieved. This chapter elaborates on the strategy, design and methodology used in this research study. The research strategy will address the qualitative nature of the research, the research design will address how the research study was conducted and the research method will explain the research approach.

5.2 Research

The purpose of this study was to investigate the job satisfaction of generation Y quantity surveyors. To answer this question it was necessary to investigate the following associated research questions:

- What workplace motivators are currently present within quantity surveying companies that relates to motivation and retention of generation Y as workforce?
- What workplace motivators are perceived as most important to generation Y quantity surveyors?
- Are generation Y quantity surveyors satisfied with the current workplace motivators within their organisations?
- What workplace motivators can be applied to reduce the employee turnover among generation Y quantity surveyors?

The objectives of the empirical research were to:

- Determine the workplace motivators of generation Y
- Investigate literature and utilise focus groups of generation Y quantity surveyors in the workplace.
- Measure the satisfaction of generation Y in their current working environment.
- Develop a generation Y quantity surveying motivator model.

The scientific method used to achieve the objectives of this study, was to identify the problem, formulate associated research questions, collect research data and analyse and interpret the data. The application of this method allowed the researcher to obtain the necessary data to answer the research question.

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5.3 Research strategy

The research strategy explains the qualitative nature of this research and gives a literature review on the specific research method utilised in this research study.

5.3.1 Qualitative research

Research can be conducted using qualitative or quantitative research methods or where required a combination of these methods. According to Roach (2014: 33) qualitative research can be associated with the basis word “quality” and quantitative research can be associated with the basis word “quantity”. Qualitative research will for example require talking to people to deepen our understanding about a certain topic. Quantitative research will, for example, require the use of surveys to obtain numerical or statistical data. The research strategy applied for this study was of a qualitative nature making use of focus groups as the research method.

A great strength of qualitative research is its potential to explore a topic in depth (Wiley, 2014: 473). Qualitative research is a research method that collects research data by gaining rich insight and understanding of people’s personal experiences, perceptions, beliefs, feelings, attitudes and meanings within the context of their circumstances (Sim, 1998: 345; Freeman, 2006: 491; Goldman, 2005: 6; Gill, Stewart, Treasure & Chadwick, 2008: 293; Marelli, 2008: 39). It explores the “why” rather than the “how many” thus emphasising the meaning rather than the measurement. Focus group research requires the researcher to engage themselves in other people’s lives (Milena, Dainora & Alin, 2008: 1279; Redmond & Curtis, 2009: 58).

This research study required a research method that would be able to engage with research participants face to face in order to obtain real-time conversations, opinions, insights, feelings, perspectives and attitudes currently relevant to this research topic. Focus groups as a research method involve research participants in a group discussion (Onwuegbuzie, Dickinson, Leech & Zoran, 2009: 2; Cheng, 2007: 194; Morgan & Spanish, 1984: 253). Generation Y is a more socially connected generation compared to other generations and they enjoy working in groups (Suleman & Nelson, 2011: 41–42; Axten, 2015: 52). Focus groups as research method relates to this characteristics of generation Y. Applying a research methodology that generation Y can relate to is a more effective way to obtain the

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required research data. Focus group research also aims to have comments from participants, stimulate and build up each other's thinking in order to provide more in-depth data (Marelli, 2008: 39; Happell, 2007: 19). Focus groups were thus selected as the best suited research method for this study. The various aspects thereof are now further elaborated on.

5.3.2 Definition of focus groups

Focus groups, as a qualitative research method, are a way of collecting data by engaging a small number of people in an informal group discussion (Onwuegbuzie, Dickinson, Leech & Zoran, 2009: 2; Cheng, 2007: 194; Morgan & Spanish, 1984: 253). The objective of focus groups is to acquire information based on the perceptions, beliefs, traditions and values of its participants (Calderon, Baker & Wolf, 2000: 92). Focus groups can be defined as a group interview or group discussion on a specific research topic. Such discussion is facilitated, monitored and recorded by the researcher (Gill, Stewart, Treasure & Chadwick, 2008: 293; Marelli: 2008: 39; Woodring, Foley, Santoro Rado, Brown & Hamner, 2006: 248).

McLafferty (2004: 187) explains that focus groups make purposeful use of interaction in order to generate research data. The three major components of focus group research identified by McLafferty (2004: 187) are that it is a method of data collection, interaction is used as a source to collect data and there is an active role required from the researcher or facilitator to generate group discussion for data collection.

5.3.3 Purpose of focus groups

Focus groups as research method was borrowed from marketing research and incorporated into social sciences and have also become one of the most common qualitative research methods used in healthcare research. It has also been used by researchers in the social and behavioural sciences for more than 80 years (Gill, Stewart, Treasure & Chadwick, 2008: 291, 293; Redmond & Curtis, 2009: 57; McLafferty, 2004: 188). Little research was found on the use of focus groups as a research method in the built environment specifically.

Focus groups are used to gather information on combined views and the meaning that lies behind those views (Gill, Stewart, Treasure & Chadwick, 2008: 291, 293). A focus group also aims to have comments from participants to stimulate and build up

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each other's thinking. Different viewpoints and opinions and ideas are shared that one individual might not have considered and thus a completely different understanding of a problem can emerge from a group discussion (Marelli, 2008: 39; Happell, 2007: 19). This research is a multidisciplinary approach. It is within the built environment but incorporates organisational behavioural sciences.

5.3.4 Focus group environment

The venue selected to host a focus group must be accessible to all participants, comfortable, private, quiet and free from distractions. Equally important is to make use of a good quality multi-directional external microphone to record the focus group session for analysing purposes (Gill, Stewart, Treasure & Chadwick, 2008: 294). This research made use of recordings for later data analysis.

5.3.5 Focus group size, participants, group composition

The composition of a focus group is very important as it impacts on the quality of discussion. There is no best solution to group composition and the researcher will have to give consideration to how the group will interact with each other before selecting the group participants. Another factor to consider when selecting the number of participants is the contribution that each participant will be able to make. If each participant can provide a large amount of information about the topic it will be more effective to use a smaller group and vice versa (Gill, Stewart, Treasure & Chadwick, 2008: 291, 293; Redmond & Curtis, 2009: 64).

The size of the focus group is closely related to recruitment conditions and research purposes (Cheng, 2007: 195). It is usually better to over-recruit for a focus group than under-recruit and risk having to cancel the focus group session (Gill, Stewart, Treasure & Chadwick, 2008: 291, 293). According to Redmond and Curtis (2009: 64) the size of a focus group should be between six and 10 participants. McLafferty (2004: 190) states that a focus group size can vary between four and 20 participants whilst Marelli (2008: 44) and Cheng (2007: 195) state that a group can be limited to five to 12 people to allow opportunity for full participation by all participants. The optimal size for a focus group is between eight and 10 people although focus groups can also be conducted successfully using as little as three participants or as many as 14 (Gill, Stewart, Treasure & Chadwick, 2008: 291, 293; Sim, 1998: 346).

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The purpose of the research topic will determine the composition of the focus group. Factors relating to the composition of a group are among others, age, gender, educational background, experience and knowledge about the research topic. It is important to give thought to how the group will interact with each other when selecting research participants. Strangers are more likely to freely share their thoughts and opinions when among people they are unlikely to meet again (Redmond & Curtis, 2009: 62–63).

5.3.6 Focus group facilitation

According to Marelli (2008: 41) a highly skilled facilitator is the most important requirement for conducting a focus group successfully. The facilitator of a focus group should guide the group discussion without joining in or leading it and is key to gathering rich and valid insights from participants (Gill, Stewart, Treasure & Chadwick, 2008: 294; Redmond & Curtis, 2009: 65). The facilitator used for this research study was a qualified educational psychologist currently working at Education Innovation at the University of Pretoria and who has prior focus group facilitation experience.

Redmond & Curtis (2009: 66) state that the role of the facilitator, before starting any formal discussions around the topic, should be to welcome participants, provide them with an overview of what to expect and lay down the general ground rules of the session. The facilitator for this research study did conduct the focus group sessions in such a manner.

The facilitator should also refrain from expressing personal views as this may cue participants into what they think they should be answering rather than giving their honest opinions. It is important for the facilitator to not let the discussion be dominated by one person and to allow all participants the opportunity to express their views (Gill, Stewart, Treasure & Chadwick, 2008: 294).

Depending on the aim of the focus group, the facilitator can resort to two listening approaches namely, non-reflective listening and reflective listening. Non-reflective listening is non-judgemental with hardly any response given other than non-verbal acknowledgement. This encourages participants to freely participate and share in the discussion. Reflective listening on the other hand is also a non-judgemental approach which aims to clarify the accuracy of what is being said. Responses used

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by the facilitator in reflective listening are clarifying, paraphrasing, reflective feelings and summarising. If the facilitator did not understand the meaning of what was shared by a participant, they will ask the participant to clarify what was said. The facilitator will restate what was said by the participant to ensure that they understand what the participant intended to communicate. When a participant's feelings are of the essence, the facilitator will mirror that which they think were expressed. Not all participants communicate logically and it is important for the facilitator to summarise and play back the main points or feelings expressed by the participant (Redmond & Curtis, 2009: 66–67). The facilitator to this research study, having had prior experience with focus group facilitation, applied both these listening approaches during the focus group sessions.

5.3.7 Focus group guide, content

According to Redmond & Curtis (2009: 60–61) the four broad criteria to address in order to conduct an effective focus group are:

- Focus group discussions should address a maximum range of relevant issues.
- Data provided must be specific to the research topic.
- Promote interaction that will allow the feelings of research participants to be examined.
- Take note of personal context that participants describe when responding to questions.

5.3.8 Focus group duration

The duration of a focus group can be between 1 and 2 hours depending on the number of questions for discussion. In order to estimate the time needed for the focus group, consideration should be given to the time needed to discuss each question. Enough time should be allowed to obtain in-depth information. Equally important is not to strain the intellectual capacity of research participants and preferably focus groups sessions should not exceed 2 hours (Redmond & Curtis, 2009: 63–64). The focus groups undertaken in this research adhered to this.

5.4 Research design

Research design refers to how the research was conducted in terms of when and where it took place, who was involved in the research and how the data collection

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process worked. It basically addresses the “who, when, where and what” aspects of the research. These aspects of the research design are discussed below:

5.4.1 Time (when)

The nature of this research study was such that it did not require a long time frame for collection of research data. Upon completion of the literature review study, empirical research data could be collected immediately. The empirical research stage took approximately 3.5 months (August 2015–November 2015) and this time frame included the necessary planning, recruiting and organising of focus groups as the research method. There were two separate focus group sessions held on 11 and 13 November 2015. The focus groups were structured as a half- day workshop and included comfort breaks and lunch. The overall time (two sessions) engaging with research participants in a group discussion was 2.5 hours to 3 hours. Upon completion of these focus groups the required research data was collected and readily available for data analysing purposes.

5.4.2 Environment (where)

According to Clearly, Horsfall & Hayter (2014: 474) the research question itself should guide researchers to decide how many focus groups are needed and why. Fewer than two groups can raise a concern of true representation for adequate data collection. McLafferty (2004: 190) in turn states that there are different opinions in this regard as some researchers suggest that several focus groups should be conducted, others suggest between three and 12 focus groups while some feel that even one focus group may well be enough. The notion of saturation is a useful concept to apply and states that focus groups can end when no new information is gathered.

For validity and saturation of data collection for this research study, two focus groups were conducted. The first focus group was conducted in Gauteng (Pretoria) following the second focus group that was conducted in Kwazulu-Natal (Umhlanga). The selection criteria for these two provinces were firstly based on the QS statistics provided by SACQSP which reflected that as at June 2015 Gauteng and Kwazulu-Natal were among the top three provinces holding the largest number of quantity surveyors per province. Secondly these provinces were selected because of their cultural and ethnic diversities which are a good representation of the various working professionals within the quantity surveying profession.

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According to Gill, Stewart, Treasure & Chadwick (2008: 294) the venue selected to host a focus group must be accessible to all participants, comfortable, private, quiet and free from distractions. In both provinces a conference facility was selected as the venue. In Pretoria the conference venue was located at Woodhill Country Club and in Umhlanga the venue was the Kingfisher Conference Centre. Both these venues were neutral, safe and easily accessible to all participants. It created a professional yet comfortable setting without any distractions where research participants could freely contribute to group discussions.

5.4.3 Sampling (who)

The research topic of this study specifically refers to generation Y within the quantity surveying profession. Therefore the target sample for this research study was limited to generation Y commercial quantity surveyors. The research sample did not only include professional quantity surveyors but also candidate quantity surveyors. The potential candidates were further limited to quantity surveyors born during 1981 to 1990 (between the ages 25 and 34) as they, according to the SACQSP QS statistics as at June 2015, make up more than 90% of generation Y quantity surveyors.

To ensure a diverse representation of research participants, the candidates were profiled according to gender, race and years of work experience. Each of these aspects may contribute to different viewpoints, perceptions, feelings, experiences and attitudes towards the workplace and job satisfaction. It was imperative that the group dynamic was representative of all these aspects to ensure a true and honest reflection of generation Y quantity surveyors as a whole. Research participants meeting the above mentioned profile aspects were selected at random and invited to attend the focus group session via telephone and email (Annexure A).

According to Gill, Stewart, Treasure & Chadwick (2008: 291, 293) and Sim (1998: 346) it is always better to over-recruit for a focus group than under-recruit and risk having to cancel the focus group session. The optimal size for a focus group is between eight and 10 people although focus groups can also be conducted successfully using as little as three participants or as many as 14.

For group efficiency and effectiveness of data collection it was decided to recruit a group size of eight to 10 people, for both focus groups. Should one or two participants not be able to come on the day, a group size of 8 would still have been

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sufficient for data collecting purposes. Out of the 10 people recruited for the Gauteng focus group, only eight were available to attend on the day. All 10 research participants recruited for the KwaZulu-Natal focus group session were able to attend the session (Annexure B).

The Gauteng focus group comprised of the following profile aspects:

<u>Gender</u>	<u>Race</u>	<u>Years' Experience</u>
Male – 3	Black – 1	1 – 2 years = 2
Female – 5	White – 4	3 – 5 years = 3
	Indian – 3	6 – 10 years = 3

The Kwazulu-Natal focus group comprised of the following profile aspects:

<u>Gender</u>	<u>Race</u>	<u>Years' Experience</u>
Male – 7	Black – 3	1 – 2 years = 0
Female – 3	White – 3	3 – 5 years = 4
	Indian – 4	6 – 10 years = 5
		>10 years = 1

Both focus groups were considered to be balanced between the various profile aspects and thus representative of the relevant gender, race and experience levels required for data collection purposes for this research study.

5.4.4 Data collection (what)

The aim was to set up the focus groups in a professional manner so that it will be worth the time of the attending participants. In order to achieve this, the focus groups were structured as a half-day workshop at a conference facility including tea time and lunch. The focus group sessions were facilitated by an independent facilitator with no bias towards the quantity surveying profession, any individual nor company included in the research focus groups. The facilitator used for this research study is a qualified educational psychologist working at Education Innovation at the University of Pretoria and who has prior focus group facilitation experience. The time and contribution of each participant was considered valuable and the ASAQS and SACQSP were approached and agreed to support this research by means of awarding continuous professional development (CPD) hours to each participant.

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The focus group sessions were conducted according to the following sequence (Annexure C):

- Welcome and introduction
- Discussion of first set of questions
- Tea/coffee break
- Discussion of second set of questions
- Closing of session
- Lunch and departure.

The nine research questions/topics selected, held strong relevance to the research topic and ranged from general questions to more detailed questions (Annexure D). The first few discussion questions were more general in nature to get participants comfortable in the focus group environment and stimulate the group conversation in general. These general questions pertained to their career choice and career expectations versus the reality that the participants found themselves in daily. From there on the focus of the group discussion moved towards likes and dislikes of: quantity surveying as a career; working environment on site and in the office; job requirements and rewards. The discussions then continued towards participants' experiences of company management styles and relationships with managers and colleagues. The second discussion session contained more detailed questions pertaining to the following: motivational and de-motivational factors at work; job satisfaction levels; how motivation and de-motivation relates to employee turnover and possible changes to QS companies to increase job satisfaction levels of generation Y employees.

Each focus group was asked the same nine questions/topics for discussion. The research guideline document that each participant received did not contain the research questions nor had they any prior knowledge of what was going to be asked at the focus group session (Annexure E). Therefore the responses received were spontaneous, real and honest contributions. All participants were given ample opportunity to share their opinions and ideas about the relevant questions/topics. In some instances discussion and opinions within the group were further stimulated and built on ideas and conversations of group members beyond the parameters of the initial question. This provided in-depth insight and understanding of the research topic at hand.

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A good quality multi-directional external microphone was used to record the focus group session for data analysing purposes. These recordings also served as a detailed record of what was discussed and to refer back to should there be any uncertainties. Further to this the primary researcher took summarised notes of the main points that were discussed during the course of the focus group session.

5.5 Research methodology

The research methodology explains the research approach followed for this research study. It provides a step by step approach of the logic underlying focus groups as research method as explained below.

5.5.1 Ethics approval

The University of Pretoria requires each research to seek and obtain the necessary ethics clearance prior to conducting any empirical research. Ethics clearance is a proactive measure taken by the University to minimise risk and exposure for breaching the ethics policy or potential legal action that may arise from the research. The ethics clearance procedure was conducted online through the website of the University of Pretoria. The ethics application form was completed electronically and submitted online for approval by the University's ethics clearance committee in mid-August 2015 (Annexure F). The ethics clearance committee meets once a month to work through all the ethics applications and thus the committee only reviewed the application in September 2015. The application addressed aspects like whether or not you are questioning human subjects as part of the research, whether the prior company permissions were obtained to engage with potential participants, health and safety risks to research subjects, duration of participation of subjects, how confidentiality will be dealt with, how data will be stored and how consent from participants will be obtained. The ethics clearance committee was satisfied with the application and granted conditional approval on 1 October 2015 to carry on with the empirical research (Annexure G).

5.5.2 Funding

The nature of this research study required focus groups as the research method. The aim was to set up the focus groups in a professional manner so that it will be worth the time of the attending participants. In order to achieve this, the focus group was

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structured as a half-day workshop at a conference facility. To host two focus group sessions in two provinces at conference centres including tea and lunch required funding. In this regard Dr Patricia Smith of the Department of Research Support and International Affairs at the Graduate Centre of University of Pretoria was approached. A funding proposal was submitted via email that outlined the expenditure and funding required to host focus groups at a high professional standard (Annexure H). The Department approved the funding proposal and the required funding was transferred to the research project for the specified expenditure. This funding allowed the research project to host the focus groups at professional conference facilities that not only provided the facility but also early morning coffee and tea, mid-morning coffee and tea and lunch.

5.5.3 Continuing professional development (CPD) application

The researchers negotiated CPD hours to be awarded by the ASAQS for all participants attending the focus group sessions. Focus groups are a learning environment which makes it suitable for the award of CPD hours.

In the quantity surveying industry, once qualified as a professional quantity surveyor, each professional quantity surveyor (PrQS) is required to uphold a certain amount of hours for continuing professional development. This is to ensure that all professional quantity surveyors stay informed of changes within the built environment and are thus able to serve their clients with up-to-date knowledge. The SACQSP has established two categories in which quantity surveyors are required to accumulate hours. These categories are outlined below:

CPD – Annual Cycle: Category 1 (10 hours minimum per annum)

Appropriate activities arranged by "external" organisations which include, but are not restricted to, attendance of formal learning opportunities: conferences; congresses; workshops; lectures; seminars; distance-learning seminars; individual learning, e.g. skills training, short-term study at a tertiary education institution; goLearning (or other approved web-based learning); post-graduate studies (CPD records must be accompanied by a declaration by the study leader) - proof of registration is required; publication in peer-reviewed journals (20 hours maximum); papers presented at conferences or congresses/poster presentations (10 hours maximum).

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CPD – Annual Cycle: Category 2 (15 hours maximum per annum)

Informal, internal activities which include but are not restricted to: in-house skills training sessions organised by individual practices; organised, formal small-group discussions; professional administration (committees, boards, annual general meetings where professional built-environment related presentations are included on the agenda); self-study which includes, but is not restricted to studying of journals or electronic or computerised material; Under-graduate/post-graduate teaching; supervision of post-graduate research studies (treatises, dissertations, theses); examinations, evaluations and assessments undertaken on behalf of an accredited provider, e.g. setting and evaluation of Parts I and II of the Council Examination, monitoring of education standards at tertiary institutions, assessment of professional competence (diaries, logbooks, reports, interviews), evaluation of M.Sc. dissertations and Ph.D. theses (external examination); mentoring of candidate practitioners (5 hours maximum) per candidate.

The time and contribution of research participants were extremely valuable to this research study and had to be recognised. The ASAQS EduTech director in charge of approving CPD applications was contacted via email and a formal application submitted electronically in order to obtain approval to award CPD hours to each research participant (Annexure I). The application was approved and the ASAQS issued an approval letter and CPD accreditation certificate whereby they agreed to award 4 hours category 1 CPD to each research participant (Annexure J).

5.5.4 Consent

A very important aspect of the empirical research was to obtain the necessary consent not only from individuals participating in the research but also consent from their employers. Consent is whereby employers and individuals willingly agree to participate in the research study. The first step was to contact quantity surveying companies and briefly explain to them what the research was about prior to sending them a letter requesting their consent and approval. A letter of permission to participate in research was then sent to employers of all potential research participants to gain the written approval and consent required (Annexure K). This letter requested permission to involve the particular company as part of the research study. Further it requested to engage with the generation Y quantity surveyors of that particular company. The delegated authority of the company was requested to sign

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the letter thus granting permission for their generation Y QS employees to be engaged as research informants. All such permission letters were signed, received and filed electronically for record purposes.

The second step was to obtain individual consent from each research participant. To this extent an informed consent form was sent to each research participant accompanied by a research overview document explaining the details of the research study and research method (Annexure L). The informed consent form had to be signed by each research participant whereby they voluntarily granted permission for participation in the focus group. The informed consent form addressed the following matters:

- The nature and objective of the research.
- Possible safety and health implications to research participants.
- A participant's right to choose whether to participate in the above selected research method and that the information furnished will be handled confidentially.
- Awareness that the results of the investigation may be used for the purposes of publication.
- Permission to record all conversations and discussions pertaining to the above research for data analysing purposes.

All informed consent forms were signed, received and filed electronically for record purposes.

5.5.5 Confidentiality of information

Interaction between participants is a key aspect of focus groups. Strangers are more comfortable to share their feelings, opinions and experiences when they are among people they are unlikely to meet again (Redmond & Curtis, 2009: 63). The focus groups of this research study incorporated people from various companies. Most of the participants had never met before and as a result they felt more comfortable sharing their opinions, experiences and viewpoints with the group.

Confidentiality of personal information as well as information shared must be handled with caution as this could influence group interaction. The confidentiality of information was explained to research participants as part of the research overview document prior to conducting the empirical research. Personal information of each research participant as well as the companies they represented remained confidential at all times. Information provided by participants was only accessible to the prime

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researcher and research supervisor and was available for their exclusive use. Information provided by participants remained anonymous when results were published. Should the use of confidential information ever be required for any reason whatsoever, prior permission will be obtained from the research informants as well as their respective companies.

5.5.6 Focus groups

Some of the advantages of conducting focus groups as a research method are that it provides access to a large amount of data that can be collected quickly and that less planning and preparation time is required compared to other research methods such as surveys (Marelli, 2008: 43). Although this might be the case, planning and organising focus groups should not be underestimated. Some of the lessons learnt and experiences gained through applying focus groups as a research method in the built environment are shared below. Time was of the essence and it was found that to timeously plan and organise each detail of a focus group is key to the success thereof.

5.5.6.1 Recruiting research participants

The most important aspect of a focus group is the research participants. Without them there is no focus group. The starting point of organising focus groups for this research study was thus the research participants. It is important to always consider the time of year when wanting to conduct focus groups as well as the availability of the potential participants during that time. Although there is never real down-time for construction professionals, the few months in the beginning and at the end of the year always seems to be “rush hour” of the quantity surveying profession. During this time QS companies want to get as much done as possible before the December builder’s break. This research study conducted focus groups in mid-November 2015 and was able to secure enough participants but it did not come without a great effort and many last minute cancellations and substitutions. Again this confirms that over-recruiting participants is necessary. For the quantity surveying profession it will be better to consider conducting focus groups in the middle of the year or at a time that will be most suitable for the required research participants. Securing research participants is an on-going process and can take several weeks. This process should thus run in conjunction with other organisational activities.

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When recruiting research participants in the built environment it is necessary to get “buy in” from not only potential participants but also their employers and to have the necessary approvals and consent in place. So who should be approached first, a potential research participant or their employer? This research found the “bottom-up” method to work more effectively than the “top-down” method. This simply means that it works more efficiently to get the interest and co-operation of a potential research participant first and let them approach their direct manager to obtain the necessary approval and consent from their employer.

Often employers are under a lot of pressure running the business that they do not have time or interest to engage in a telephone conversation that will result in their employees having to sacrifice time to spend on research. Discovering this truth was unfortunate, but it cannot go without saying that there are many QS employees that were very willing to assist with research. This research also found that in order to obtain the interest and co-operation of potential research participants, or at least get them to consider participating, it was necessary to have a good benefit associated with the research study. In this case, as previously mentioned, it was possible to reward each participant with 4 hours category 1 CPD (continues professional development) which seemed to spark the required interest in this research study. It is therefore a good consideration to reward research participants with a benefit or reward that will be appealing to them. This will differ between each focus group depending on the type of participants and research question under investigation.

While engaging with QS employers to obtain approval and consent to engage with their employees, certain questions always came forth from the conversation. Employers generally wanted to have answers to the following questions:

- What exactly is the research about?
- What will be required from them as company and their employees?
- How will confidentiality of company information and information shared in a focus group be dealt with? Will their company have any negative exposure as a result?
- Towards what is the research going/contributing?
- Is there a specific cause or reason for conducting the research?
- Can the company have access to the research results once complete?

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Ensure that the necessary answers to these questions are in place prior to contacting or engaging in a discussion about the research study. This will contribute to the professional standard of the research approach.

5.5.6.2 Obtaining a suitable venue

Quantity surveyors are considered to be construction professionals in the built environment and it was thus important to this research study to conduct focus groups of a high professional standard. It was decided to structure the focus group sessions as a half-day workshop at a conference facility. The conference facility had to be professional, safe and easily accessible to participants. Therefore it was important to not only select a suitable venue but also to book such conference facilities well in advance. It is equally important to have the research funding readily available as many of these facilities require upfront deposits to secure a booking. Once the venue was booked the number of delegates had to be confirmed for catering purposes among other matters.

Another consideration relating to the venue, is how the time there will be spent. People in general have a limited attention and concentration span and it is therefore not effective to expose participants to a long duration of intellectual strain. This research allowed for sufficient comfort breaks and refreshments to increase the energy levels of the participants from time to time. Since the focus group started in the early morning, participants were welcomed with coffee/tea and snacks. After the welcome and introduction the first discussion time commenced and did not exceed more than 1.5 hours. After the first set of discussion questions there was another coffee/tea break with snacks. This gave participants the opportunity to socially interact and to get to know each other better. The second set of discussion questions started after the refreshment break and ended around 12 p.m. The focus group session was concluded around 12 p.m. following with lunch and the departure of participants. Some of the participants had to leave prior to lunch and thus concluding the focus group formalities prior to lunch afforded them the required flexibility.

5.5.6.3 Facilitating a focus group

According to Marelli (2008: 41) a highly skilled facilitator is the most important requirement for conducting a focus group successfully. This research study appointed a skilled and independent facilitator who had no bias towards the quantity

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surveying profession, QS employers or QS employees involved in the research. The facilitator did have prior experience with conducting focus groups and thus had the required skill and know-how to successfully conduct the focus group sessions. It was imperative to arrange meetings with the facilitator prior to conducting the focus group sessions. These meetings allowed for ideas to be shared and the facilitator to get a clear idea of the research objectives and the most effective way to achieve those objectives. This research study held three meetings with the facilitator prior to conducting the focus group sessions. Combining the knowledge and skills of the prime researcher, study leader and facilitator made conducting of focus groups a group effort. It was important to ensure that all three team members had the same understanding of the purpose and objectives in mind.

Having a facilitator to run the focus groups allowed the prime researcher to take up a position of observing and taking notes of not only the discussions, but also the reactions and interaction between participants. The prime researcher and study leader were both present during the focus group sessions, and were required to contribute to the group by explaining or clearly defining certain concepts or questions. The facilitator, working in conjunction with the prime researcher and study leader, ensured that there were never any uncertainties within the group as everything could be explained and clarified instantly. This partnership contributed to the successful facilitation of both focus groups. The validity and reliability of the facilitation was enhanced by using the same facilitator for both focus group sessions.

It is important to also consider the financial impact of involving a facilitator. Some facilitators might charge a fee for conducting focus groups. In the case of this research study the Gauteng focus group was local and had no travelling and accommodation expenses involved for the facilitator. The facilitator was however flown to Kwazulu-Natal to assist with conducting the focus group in that province. Over and above travelling cost there were also the cost for accommodation and food to be taken into account. It must be stated however that the financial expenditure for a facilitator was very little in comparison to the value she added to the success of a focus group. The research budget should make allowance for these costs should a facilitator be used to conduct the focus group.

Keeping in mind that the prime researcher will be involved with most of the organisational matters of a focus group, also facilitating a focus group can place great burden on such an individual. Being a group facilitator creates a lot of additional work

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and stress for the researcher and this task should not be taken lightly. A facilitator needs to be experienced and since facilitating plays such a large role in the success of a focus group, it is worthwhile to consider outsourcing this task to a facilitator with the required expertise. This research definitely recommends the use of a facilitator when conducting focus groups.

5.5.6.4 Professionalism

Dealing with quantity surveyors as construction professionals required not only the venue to be professional, but to also have professionalism in the smallest details. To this extend each seat at the focus group session was specially prepared for participants to ensure they feel welcomed and comfortable when arriving. Each seat was set up with water, mints, a writing pad and pen, a research participant guideline document and a contact card with the details of the prime researcher. The research participant guideline welcomed and briefly outlined the proceedings for the day so that all participants were aware of the programme for the morning. The guideline document was kept brief and to the point in order not to overwhelm research participants with loads of information. Participants needed to ease into the focus group session and would not have had sufficient time to read through a lengthy information pack prior to the start of the focus group. It is important to provide research participants with only the necessary information to ensure that their thoughts are not steered or influenced in any way and that their opinions will remain objective.

To keep the focus group discussion interesting and stimulating required the use of interactive methods of data collection. In some instances research participants were requested to provide answers to questions by first writing down their thoughts, sentences or key words on pieces of coloured paper and to stick them up on the wall for all to see. This created a holistic view and gave everyone an equal opportunity to simultaneously express their opinion. These were then turned into a group discussion where all thoughts and aspects of the questions were discussed. This method was not only visual but helped participants to remember what was discussed and addressed in previous questions. It was a good method to facilitate the discussion process whilst keeping a holistic view of the overall research topic.

The focus group sessions were not only an informative experience but also a sharing and enjoyable experience for those who participated. Focus group participants added

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and received value by sharing and contributing their thoughts and learning from each other whilst enjoying.

5.6 Validity

Validity is assessed in terms of how well the research tools measure the research topic under investigation (Roberts, Priest & Traynor, 2006: 43–44). This research study paid particular attention to ensure the validity of research data. To this extent two focus groups were conducted and the number of participants was not less than eight per group. In addition to this the composition of both groups were multi-cultural, male and female and covered varied levels of work experience. This represents the diversity within the quantity surveying profession. The size and diversity of the focus groups allowed participants to engage in in-depth discussion regarding the research topic. Each participant was given ample opportunity to contribute to the group discussion which resulted in the collection of rich, in-depth data about the research topic. Focus groups as a research method have proven to deliver valid research data.

5.7 Reliability

Reliability of qualitative research can be thought of as the dependability of the procedures and data produced. Reliability also refers to the extent to which the results of the research are repeatable in different circumstances (Roberts, Priest & Traynor, 2006: 43–44).

Reliability of the focus groups was controlled as far as possible by using the same facilitator and following the same facilitation procedure and techniques to conduct both focus groups. An independent facilitator was used who had no bias towards the quantity surveying profession, any QS company or any research participant present at the focus group. The facilitator remained a neutral party throughout the entire research process.

Both focus groups were given the same questions for discussion. None of these discussion questions were made available to the research participants beforehand to ensure real-time contributions that were honest and objective. Both focus group sessions were also voice-recorded and notes were taken as an additional recording method. These recordings of the focus group sessions were stored electronically for record purposes.

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The aspects discussed above contributed to the reliability of the data collected to answer the research question of this study.

5.8 Conclusion

The research strategy, research design and research methodology explained in this chapter are all in support of the qualitative data collection method used in this research called focus groups. Conducting focus groups means gaining rich insight and understanding into the views and perception of others. The main advantage of focus groups is that a vast amount of data can be collected fairly quickly. Organising and facilitating a focus group is key to the success thereof and should not be taken lightly, considering the impact it has.

The focus group participants for this research study were profiled according to generation Y, gender, race and work experience and are considered representative of the diversity within the quantity surveying profession. Two focus groups were conducted in two provinces to strengthen the validity and reliability of the research. The data collected by applying this research methodology were efficient to answer the research question. The next chapter will focus on analysis and detailed discussion of the research findings.

6 Chapter 6: Data collection, analysis and findings

6.1 Introduction

The empirical research for this study focused specifically on generation Y quantity surveyors in South Africa. Conducting empirical research will not only test the findings from literature but will also bring forth new and fresh research data applicable in particular to generation Y employees working within the construction industry as quantity surveyors. This chapter will elaborate on the research data collected by making use of focus groups as the research method and will then analyse and discuss the findings of the research data.

6.2 Data collection

As discussed in the previous chapter, data for this research study was collected by making use of focus group discussions as the qualitative research method. The discussion questions were pre-determined to collect as much data as possible with the aim of answering the research questions as well as to meet the research objectives. The data collected from the two focus group sessions held in Pretoria (Gauteng) and Umhlanga (KwaZulu-Natal) were sufficient to answer the research questions and will be further elaborated on in this chapter.

6.3 Data analysis

The data collected from both the Gauteng and KwaZulu-Natal focus groups were analysed to formulate answers to the four research questions under investigation. Due to the specific group dynamic of each focus group, the two focus group sessions delivered similar data but with noticeable differences. It was therefore necessary to view and analyse the data of both focus groups in isolation and to do a data comparison between the two groups to determine the areas that were overlapping. These areas in general are the areas where opinions, viewpoints and feelings towards a particular discussion topic remained the same despite the different group dynamic. The data analysis pertaining to each research question is discussed below.

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6.3.1 Research Question 1: What factors do generation Y consider as workplace motivators and de-motivators within the quantity surveying industry?

In order to adequately answer what factors generation Y regard as motivating and de-motivating, the focus groups were first engaged in a general discussion about their likes and dislikes of the following aspects of quantity surveying:

- Quantity surveying as career
- Physical working environment based in office
- Physical working environment based on site
- Job requirements
- Rewards.

The purpose was to give each group ample opportunity to take time to establish, not only as a group but also for themselves, the things they experience as positive and negative aspects of quantity surveying. Thus what they like and dislike about quantity surveying as a career, the working environment on site and in an office, the job requirements and rewards.

Once this was established the next step was to ask each group to write down on all the factors they feel motivate and de-motivate them at work. The difference between likes and motivators and dislikes and de-motivators were explained to the groups prior to them listing their workplace motivators and de-motivators. Not everything that is liked will necessarily motivate someone. For example someone might like that they have a casual dress code on Fridays in the office, but this will not necessarily motivate him/her to perform better at their job. It was therefore clarified to the groups that motivators should be the factors that will directly and positively influence you to want to do your job or work hard to achieve a goal. Likewise de-motivators will be those factors that directly and negatively influence you to not want to do a good job or to achieve a goal.

The motivating and de-motivating factors written down by the group members were all displayed on a white board for the entire group to see. Factors placed on the white board that were the same or similar were grouped together and a list of motivators and de-motivators were compiled. It was important to get among the group an understanding and agreement pertaining to the meaning of a factor and whether or not that factor was considered as a motivator or de-motivator. To this extent the groups were asked to consider each factor and then vote on whether it was

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considered as a motivator or de-motivator. Once the voting process was complete, the final list of workplace motivators and de-motivators was compiled.

The data from the list as discussed above was analysed using Microsoft Excel 2010 to derive Tables 6.1 and 6.2 below. These Tables list all the motivators and de-motivators that the focus groups identified to be present within the quantity surveying industry. The motivators and de-motivators are not ranked in any particular order of importance. It merely compares all the factors listed between the two groups.

Table 6.1: List of motivating factors (source: author)

MOTIVATORS	
Gauteng	KwaZulu-Natal
Correlation:	
Reward	Bonuses (performance, monetary rewards)
Potential to grow/move forward within company	Growth in general in contracting company (hierarchy)
Growth potential	
Recognition (clients and in-house)	Recognition and leaders believing in you
	Recognition of achieving aims of a project (being commended for a job well done)
Feeling appreciated (in house, e.g. just a thank you)	Appreciation
Support from superior & help from juniors	Mentorship
Being part of the team	Being part of the business and given a solid role
Challenging projects	Being put onto new projects
No Correlation:	
Interest in your well-being	Social interaction outside of work
Office morale	Freedom of ideas
Flexibility (time/work hours)	Promises being kept
Job satisfaction	Proving to the older, experienced staff you have what it takes
Work environment	Being asked to solve problems and have colleagues acknowledge them
–	Job security
–	Our QS team

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Table 6.1 indicates that when comparing the motivators listed by the two groups that certain motivating factors have a correlation and others have no correlation at all. The findings with regards to the motivators will be further discussed hereafter under item 6.3.2.

Table 6.2: List of de-motivating factors (source: author)

DE-MOTIVATORS	
Gauteng	KwaZulu-Natal
Correlation:	
Taking hard work for granted	Lack of appreciation and exposure in project and business
	Work ethic being taken for granted
Unequal treatment of staff	Uniformity in treatment of employees
	Unfair treatment (lack of recognition)
Not upfront/dishonesty	Hierarchy/promises being lost (promises made by management and not kept)
People that do not take pride in their work (and you need to use it)	Having to pick up other colleagues' slack
No Correlation:	
Lack of information	Working with a difficult client with unrealistic expectations
Stagnating	Discretionary bonus
Administration work	Contractors who fight back on a QS decision
Measuring architectural work	Lack of marketing of the QS division
Having no company goals or objectives	Clients who struggle to understand or just difficult
Unrealistic deadlines	When I have to repeat myself over and over to get things done on site
Incapable superior	Lack of enforcement by directors
Not being paid on time	–
Repetition	–
Abortive work (the non-realisation of work that you have prepared, e.g. estimates for)	–

Table 6.2 indicates that when comparing the de-motivators listed by the two groups that certain de-motivating factors have a correlation but the majority of de-motivating

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factors have no correlation at all. The findings with regards to the de-motivators will be further discussed hereafter under item 6.3.2.

6.3.2 Discussion of findings

Research Question 1: What factors do generation Y consider as workplace motivators and de-motivators within the quantity surveying industry?

Due to different group dynamics as well as individual differences between the two focus groups, not all listed motivators and de-motivators correlated. The final list of motivators and de-motivators compiled by the two focus groups were compared to determine if there were any similarities or correlation between the two group discussions.

Table 6.1 and 6.2 listing the motivators and de-motivators were split into two parts. The first part compares those motivators and de-motivators showing a correlation or similarities as discussed by the two focus groups and the second part list those motivators and de-motivators without any correlation or similarities. The motivators showing a correlation between the two focus group discussions were rewards/bonuses, growth potential, recognition, appreciation, mentorship and support, being part of a team or the business, new and challenging projects.

There were fewer similarities between the de-motivating factors as discussed by the two focus groups as most factors showed no correlation. The de-motivating factors showing a correlation between the two focus group discussions were taking hard work for granted/not showing appreciation, non-uniformity/unequal/unfair treatment of staff, not upfront/dishonest/promises being lost and colleagues not taking pride in their work/picking up other colleague's slack.

Correlation between the motivating and de-motivating factors as discussed above indicates that both focus groups share similar viewpoints and opinions when it comes to certain motivating and de-motivating factors. This shows that despite different group dynamics and individual differences, there are specific factors that generation Y quantity surveyors perceive as being motivating and de-motivating to them.

The next research question aimed to establish the top motivators and de-motivators as well as their ranking by determining which factors generation Y perceive as most important.

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6.3.3 Research Question 2: What workplace motivators are perceived as most important to generation Y quantity surveyors?

Research question 2 continues on from and makes use of the data obtained from research question 1. In research question 1, through the process of voting, a final list of workplace motivators and de-motivators were compiled. Based on the final list of workplace motivators and de-motivators compiled by the focus groups, each individual was asked to further provide a list of their top seven motivating and de-motivating factors.

The final list of motivating and de-motivating factors was displayed on a board in the venue. Individuals were given the opportunity to view these factors and then list their top seven motivators and de-motivators. These top seven factors had to be ranked in order of importance, number 1 being the most motivating and most de-motivating factors and number 7 being the least motivating and de-motivating factor out of the seven listed factors. Both focus groups were asked to do the same exercise.

When analysing and comparing the answers of individuals within the same group it was evident that not all of them had listed the same seven motivating and de-motivating items. Due to the differences between individuals within the same group, each individual ranked the workplace motivators and de-motivators differently. Many listed the same items but in a differently ranked position compared to other individuals. The variance in opinions can be accredited to the differences in years of experience, the stages of their careers, positions held within a company (e.g. senior QS, junior QS, management role) and different career expectations.

The data was analysed based on a point scale making use of Microsoft Excel 2010 to derive Figures 6.1, 6.2, 6.3 and 6.4. In order to determine the overall ranking of the top seven motivators and de-motivators, a certain amount of points were assigned to each ranked factor. Motivating or de-motivating factors ranked first were allocated a maximum of seven points. As the ranking of factors decreased from 1st place to 2nd place, etc. the point allocation also decreased by 1 point per ranking. Those factors ranked last or seventh could thus only score a maximum of 1 point. The total amount of points scored for each ranked factor was calculated and converted to a percentage. Figures 6.1, 6.2, 6.3 and 6.4 below depict the results obtained by applying this scoring method.

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Figures 6.1 and 6.2 below represent the motivating factors as ranked by both focus groups.

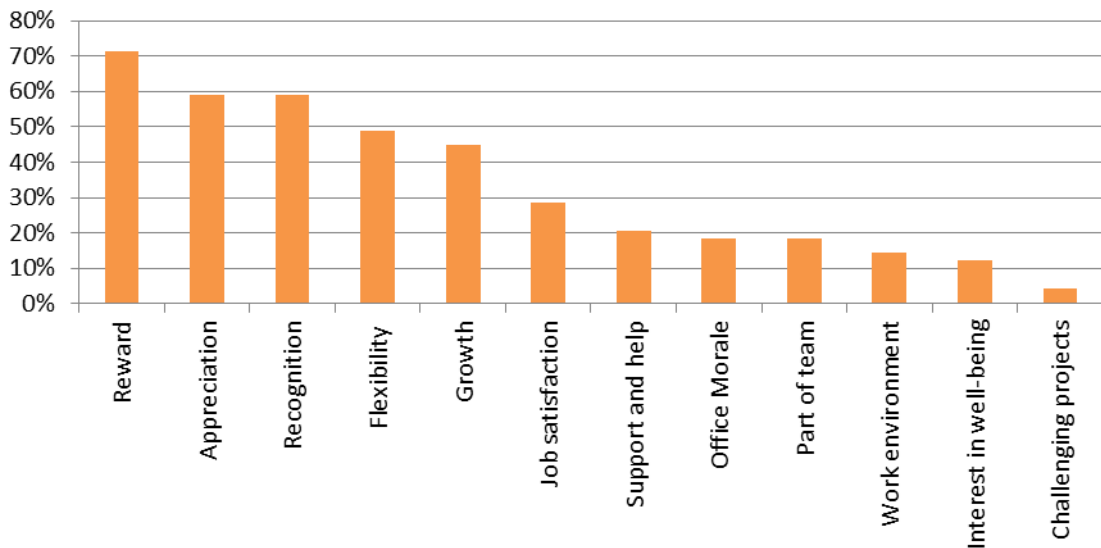


Figure 6.1: Ranked workplace motivators - Gauteng focus group (source: author)

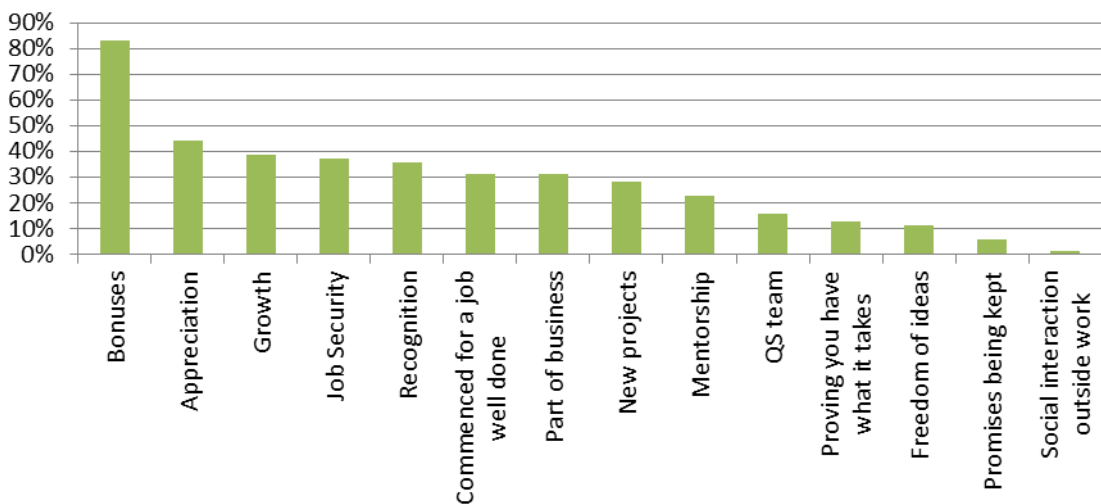


Figure 6.2: Ranked workplace motivators – KwaZulu-Natal focus group (source: author)

From the above two Figures representing motivating factors it is evident that both focus groups ranked within the top five the following motivators: rewards/bonuses, appreciation, recognition and growth. These findings will be discussed hereafter under item 6.3.4.

Figures 6.3 and 6.4 below represent the de-motivating factors as ranked by both focus groups.

Job Satisfaction of Generation Y Quantity Surveyors

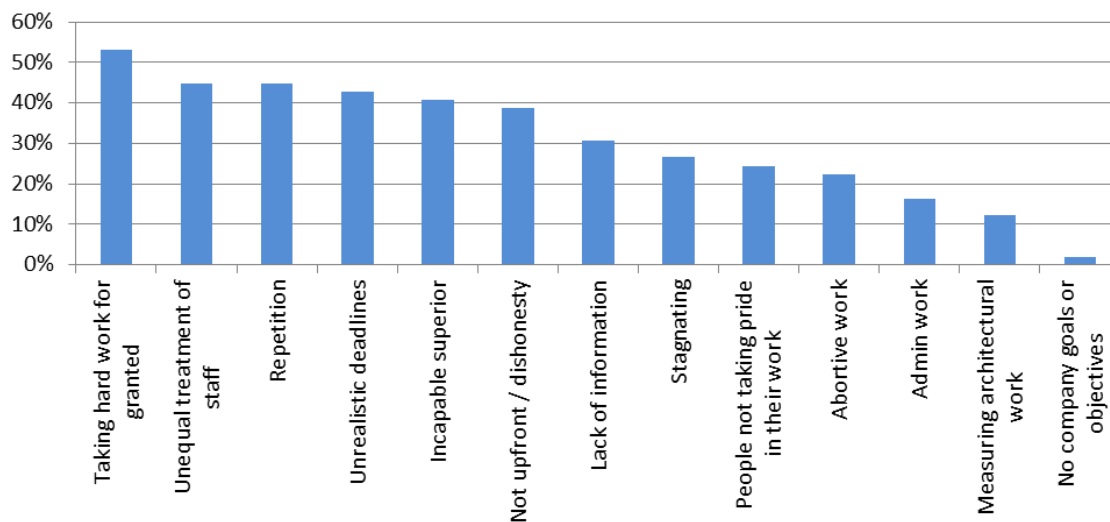


Figure 6.3: Ranked workplace de-motivators – Gauteng focus group (source: author)

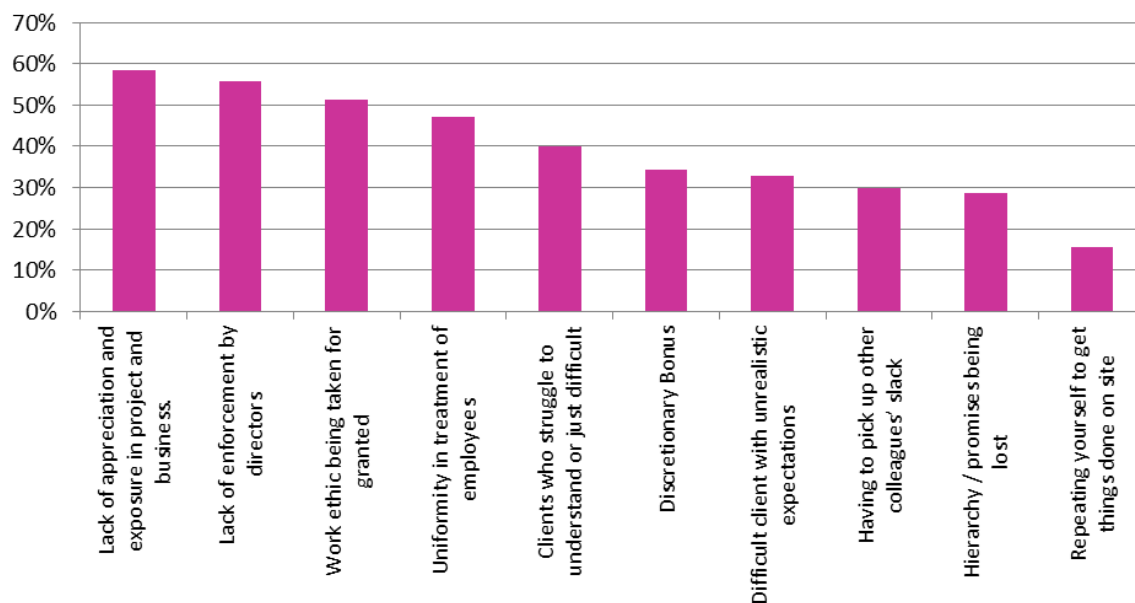


Figure 6.4: Ranked workplace de-motivators – KwaZulu-Natal focus group (source: author)

From the above two Figures representing the demotivating factors it is evident that the majority of de-motivating factors are very different between the two focus groups with only a few similarities that can be correlated. The findings will be discussed hereafter under item 6.3.4.

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6.3.4 Discussion of findings

Research Question 2: What workplace motivators are perceived as most important to generation Y quantity surveyors?

When comparing the motivating and de-motivating factors as listed by both focus groups (as per research question 1), it was evident that there is more of a correlation between motivating factors than de-motivating factors. This study further compared the top ranked motivators and de-motivators between the two focus groups to determine how strong a correlation exists between the ranked factors. It was found that there is a stronger correlation between the ranked motivating factors compared to the ranked de-motivating factors. Similarities in opinions and viewpoints between the two groups lay more with the workplace motivators. The findings will be further elaborated on the various comparisons drawn between the motivators and de-motivators. It will firstly address the findings relating to de-motivating factors and thereafter the findings relating to motivating factors.

Figure 6.5 below compares the de-motivating factors as ranked by both focus groups. The ranked de-motivating factors of similar nature were grouped together for comparative purposes.

Job Satisfaction of Generation Y Quantity Surveyors

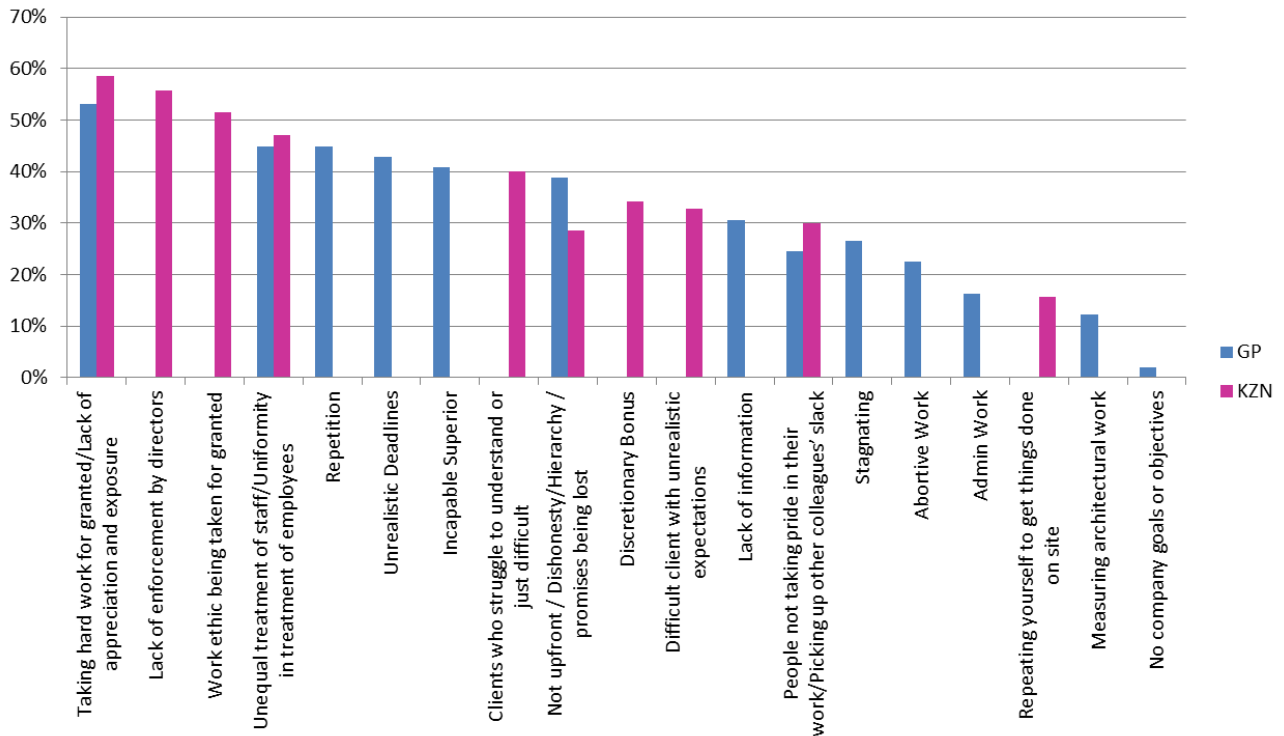


Figure 6.5: Gauteng and KwaZulu-Natal comparison of workplace de-motivators (source: author)

As can be seen from Figure 6.5 there is little correlation between the de-motivating factors listed by the two groups. Out of the 13 de-motivating factors ranked by the Gauteng group and the 10 de-motivating factors ranked by the KZN group, there were only four that showed a correlation. These four motivating factors were factors that both focus groups highlighted, considered and discussed. These factors were: taking hard work for granted/lack of appreciation; unequal/non-uniformity in treatment of staff; management not being upfront; dishonesty;/ hierarchy; promises by management being lost and people not taking pride in their work/having to pick up other colleagues' slack.

Following on from Figure 6.5 an overall combined view of the ranking of workplace de-motivators from both focus groups was done. Figure 6.6 shows the results of the overall combined ranking.

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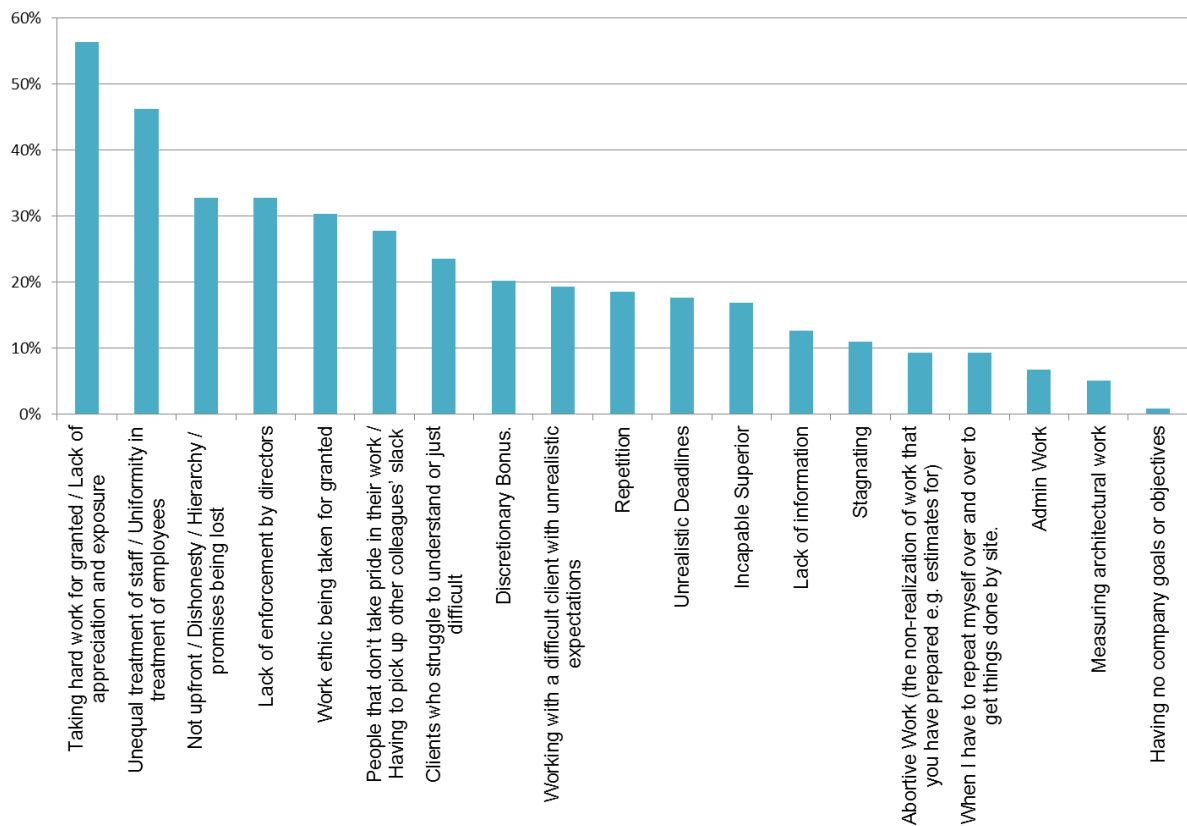


Figure 6.6: Overall combined ranking of workplace de-motivators (source: author)

Figure 6.6 indicates that the top three ranked de-motivators are also the de-motivators that showed a correlation when comparing the de-motivating factors from both focus groups. Except for the top three factors as well as factor number 6, namely people that do not take pride in their work/having to pick up other colleagues' slack, none of the other ranked factors showed a correlation between the opinions and viewpoints of the two groups. According to the literature review done on motivation and de-motivation of employees in general, employees as construction professionals and generation Y employees (refer to Table 3.1), the one factor applicable to all three groups of employees was appreciation and recognition. This indicates that receiving appreciation or recognition is motivating to employees and that the lack thereof will de-motivate employees. The literature review also indicated that the other de-motivating factors showing a correlation were not specifically listed as workplace motivators or de-motivators.

Figure 6.7 below is a comparison between the motivating factors as ranked between the two focus groups. The ranked motivating factors of similar nature were grouped together for comparative purposes.

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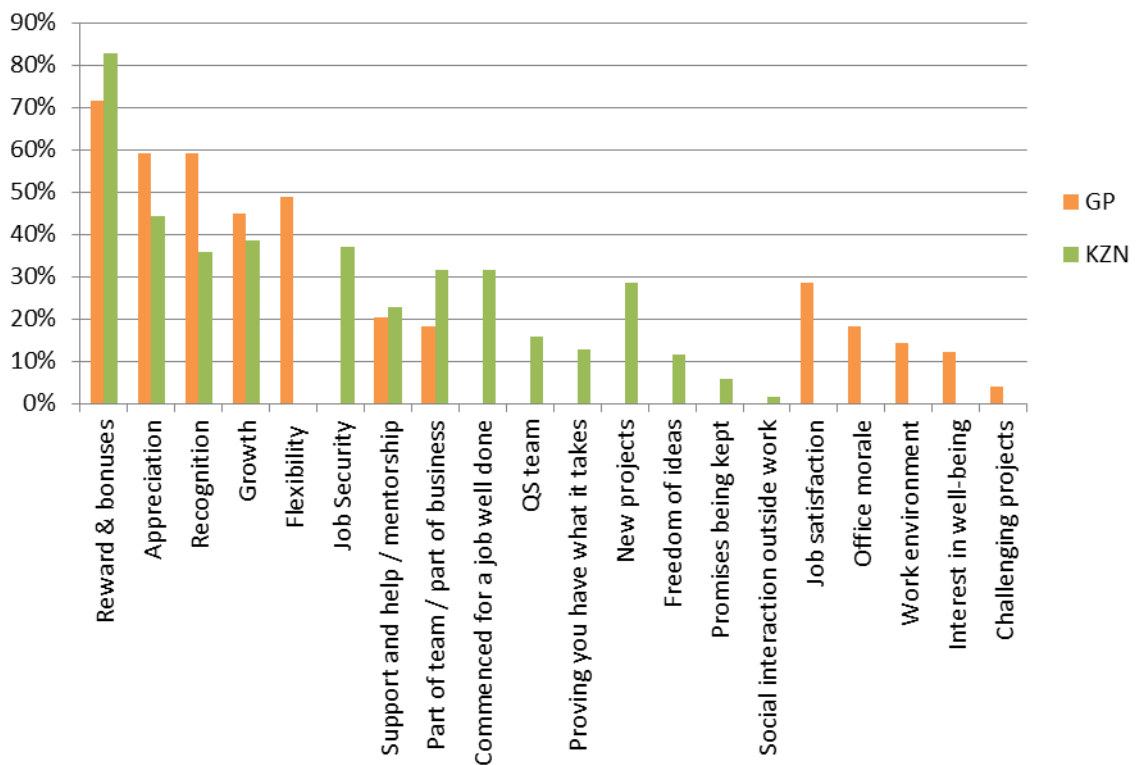


Figure 6.7: Gauteng and KwaZulu-Natal comparison of workplace motivators (source: author)

As evident from Figure 6.7, out of the 12 motivators ranked by the Gauteng focus group and 14 motivators ranked by the KZN focus group, there were six that showed a correlation. These six motivating factors were factors that both focus groups highlighted, considered and discussed. These six factors were: rewards and bonuses; appreciation; recognition; growth; support and help/mentorship; and being part of the team/business.

When considering the comparison in ranked motivating factors, there is an important aspect to keep in mind, namely demographical difference between Gauteng and Kwazulu-Natal. Due to demographical differences certain conclusions or generalisations can be made about a province or region. From Figure 6.7 it can be seen that both Gauteng and KZN focus groups considered factors that the other group did not or they had a higher regard for a specific factor in comparison to the other group. Certain distinct differences in opinions and viewpoints were noted between the two focus group discussions, namely flexibility, recognition, job security and rewards/bonuses. In light of the demographical differences between the two provinces, these four factors will now be further discussed.

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Gauteng from an economic point of view should be able to provide higher salaries, more job opportunities and thus possibly faster career growth to young employees than KwaZulu-Natal. Gauteng is also considered to have a more “rat race” type working environment. This can explain why the Gauteng focus group felt strongly about flexibility as a workplace motivator. Flexibility is something that could be considered an important aspect when working in this province. Travelling distances to work and heavy peak time traffic also contributes to youngsters requiring flexibility at work. Literature found that the balance between work and life is important to generation Y. When analysing the group opinion of generation Y quantity surveyors working in Gauteng, the majority of the group reiterated the same. In comparison to this, one can assume that the working environment and lifestyle outside of Gauteng is automatically more relaxed. This is a possible reason why flexibility as workplace motivator did not come up as topic of discussion during the KZN focus group session. It was also not listed as a workplace motivator for the KZN focus group. Generation Y Qs should automatically be experiencing a more relaxed working environment and lifestyle in KZN and do not need to place such a great emphasis on flexibility at work.

Both focus groups considered recognition as an important motivating factor but there were noticeable differences in opinion between the two focus groups. Although the majority of both focus groups listed and ranked recognition as a motivating factor, all members of the Gauteng focus group did so compared to only half the members of the KZN focus group. The overall opinion of the Gauteng focus group was that company management did not always take the time to give due recognition to employees. The KZN focus group on the other hand did not consider this motivating factor as strongly as they felt that they were receiving sufficient recognition from management.

The KZN focus group valued job security as a motivating factor whereas the Gauteng focus group did not consider this as a motivating factor. A total of 70% of the KZN focus group listed job security as a motivating factor. A possible reason for job security not being considered a motivating factor for the Gauteng focus group because it is perceived that Gauteng has more jobs and job opportunities available compared to KZN. Generation Y Qs in Gauteng could feel that they have more opportunities at hand to change jobs should they not be satisfied, whereas generation Y Qs in KZN might have less opportunities at their disposal in that province and thus experience job security to be more of a motivating factor to them.

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Rewards and bonuses were the number one ranked motivating factor for both focus groups. The KZN focus group did however display a higher regard for this motivating factor compared to the Gauteng focus group and specifically made mention of not being compensated fairly in accordance with their work responsibilities. The overall feeling among the Gauteng focus group was that they were receiving sufficient remuneration. According to the ASAQS 2015 salary survey (ASAQS, 2015: online) published in September 2015, the median remuneration for generation Y quantity surveyors, based on an individual's qualification, can be summarised as per Table 6.3.

Table 6.3: ASAQS 2015 salary survey summary (source: author)

	0–2 years' experience	3–5 years' experience	6–10 years' experience
University Qualification:			
Gauteng	R200 500	R377 000	R499 200
KwaZulu-Natal	R156 000	R263 400	R497 500
University of Technology:			
Gauteng	R240 000	R318 227	R450 800
KwaZulu-Natal	R71 500	R162 081	R358 320
No formal education:			
Gauteng	R250 570	R384 000	Information not available
KwaZulu-Natal	Information not available	R42 000	R104 780

From Table 6.3 it can be seen that generation Y quantity surveyors in KZN are being paid less in comparison to Gauteng. When considering the KZN focus groups' comment about unfair compensation coupled with the fact that they are earning less than the Gauteng focus group, it is understandable that the KZN group displayed a higher regard for rewards and bonuses as a motivating factor compared to the Gauteng group.

Following on from Figure 6.7 an overall combined view of the ranking of workplace motivators from both focus groups was done. Figure 6.8 shows the results of the overall combined ranking.

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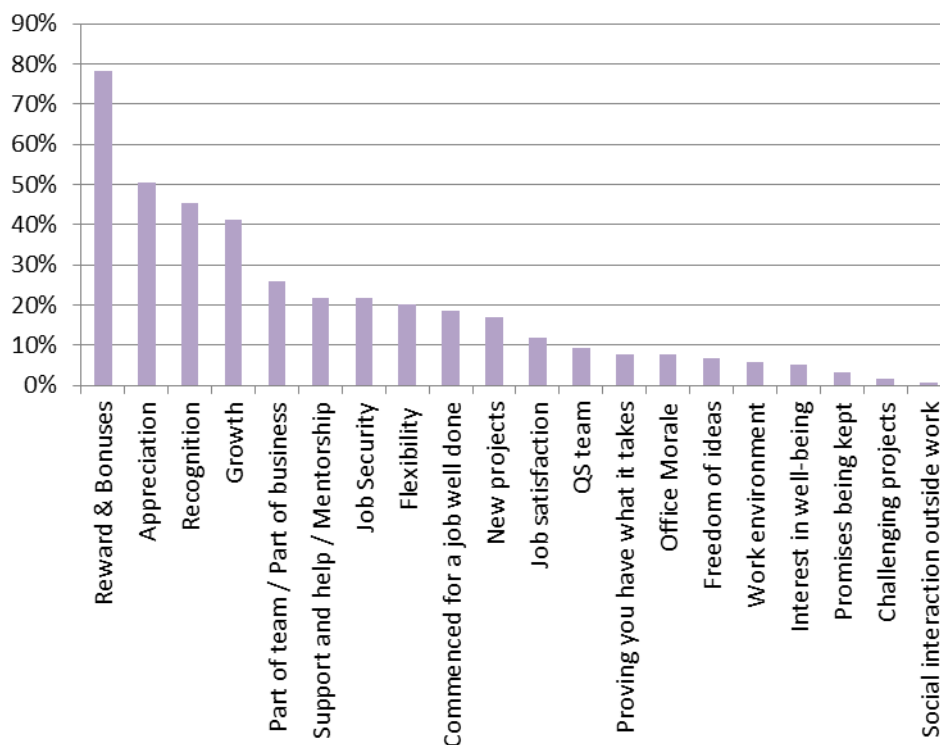


Figure 6.8: Overall combined ranking of workplace motivators (source: author)

Figure 6.8 indicates that the top six motivators are the same six motivating factors that showed a correlation in Figure 6.7 when comparing the rankings between the two focus groups. It is also clear that rewards/bonuses scored much higher than the other ranked motivators. According to Berry (2008: 26–29) good remuneration is an important motivating factor to generation Y. They will at first be more interested in a high pay check due to their responsibility towards student debt and high living cost. The literature review done on generation Y indicated that their expectations align with the top six motivators shown in Figure 6.8. The top six overall motivating factors for generation Y quantity surveyors can be summarised as follows:

- Rewards/bonuses
- Appreciation
- Recognition
- Growth
- Part of team/part of business
- Support and help/mentorship.

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6.3.5 Research Question 3: Are generation Y quantity surveyors satisfied within their current working environment?

This research question aimed to establish whether or not generation Y quantity surveyors are actually satisfied in their current working environment or if there is room for employers to improve job satisfaction levels of this young generation. Keeping in mind the different group dynamics of each group, both focus groups were asked to indicate their level of job satisfaction using a scale of 0–5, zero being not satisfied at all and five being totally satisfied with their current employment. The results of both groups as well as the overall job satisfaction levels are shown in Figures 6.9, 6.10 and 6.11 below:

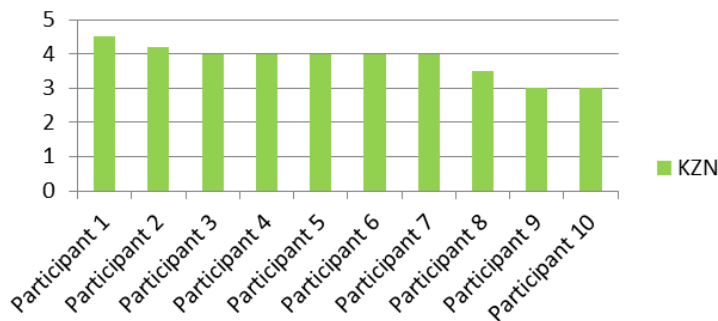


Figure 6.9: Job satisfaction levels KwaZulu-Natal focus group (source: author)

Figure 6.9 shows that the KZN focus group displayed high levels of job satisfaction as 70% of the group indicated job satisfaction levels of 80% and higher

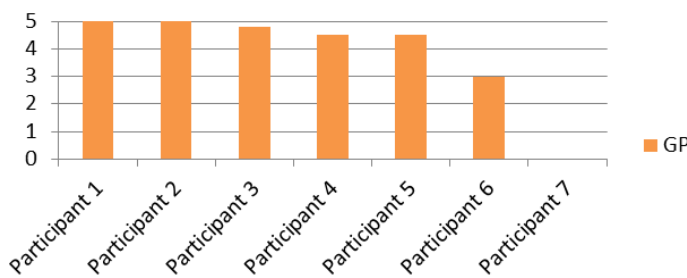


Figure 6.10: Job satisfaction levels Gauteng focus group (source: author)

Figure 6.10 shows that the Gauteng focus group also displayed high levels of job satisfaction as 71% of the group indicated job satisfaction levels of 80% and higher.

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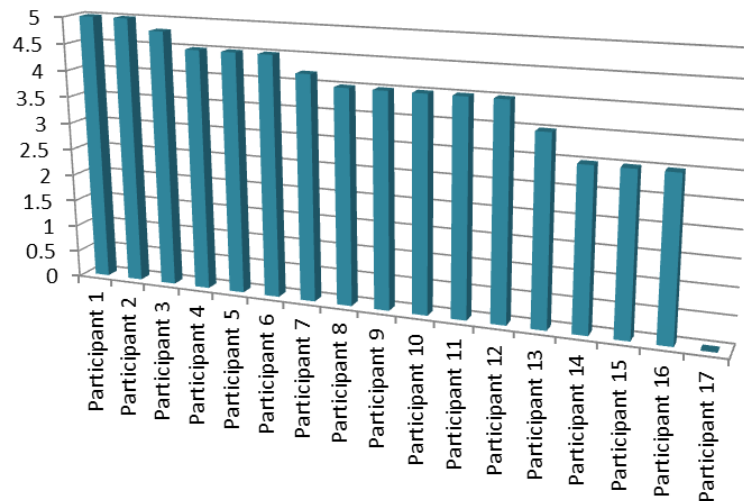


Figure 6.11: Overall job satisfaction levels (source: author)

As evident from Figure 6.11, 71% of all focus group participants indicated job satisfaction levels of 80% and higher. This sheds a positive light on job satisfaction of generation Y quantity surveyors within their current working environments. The findings in this regard will be discussed next.

6.3.6 Discussion of findings

Research Question 3: Are generation Y quantity surveyors satisfied with their current working environment?

Both focus groups were profiled to include individuals with different year's working experience which varied from 1 to 12 years. From the group discussions it was noted that the majority of participants have worked for more than one employer. When considering the current job satisfaction levels of both focus group participants it is evident from Figure 6.11 that:

- 5.88% indicated job satisfaction levels of 0%.
- 23.53% indicated job satisfaction levels equal to 60% and less than 80%.
- 70.59% indicated job satisfaction levels of 80% and higher.

Of all the group participants there was only one participant that was completely unsatisfied with their current working environment and indicated a job satisfaction level of 0%. The reasons for 0% job satisfaction was that there was not enough work to do, internal office politics, not getting paid due to company going through financial difficulties and the lack of loyalty and value from the employer towards the employee. It is however clear that the majority of generation Y quantity surveyors are satisfied

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within their current working environment. It should be noted that job satisfaction for some was only achieved after employment changes were made. To acquire a satisfying work environment, some individuals had to change employment to try and eliminate the presence of certain workplace de-motivators or the absence of certain workplace motivators.

From the focus groups discussion, it was concluded that the key lies in finding the correct “employer-employee fit”. Once employees found the correct employer fit, they seem to experience higher levels of job satisfaction and seeking employment elsewhere was no longer a consideration. Due to individual differences not all generation Y quantity surveyors will possess all of the attributes and expectations of generation Y. Likewise not all employers will fully address all of the motivating and de-motivating factors that influences staff turnover among this generation. Employers need to be upfront and honest with young employees as to what they as employer can offer and how the company is being managed. This will give youngsters a clear picture of what to expect and to decide if that employer will be able to meet their needs. Ideally, employers want to employ employees who will be willing to make a long term commitment to their company.

From literature it was established that there is a link between motivation, job satisfaction and employee turnover. There are various motivating and de-motivating factors that will affect employee turnover. The last research question focused on determining the workplace motivators that could possibly reduce employee turnover.

6.3.7 Research Question 4: What workplace motivators can be applied to reduce the employee turnover among generation Y quantity surveyors?

To adequately answer the question above the focus groups were asked two questions in this regard, namely:

- a) What factors will cause you to leave your company, thus outweighing the presence of any positive motivating factors?
- b) What factors will cause you to remain with your company, thus outweighing the presence of any negative de-motivating factors?

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By establishing what will cause generation Y quantity surveyors to remain or resign will highlight which motivating factors are necessary to apply in order to reduce staff turnover. When the focus groups were asked the two questions above, certain specific themes or topics surfaced from the group discussions. In some instances the same factor was considered to be motivating and the lack thereof as de-motivating. Figures 6.12 and 6.13 below summarise the discussion topics relating to employee turnover of both focus groups.

The topics discussed by the Gauteng focus group were as follow:

Exposure & Experience	<ul style="list-style-type: none"> • Lack of mentoring • Lack of experience / More exposure and experience • Stagnating / Repetitive work
Growth	<ul style="list-style-type: none"> • No opportunity for growth / move up in the company / advancing yourself
Being valued	<ul style="list-style-type: none"> • Pleasant uplifting working environment / Flexibility / Feel like you have a life • Value for you as a person / Feeling part of a family • Value for what you do / Recognition / appreciation / Thank you / tangible rewards
Money	<ul style="list-style-type: none"> • Economic well-being of company / Having the ability to pay staff.
All job aspects	<ul style="list-style-type: none"> • Fulfilment in all job aspects - type of work / people / pay / working environment
Company structure / Hierarchy	<ul style="list-style-type: none"> • Disliked company structure and levels. Needed more equality, openness and honesty within company.

Figure 6.12: Remain/Resign Factors – Gauteng focus group (source: author)

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The topics discussed by the KwaZulu-Natal focus group were as follows:

Growth	<ul style="list-style-type: none"> • Opportunities for growth / Being able to move to senior positions in the company
Money	<ul style="list-style-type: none"> • Recognise abilities and compensate it fairly. • Recognise hard work and compensate accordingly. Recognition or a "thank you" is not always enough. • Money will matter to a certain point. Other aspects will also become important like recognition, obtaining knowledge, ethics. • In some instances you have to resign before you get offered the salary you want.
Mentorship	<ul style="list-style-type: none"> • Mentorship, guidance and help from top management to assist young QS's to obtain their PrQS qualification.
Being part of business	<ul style="list-style-type: none"> • Youngsters want to be made part of the business, the actual company, the structure of company. They want to know the ins and outs of a practice.
Responsibility	<ul style="list-style-type: none"> • Getting the opportunity to make decisions or the end decision.

Figure 6.13: Remain / Resign Factors – KwaZulu-Natal focus group (source: author)

When considering the above discussion topics in relation to the workplace motivators as previously listed and ranked by the focus groups, it is clear that there is a strong correlation between the top workplace motivators (rewards/bonuses, appreciations, recognition, growth and support/mentorship) and employee turnover. The top workplace motivators are however not the only motivators that have an impact on employee turnover. Listed below are all the workplace motivators in relation to the employee turnover topics as discussed above.

Table 6.4: Workplace motivators relating to employee turnover (source: author)

Workplace Motivators	Employee turnover discussion topics								
	Growth	Money	Being Valued	Mentorship, Exposure & Experience	Being part of the business	Company Hierarchy	All Job Aspects	Responsibility	
Growth	✓								
Rewards/Bonuses		✓							
Recognition			✓						
Appreciation			✓						

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Work environment			✓					
Interest in wellbeing			✓					
Flexibility			✓					
Support and help / Mentorship				✓				
Part of team / Part of Business					✓			

In Table 6.4 the employee turnover discussion topics were mapped together with the workplace motivators to show the relation in this regard. For example the employee turnover discussion topic regarding growth links with the workplace motivator growth. Likewise does the employee turnover discussion topic about “being valued” relate to the workplace motivators recognition, appreciation, work environment, interest in well-being and flexibility. The majority of employee turnover discussion topics could be linked directly to a specific workplace motivator. Only the last three employee turnover discussion topics in Table 6.4 could not be linked directly to a workplace motivator. The findings relating to workplace motivators influencing employee turnover will be further discussed under item 6.3.8.

6.3.8 Discussion of findings

Research Question 4: What workplace motivators can be applied to reduce employee turnover among generation Y quantity surveyors?

The findings from the focus group discussions regarding workplace motivators influencing employee turnover indicated that the presence and/or absence of certain factors will ultimately cause generation Y quantity surveyors to either remain or resign from their employment. Between the two groups some discussion topics were of similar nature. The biggest differences between the two groups were the discussion topics of “being valued” and “money”. The Gauteng focus group placed a strong emphasis on being valued by their employer for what they do and for who they are as a person, whilst the KZN focus group placed a greater emphasis on being remunerated fairly in relation to their work responsibilities. Table 6.5 below compares the discussion topics of both focus groups:

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Table 6.5: Comparison between Gauteng and KwaZulu-Natal employee turnover discussion topics (source: author)

GAUTENG	KZN
Growth	Growth
Exposure and Experience	Mentorship
Being Valued	Being part of business
Money	Money
All Job Aspects	Responsibility
Company Structure / Hierarchy	-

Discussion of findings – Gauteng:

From the above discussion topics listed in Table 6.5, the Gauteng focus group placed a great emphasis on being valued for the work they do but also for who they are as a person. They expressed that when they are at work they want to feel like they are part of a “work family” who values and cares about them, who values the work they do, who is able to provide a pleasant working environment and who shows recognition and appreciation for hard work, sometimes even just by saying thank you. Being valued motivates them to want to do even more at work, but the lack thereof can have the opposite effect.

Money was addressed as a topic, but only the concern of not getting paid by the company due to financial troubles the company might be going through. Overall the Gauteng group seemed to be content with the remuneration they receive. Financial or economical instability within a company is a concern for this young generation and will have them running for the door.

As indicated by the focus group, growth is important as they want opportunities within their company to advance themselves and move up the corporate ladder. Providing growth prospects that are appealing to generation Y will keep them motivated to work hard towards advancement, but they will seek opportunities elsewhere if it is not provided.

Exposure and experience was addressed in the sense of mentorship, experience and stagnation. Young QSs have a lot to learn and good mentorship is an integral part of gaining knowledge, especially for those youngsters who still need to obtain their PrQS qualification. Experience only comes by getting the correct and enough exposure to

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various types of projects/tasks. Generation Y employees who keep on doing the same things over and over again or who are assigned to the same type of projects will start to lose interest and feel like they are stagnating due to repetitive work. Employees who have good mentorship programmes in place and who are able to provide the required exposure and experience will keep their young QSs interested and committed to the company.

The group also noted that for generation Y quantity surveyors to remain with their company they must feel content in all aspects of the job – the type of work they do, the people they work with, the remuneration they are receiving and their working environment. People are different and it might not always be possible for employers to satisfy everyone in all these aspects. True fulfilment can also be a very personal matter. The challenge for employers is to have balance as a company by creating an environment where most young employees will be able to experience satisfaction. Companies should not just, for example, offer high salaries but little growth opportunities or mentorship. Keeping the whole picture in mind when it comes to generation Y is important when it comes to motivation and de-motivation.

Out of the group discussion it also surfaced that some employees, as a personal preference, did not like the company structure in terms of how staff were treated according to their employment level. More equality, openness and honesty within the company were expected and if lacking it drove youngsters to seek it elsewhere. As mentioned before, these aspects can become a personal matter and the scenario above will not drive all generation Y quantity surveyors to seek employment elsewhere. Employees should however be open and upfront about their company hierarchy/levels to ensure that they employ the correct youngsters at the end of the day.

Discussion of findings – KwaZulu-Natal:

From the discussion topics listed in Table 6.5 the KwaZulu-Natal focus group placed a great emphasis on remuneration and fair compensation in relation to their work requirements. The overall feeling was that youngsters were expected to work harder and do work at a more senior level, but their salaries did not match their work responsibilities. Hard work was taken for granted and although they seemed to be getting a “thank you” and appreciation for this, money talks and what youngsters expect is fair compensation in relation to their work responsibilities. Some focus group participants also reached the point where they had to resign first before their

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company offered them a better salary. The group also noted that money does matter but only to a certain point. When being compensated fairly other aspects will become more important like company ethics, gaining knowledge or receiving recognition. Many companies may work according to a pay scale for certain employment levels but hard work can also be compensated for by means of performance bonuses. The key lies with employers to compensate their young quantity surveyors fairly in accordance with what they are contributing to the company. This will motivate them to remain with a company.

Both the KwaZulu-Natal and Gauteng focus groups felt and shared similar thoughts around the topics of growth and mentorship as previously discussed.

The KZN group also addressed the topic of feeling part of the business. Young employees want to learn about the business from day one and do not wish to be kept on the sideline until they are experienced or advanced enough. For them knowing the ins and outs of the business is a way of advancing themselves and gaining business knowledge. Drawing youngsters in and including them in the business as a whole is very motivating to them.

Lastly, the group also mentioned the topic of responsibility as it is motivating to them when they receive responsibility in terms of decision making.

Table 6.3 considered the employee turnover discussion topics of both groups in relation to the workplace motivators as listed by both groups and the following workplace motivators were found to influence staff turnover:

- Growth
- Rewards/Bonuses
- Recognition
- Appreciation
- Work environment
- Interest in well-being
- Flexibility
- Support and help/Mentorship
- Part of team/Part of business

These motivators all relate to the topic of employees "being valued" at work and as an individual.

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The above workplace motivators influencing staff turnover also aligns with the top six overall ranked workplace motivators by both groups (refer to Figure 6.8). Employees correctly addressing the workplace motivators as discussed above should be able to reduce their employee turnover among generation Y employees and in doing so improve the profitability of their company.

6.4 Generation Y motivator model

The research data obtained from the focus group sessions indicated what factors generation Y quantity surveyors perceive as being motivating and demotivating to them as well as how this relates to employee turnover among this generation. One of the objectives of this research study was to draw up a generation Y workplace motivator model as depicted in Figure 6.14 which can be applied by employers in the quantity surveying industry. The data represented in Figure 6.14 is not actual data obtained and is only a representation of what the model will look like once actual data has been applied. The focus group research only concentrated on determining the workplace factors impacting on staff turnover and did not further test this in terms of the motivator model. Future research could consider applying and testing this model within the built environment.

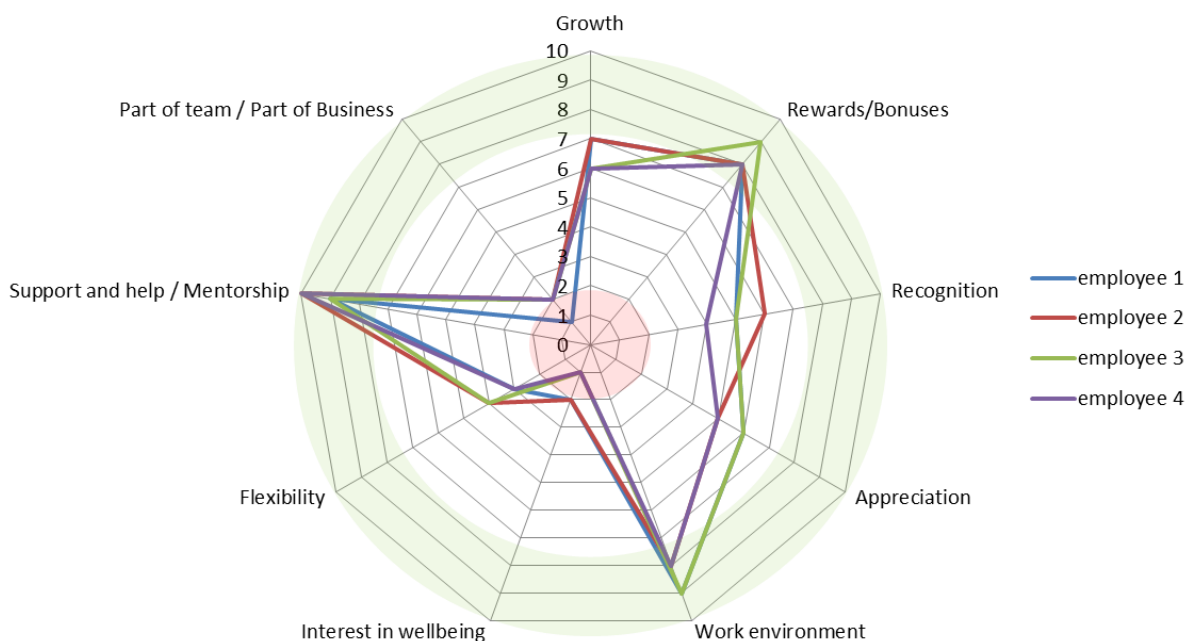


Figure 6.14: Generation Y workplace motivator model (source: author)

The aim of the motivator model is to measure how well the workplace motivators relating to staff turnover are being addressed and to map out the results in order to

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determine job satisfaction levels. Companies can then focus on those factors indicating a low score. According to Hunt (2014: online) employee engagement is a concept that has proven to lead to higher profitability. Profit margins of companies with high staff engagement are higher compared to companies with low staff engagement. Keller (2014: 5) states that engaged employees are passionate about what they do and show innovation that will be of benefit to the future growth and success of a company. Addressing workplace motivators with a low score will contribute to higher motivation and lower employee turnover of generation Y quantity surveyors.

This study found that the workplace motivators influencing staff turnover of generation Y quantity surveyors are growth, rewards/bonuses, recognition, appreciation, work environment, interest in well-being, flexibility, support and help/mentorship and being part of a team/business. Due to individual and organisational differences, it is possible for workplace motivators that relate to employee turnover to vary. Before applying the motivator model, employers should first determine within their organisation what the specific motivating factors are that relate to employee turnover. This can be done by simply testing the motivators found applicable by this study or to ask young employees to draw up their own list of workplace motivators. This list can also be compared to the findings of this study to determine if there is any correlation. Once a list of workplace motivators specifically relating to employee turnover has been established, employees can rate these motivators using a scale of 1–10 (1 = workplace motivator not being addressed; 10 = workplace motivator being addressed in full). The results will then be mapped out as per Figure 6.14 above.

The different colour lines as plotted in Figure 6.14 are representative of the workplace motivator ratings of each employee. The red zone closer to the centre represents the “danger zone” and the outer green zone represents the “safe zone” in terms of employee turnover. Workplace motivators with a score/rating that falls within the danger zone are those motivators that are poorly addressed. Workplace motivators that are being addressed in full, or close thereto, will be scored/rated within the safe zone. If the lines are plotted closer to the safe zone it means that workplace motivators are being addressed well, hence employees are motivated thus having a positive impact on employee turnover. Lines plotted close to the red zone means that a particular workplace motivator is not addressed sufficiently, which could impact staff turnover negatively. The aim is to get most workplace motivators to be plotted within the green zone or close thereto. This is where all motivating factors relating to

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employee turnover are being addressed well and will result in highly motivated generation Y employees.

6.5 Conclusion

The research data obtained from the focus group research was sufficient to answer all the research questions. This study was able to determine the factors that motivates and de-motivates generation Y quantity surveyors and furthermore to establish which of these factors is perceived as being the most important to these youngsters. From the research data it was also clear that the majority of generation Y quantity surveyors where satisfied with their current employment and that the workplace motivators relating to staff turnover were established. The findings of this research study allowed for a generation Y motivator model to be drawn up which will ultimately test the job satisfaction levels of generation Y employees.

It is important to note that the four motivating factors, namely growth, rewards/bonuses, recognition and appreciation were firstly listed by both focus groups as workplace motivators, secondly it was ranked by both focus groups as the top workplace motivators and lastly it was these same factors that were identified to have an impact on employee turnover. Throughout the empirical research process these four factors remained key findings for most research questions.

When looking at the findings from the literature review study it seems that the attributes and expectations of generation Y quantity surveyors do not differ much from the general findings in literature. The next chapter compares the findings from literature to the findings from the empirical research with the aim of drawing final conclusions with regards to this research study.

7 Chapter 7: Conclusion and recommendation

7.1 Introduction

This chapter provides an overall summary of this research study specifically focusing on the research question and main findings. It further elaborates on the conclusions drawn between the literature review and empirical research data and compares generation Y in general to generation Y quantity surveyors.

7.2 Purpose of the study

The purpose of this study was to determine if generation Y quantity surveyors are experiencing job satisfaction within the quantity surveying industry. Through literature it was established that there is a direct link between employee motivation, job satisfaction and staff turnover. Motivated employees tend to have higher levels of job satisfaction which will decrease staff turnover and ultimately increase profitability of a company. This research study not only investigated literature but also conducted empirical research in order to adequately address the purpose of this study. The literature review investigated the following topics:

- Generation Y as employees
- Motivation, job satisfaction and staff turnover
- Quantity surveying industry in South Africa

7.3 Research questions

The main problem statement and associated research questions were successfully addressed and answered by this research study. Focus group research has proven to be successful in providing the required research data to adequately answer the main problem statement and its associated research questions. Group discussions provided rich, in-depth data regarding the research topic.

The main problem statement was:

- *Are generation Y quantity surveyors experiencing job satisfaction?*

Data collected from the associated research questions were adequate to ultimately answer the main problem statement.

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The associated research questions were:

- *What factors do generation Y consider as workplace motivators and de-motivators within the quantity surveying industry?*

Focus group participants were asked to compile a list of workplace factors that they perceive as being motivating and de-motivating to generation Y quantity surveyors. Many factors were included on these lists but were not in any order of importance. Although there were many workplace factors influencing motivation and de-motivation, it was necessary to determine which of these factors were considered as being the most important to this generation. The next research question aimed to establish this.

- *What workplace motivators are perceived as most important to generation Y quantity surveyors?*

Focus group participants had to consider all the workplace motivators and de-motivators listed and then select the top seven workplace motivators and de-motivators. Most focus group participants listed similar workplace motivators within the top seven but it was not the case when it came to the workplace de-motivators. This study was not able to determine the top workplace de-motivators due to the lack of similarities in the ranking of de-motivators. A list of the top workplace motivators was compiled and forms part of the main findings relating to motivation of generation Y quantity surveyors. The main findings only highlight the top six workplace motivators. The top six motivators showed a correlation between both focus groups which stresses the relevance and importance of these factors to generation Y quantity surveyors.

- *Are generation Y quantity surveyors satisfied within their current working environment?*

Focus group participants were asked to indicate their level of job satisfaction using a scale from 0 to 5 (0 being not satisfied and 5 being totally satisfied with their current employment). The majority of focus group participants indicated that they are satisfied with their current employment situation. These results form part of the main findings of this research.

- *What workplace motivators can be applied to reduce the employee turnover among generation Y quantity surveyors?*

Focus group participants engaged in discussion regarding the factors influencing staff turnover among their generation. Certain key topics surfaced

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from this discussion and were related back to the workplace motivators. The presence of certain workplace motivators will influence staff turnover positively but the absence thereof in turn influences staff turnover negatively. This study was able to determine which workplace motivators to apply to reduce staff turnover. These key motivators form part of the main findings of this research.

7.4 Main findings

Based on the above research question the main findings of this study can be summarised as follow:

- The top six overall workplace motivators for generation Y quantity surveyors are rewards/bonuses, appreciation, recognition, growth, part of team/business and support and help/mentorship.
- Of all the focus group participants, 69% indicated job satisfaction levels of 80% and higher. This show that overall the generation Y quantity surveyors are experiencing job satisfaction with the quantity surveying industry. It should be noted that job satisfaction for some was only achieved after employment changes were made. To acquire a satisfying work environment, some individuals had to change employment to try and eliminate the presence of certain workplace de-motivators or the absence of certain workplace motivators.
- The workplace motivators influencing employee turnover aligns with the top six overall ranked workplace motivators by both groups. There is thus a correlation between the top workplace motivators and those workplace motivators influencing employee turnover. The workplace motivators influencing employee turnover are:
 - Growth
 - Rewards/bonuses
 - Recognition
 - Appreciation
 - Work environment
 - Interest in well-being
 - Flexibility
 - Support and help/mentorship
 - Part of team/part of business

These motivators all relate to the topic of employees “being valued” at work and as an individual.

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Although there are nine workplace motivators influencing staff turnover, only six of these appear within the top-ranked workplace motivators. All nine motivators influencing staff turnover were included in the motivator model and not just the six that correspond with the top-ranked motivators. The aim of the model is to measure all factors influencing staff turnover and not just certain motivators.

7.5 Main conclusions (literature vs empirical data)

When considering the literature review in comparison to the empirical research data, certain conclusions can be collated. These conclusions are briefly discussed below.

7.5.1 Conclusion – Generation Y

Generational knowledge is a tool that will help employers to better understand their generation Y employees. From the literature review on generation Y employees in general, the expectations of this generation can be summarised as per Table 7.1:

Table 7.1: Expectations of generation Y employees in general (source: author)

Generation Y: Expectations
Expect flexibility and work-life balance.
Expect to work with latest technology.
Expect to find meaning and purpose at work.
Expect social interaction with colleagues.
Place a strong emphasis on relationships with supervisor and colleagues.
Expect regular feedback and recognition.
Expect to be shown the bigger picture (vision and mission of company).
Expect rapid career growth and personal development.
Expect to do interesting and varying work.
Expect to be given ownership and responsibility.
Expect fair compensation (salary).
Expect to receive rewards that are meaningful to them.

When analysing the empirical research data and findings, the main expectations of generation Y quantity surveyors can be summarised as per Table 7.2.

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Table 7.2: Expectations of generation Y quantity surveyors (source: author)

Generation Y quantity surveyors: Expectations
Expect career growth and development.
Expect adequate mentorship, exposure and experience.
Expect to be valued for the work they do.
Expect to be valued for who they are as a person.
Expect to be made part of the business/team.
Expect fair remuneration.
Expect appreciation and recognition.
Expect a pleasant working environment.
Expect employers to provide flexibility when required.
Expect to be treated equally.
Expect honesty and loyalty from employers.

When analysing the focus group discussions, it is clear that there are no major differences in the expectations of generation Y quantity surveyors compared to generation Y employees in general. Similar expectations surfaced during the focus group discussions regarding workplace motivation, job satisfaction and staff turnover. These similar expectations included fair compensation, career growth, recognition and appreciation, flexibility, relationships with supervisors in terms of mentorship and support, being part of a team and being part of the company. It can thus be concluded that generational theory about generation Y in general can thus also be applied specifically to generation Y quantity surveyors.

7.5.2 Conclusion – Motivation, job satisfaction, staff turnover

This research study examined literature about motivation, job satisfaction and staff turnover. Different motivation theories were considered as well as those workplace motivators influencing job satisfaction and staff turnover. From the literature review Table 3.2 (refer to chapter 3) was compiled and compared workplace motivators between employees in general, employees as construction professionals and generation Y employees in general. A further comparative analysis of workplace motivators was done by expanding on Table 3.2 to also include the workplace motivators of generation Y quantity surveyors. For ease of reference only the top 10 workplace motivators, as ranked by both focus groups, were included in Table 7.3

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below. Table 7.3 compares the workplace motivators of the different employee groups as mentioned above.

Table 7.3: Comparison of workplace motivators (source: author)

Employee Motivation 1946, 1980, 1986 & 1992	Construction Professionals	Generation Y	Generation Y Quantity Surveyors
Good wages	Salary	Salary	Rewards/Bonuses
Full appreciation of work done	–	–	Appreciation
	Recognition Sense of accomplishment	Recognition	Recognition
Promotion	Promotion	Career growth	Growth
Growth in the organisation	Personal satisfaction Fit between trait and job	Personal development	
Feeling of being in on things	Participation in decision making Sense of belonging to firm	Ownership and responsibility Showing the bigger picture	Part of team / Part of business
Personal or company loyalty to employees	Degree of supervision	Relationship with supervisor and colleagues	Support and help / Mentorship
Good working conditions	Working environment	Working environment	–
Job Security	Job Security	–	Job Security
Interesting work	Challenging and creative work Varied and non-repetitive work	Interesting and varying work	New Projects
Sympathetic help with personal problems	–	–	–
–	Feedback	Feedback (Regular)	–
–	Social interaction	Social interaction	–
–	Non-monetary benefit (i.e. flexible working hours)	Flexibility and work-life balance	Flexibility
–	Non-monetary benefit (i.e. extra leave, company sponsored holidays)	Meaningful rewards	–
–	–	Technology	–
–	–	Meaning and purpose at work	–
–	–	–	Commenced for a job well done

Table 7.3 indicates that certain workplace motivators will apply to employees in general, employees as construction professionals, generation Y employees in general and generation Y quantity surveyors. The first column of Table 7.3 (employee motivation 1946, 1980, 1986 & 1992) excludes generation Y employees as they only started to enter the workplace after 1992. When comparing the workplace motivators above, it is clear that a relation exists between the literature review and the empirical research findings. From this comparison it can be concluded that there are workplace motivators that apply to various generations as well as various employment industries. Although there might be similarities in the factors that motivate employees, these factors will not always be ranked in the same order of importance.

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The reason for this is that employees within each generation and industry of employment will have different needs and expectations from their employer. Employers could rather consider motivating employees according to their personal needs/expectations as individual or as group of employees, e.g. generation Y employees.

In Table 7.3 the first six workplace motivators for generation Y quantity surveyors were highlighted. According to the empirical research data, rewards/bonuses, recognition, appreciation, growth, being part of team/business and support and help/mentorship were key findings to this research study. It can be concluded that these six factors are considered the most important to generation Y quantity surveyors, as they affect not only motivation but also job satisfaction and staff turnover. There were many other factors that the research data also identified as important and employers should therefore not only focus on these six factors.

Table 3.3 (refer to chapter 3) previously derived from the literature review tabulated the top motivational factors applicable to employees in general. This Table was compared to the top six workplace motivators of generation Y quantity surveyors to see if there was any correlation. It was found that four of the top six workplace motivators of generation Y quantity surveyors were already among the top workplace motivators listed from literature.

Table 7.4: Top workplace motivators: Comparing literature and empirical research data (source: author)

Top workplace motivators: Literature		Top workplace motivators: Generation Y quantity surveyors	
a)	Personal/self-satisfaction and accomplishment	a)	Support and help/mentorship
b)	Participation/autonomy in decision making/being part of company	b)	Part of team/part of business
c)	Opportunities for doing challenging, interesting, creative work	c)	Recognition
d)	Monetary rewards/financial benefits	d)	Rewards/bonuses
e)	Promotion, career growth and development	e)	Growth
f)	Recognition of achievements / appreciation of work done	f)	Appreciation

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In Table 7.4 the workplace motivators corresponding between literature and the empirical research data are highlighted. These factors are not in order of importance as their rank will differ between various industries, occupations and employment levels. It can therefore be concluded that the motivational factors as tabulated above are generic workplace motivators that should generally be ranked as the top motivational factors when tested among employees of various industries and generations.

7.6 The way forward

Generation Y quantity surveyors are important to the quantity surveying industry as they make up 48% of all quantity surveyors. Employers having the required insight and understanding of this generation will be able to better utilise and manage them within an organisational context. Retaining this generation will have financial benefits for the company. It may also prevent generation Y quantity surveyors from leaving the industry, therefore preventing a knowledge gap.

The ultimate goal of this research study lies in sharing gained knowledge and research findings with the quantity surveying industry by making use of various platforms. To this extent the findings of this research study will be made available to all focus group participants as well as their employers. Doing this will not only highlight the importance of generation Y to quantity surveyor employers but to also create an awareness of the importance of generational knowledge. It is also intended to publish articles in academic and industry journals. This platform will not only share gained knowledge but can also be of value to other researchers within the quantity surveying industry. The aim is also to share the research findings at industry-related conferences where both quantity surveying employers and employees attend. Making use of these various platforms will enable this research study to reach the audience it was intended for. The main responsibility however will always lie with quantity surveyor employers to ultimately apply these findings within their companies.

7.7 Recommended further research

A topic of discussion during the focus group sessions were the expectations versus reality of quantity surveying. The focus group participants briefly discussed what they

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initially expected from quantity surveying prior to entering the industry as employees in comparison to what they found was the reality.

In general generation Y quantity surveyors expected to be made part of the business quickly, work on a variety of projects and do a variety of tasks. The reality is that it takes much longer to gain the required experience before working on various projects and that youngsters often have to do the menial tasks on a repetitive basis. The reality of the working environment in terms of the time it takes to complete tasks or projects and client and professional team interaction was more challenging than expected. The type of company generation Y quantity surveyors started working at also played a crucial role when it came to expectations versus reality. Youngsters who found the correct company fit said that more of their expectations were met and that they enjoyed quantity surveying more.

Although this topic was touched on, it was not the primary focus of this research study and further research will be required. The above discussion topic resulted in the following research questions for future research:

- *What is the impact of expectations versus reality on job satisfaction of generation Y quantity surveyors?*

This question will require investigation into how the expectations of youngsters align with the reality of the industry. If expectations are not being met, how will this affect job satisfaction of generation Y quantity surveyors and ultimately staff turnover?

- *Are quantity surveying students being sufficiently prepared for industry reality?*

This question will require investigation into what higher education institutions are doing in terms of aligning expectations of youngsters with the reality that they will face in the quantity surveying industry. Further investigation can also be done on the changes required to teaching and learning programmes in order to address this matter.

- *What should the personality profile of a quantity surveyor look like?*

This question will require investigation into matching personality profiles with industry requirements. Certain personality types might naturally fair better in the quantity surveying industry than others. If it is possible to determine this, it can be used as a guideline to potential students who are considering quantity

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surveying as a career. Those personality types that will not be a good fit for the industry will have the opportunity to consider another career early on. This will benefit both the individuals as well as the quantity surveying industry. The industry will ultimately get supplied with individuals with personalities matching the career requirements.

Another area for future research is that of the generation Y workplace motivator model discussed in chapter 6. This study only focused on job satisfaction of generation Y quantity surveyors and the motivator model was developed based on the findings of this study. Future research could consider testing and further developing of the motivator model with the larger built environment.

7.8 Conclusion

A literature review done on job satisfaction of quantity surveyors indicated that very little research has been conducted on the subject in general and no research was found specifically on job satisfaction of generation Y quantity surveyors (Asad & Dainty, 2005; Bowen & Cattell, 2008). This study researched job satisfaction of generation Y quantity surveyors and found that 48% of all quantity surveyors come from this generation. According to Suleman & Nelson (2011: 44) it is estimated that, due to the retirement of the baby boomer generation, by the year 2020 there will be a large employment gap for generations X and Y to fill. This highlights the importance of generation Y to the quantity surveying industry.

Knowing what motivates generation Y employees and applying it would bring forth greater levels of determination, inventiveness and efficiency in employees of this age group (Fallon, 2009: 5). Satisfied employees would have no reason to leave their company. This should result in decreased staff turnover, which in turn leads to higher profitability.

Replacing an employee is a costly exercise which can impact on the profitability of a company. When a quantity surveyor decides to leave his or her organisation, it does not only impact the company but also impacts the entire professional team, the client and the construction project. It is impossible to hand over all the intellectual knowledge gained on construction projects. It also takes time to replace a quantity surveying employee as the new replacement has to be a fit for the company when it comes to clients, projects and working with other construction professionals. Quantity surveying

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companies need to have an action plan at hand to prevent employees from walking out the door.

This research study therefore focused on determining the workplace motivators of generation Y that will increase job satisfaction levels and decrease staff turnover. It was found that the top six workplace motivators namely growth, rewards/bonuses, recognition, appreciation, support/help/mentorship and being part of team/business, were also the same motivators influencing staff turnover. Over and above these six motivators, employers should also consider workplace motivators such as work environment, interest in well-being and flexibility.

Moore (2008: 71) says that the reality of business today is that good staff are hard to find and even harder to replace. Investing in human capital contributes to building and growing a company, but it would require companies to understand the necessity for adjustment to the workplace needs of generation Y employees. Generational knowledge has now become more crucial than ever when considering the future upon which the quantity surveying industry must build.

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List of Annexures

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ANNEXURE A – Focus Group Invitation

Gauteng Invitation



Focus Group Workshop!
University of Pretoria

Research Topic: Human capital in QS companies: Job satisfaction of **generation Y** quantity surveying professionals

When: 11 November 2015
Where: Woodhill Country Club, Pretoria
What: Free ½ day research workshop, including lunch
We Require: Generation Y QS's (age 24-34) with an opinion on this topic!!
Benefit: Category 1 CPD: 4h

Kwazulu-Natal Invitation



Focus Group Workshop!
University of Pretoria

Research Topic: Human capital in QS companies: Job satisfaction of **generation Y** quantity surveying professionals

When: 13 November 2015
Where: King Fisher Conference Centre, Umhlanga
What: Free ½ day research workshop, including lunch
We Require: Generation Y QS's (age 24-34) with an opinion on this topic!!
Benefit: Category 1 CPD: 4h



Title		Focus Group Research – Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals		
Date	13 November 2015			
Time	08h00 - 12h00			
Venue	KINGFISHER CONFERENCE CENTRE			
Name & Surname	ID Number	Email	Phone	Signature
STACIE MOORHEAD	8608190193088	staciealexmoorhead@gmail.com	012 3482560	
Nabeela Gani	8910130211081	nabeela@tkm.co.za	082 3111 983	
ZIYAAD MUSTAFA	8708245223086	Ziyadmotakalis@gmail.com	082 6364655	
MARL FREEMAN	8502135066089	marc@shgroup.co.za	0726234824	
BRETT SMERDON	8107065187088	brett@millingtechniks.co.za	082 225 7600	
Diveden Nair	8703155087084	diveshen.n@raubex.com	0605018287	
Devoshan Moodley	8703135183086	moalloydevashen@gmail.com	0835551585	
Mahingelo Msimi	9010045575081	mahingelom@9vest.co.za	0732734114	
Kwanele Mkhlonga	8605285821086	kwanele@pta.co.za	073 174 5489	
Luthando Mabaso	8907100266087	LAKMABASO@GMAIL.COM	0845827226	
Elzane van Fek	8602280099081	elzane.vanek@up.ac.za	072400711	
Michelle Burgis	760916002086	michele.loung@shpa.co.za	082 482833	



Focus Group Research - Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals				
Title	Date	Time	Venue	
	11 November 2015	08h00 - 12h00	Woodhill Country Club - Pretoria	
Name & Surname	ID Number	Email	Phone	
Signature	Phone	Signature		
Caroli van Rensburg	8501040083080	caroli@bhberg.co.za	072 070 3138	
Roxanne van Jaarsveld	7011070218084	x.roxanne.07@gmail.com	0833916174	
Ridwana Khan	8912220038085	ridwanakhan1@gmail.com	0711192606	
Bertus Potgieter	8606105009084	bertus@ferrowlaing.co.za	083 277211	
DIRAN RAMERSADH	8604085082080	diran.ramersadh@za.rlb.co	083 800 7950	
NONDUMISO N'AHANGU	9104010277086	nondumiso@za.rlb.co	082 0815280	
Elze Lombard	8610200032082	ilze@btkpta.co.za	079 9023939	
Michelle Burger	7609160002086	michelle.burger@yp.ac.za	082 418 2833	
Elzane van Ede	8602280099081	elzane.vanede@yp.ac.za	0726100711	
Farhaan Jaffer	8703245243085	farhaan@ferrowlaing.co.za	0766050341	

ANNEXURE C – Focus Group Program

FOCUS GROUP WORKSHOP

PROGRAM:

TIME	DESCRIPTION
08h00 – 08h30	Welcome and Introduction
08h30 – 10h00	Discussion of first set of questions
09h30 – 09h45	Feedback on discussion
09h45 – 10h15	Tea / coffee break
10h15 – 11h15	Discussion of second set of questions
11h15 – 11h30	Feedback on discussion
11h30 – 12h00	Closing
12h00 – 13h00	Lunch & departure



University of Pretoria

**Human Capital in QS Companies: Job Satisfaction of Generation Y
Quantity Surveyors**

FOCUS GROUP RESEARCH

FACILITATOR GUIDELINES

**Department of Construction Economics
Faculty of Engineering, the Built Environment and Information Technology
University of Pretoria
Pretoria
0002
South Africa**

November 2015

ANNEXURE D – Focus Group Facilitator Guideline

FOCUS GROUP WORKSHOP

PROGRAM:

TIME	DESCRIPTION
08h00 – 08h30	Welcome and Introduction
08h30 – 09h30	Discussion of first set of questions
09h30 – 09h45	Feedback on discussion
09h45 – 10h15	Tea / coffee break
10h15 – 11h15	Discussion of second set of questions
11h15 – 11h30	Feedback on discussion
11h30 – 12h00	Closing
12h00 – 13h00	Lunch & Departure

ANNEXURE D – Focus Group Facilitator Guideline

a) WELCOME & INTRODUCTION

Welcome, welcome, welcome to all research participants!! We are excited to have you partake in this research study and sincerely hope that you will enjoy this workshop with us. Each research informant will be awarded 4 category 1 CPD hours for their participation in this research study.

As at June 2015, registered generation Y quantity surveyors (those born between 1980 and 2000) accounted for 48% of the total number of quantity surveyors in South Africa. This highlights the importance of job satisfaction of generation Y as YOU are the future upon which the QS profession will build. This research study is aiming to achieve the following objectives:

Objectives of Research Study

The objectives of this study are to:

- Determine the workplace motivators of generation Y.
- Measure staff turnover against workplace motivators.
- Measure the satisfaction of generation Y in their current working environment.
- Develop a generation Y quantity surveying motivator model.

Generation Y is a more socially connected generation compared to other generations and they enjoy working in groups. They value contributing to a good cause and have a strong opinion and sense of entitlement. Therefore focus groups have been chosen as empirical research method as this method relates more to the characteristics of generation Y. Focus group is a research methodology used in qualitative research which is based on words, perceptions, feelings and experiences of each participant.

b) FOCUS GROUP DISCUSSION – SESSION 1:

Discussion Topics / Questions:

- 1) Why did you choose to study quantity surveying?
- 2) Career expectations of quantity surveying vs career reality of quantity surveying.

ANNEXURE D – Focus Group Facilitator Guideline

- 3) Likes and dislikes of the quantity surveying as CAREER (career requirements in general).
- 4) Likes and dislikes of your current and/or previous WORKING ENVIRONMENT:
 - a. Physical working environment based in office (physical attributes of your office and workspace)
 - b. Physical working environment on site (physical attributes of your workspace)
 - c. Job description / requirements (doing interesting work, opportunity for development and career growth, technology, etc.)
 - d. Rewards (salary, recognition, rewards i.e. company lunch or weekend away, etc.)
- 5) Describe the following as you have experienced it (current or previous employment):
 - a. Company culture (social interaction, relationships between employers and employees, overall staff morale, involvement/ownership in company matters, contributing to the community, knowing the bigger picture of your company)
 - b. Management style of your current or previous employer/s
 - c. Relationship with direct manager
 - d. Relationships with your colleague

c) TEA / COFFEE BREAK

This is your refreshment break. Stretch your legs and have a cup of coffee / tea on us!!

d) FOCUS GROUP DISCUSSION – SESSION 2:

Discussion Topics / Questions

- 6) Discuss the key factors that motivate and de-motivate you to do your work.
- 7) Describe your overall job satisfaction level at your current and/or previous employers.
- 8) How does the factors as discussed in question 6 above relate to employee turnover?

ANNEXURE D – Focus Group Facilitator Guideline

- a. What factors will cause you to leave your company, thus outweighing the presence of any positive motivational factors.
 - b. What factors will cause you to remain with your company, thus outweighing the presence of any negative de-motivating factors.
- 9) Discuss possible changes to quantity surveying companies that will increase the job satisfaction level of generation Y quantity surveyors. Discuss not only WHAT needs to change but HOW this can be achieved practically?

e) LUNCH

Please join us for lunch.....it is free and delicious!!

f) CLOSING

The University of Pretoria wishes to thank you for your participation in today's focus group research. You have made a valuable contribution to our research study and your time and effort is appreciated.

You can find me at:

elzane.vaneck@up.ac.za

THANK YOU!



University of Pretoria

**Human Capital in QS Companies: Job Satisfaction of Generation Y
Quantity Surveyors**

**FOCUS GROUP RESEARCH
Research Participant Guideline**

**Department of Construction Economics
Faculty of Engineering, the Built Environment and Information Technology
University of Pretoria
Pretoria
0002
South Africa**

November 2015

ANNEXURE E – Focus Group Participant Guideline Document

FOCUS GROUP WORKSHOP

PROGRAM:

TIME	DESCRIPTION
08h00 – 08h30	Welcome and Introduction
08h30 – 09h30	Discussion of first set of questions
09h30 – 09h45	Feedback on discussion
09h45 – 10h15	Tea / coffee break
10h15 – 11h15	Discussion of second set of questions
11h15 – 11h30	Feedback on discussion
11h30 – 12h00	Closing
12h00 – 13h00	Lunch & departure

WELCOME.....

Welcome, welcome, welcome to all research participants!! We are excited to have you partake in this research study and sincerely hope that you will enjoy this workshop with us.

As at June 2015, generation Y quantity surveyors (those born between 1980 and 2000) accounted for 48% of the total number of quantity surveyors in South Africa. This highlights the importance of job satisfaction of generation Y as YOU are the future upon which the QS profession will build. We encourage you to share your opinion, experiences and viewpoint on the topic of job satisfaction. By doing so, you will be contributing to the knowledge base and growth of the QS profession. This research study is aiming to achieve the following objectives:

- Determine the workplace motivators of generation Y
- Measure staff turnover against workplace motivators
- Measure the satisfaction of generation Y in their current working environment.

The University of Pretoria wishes to thank you for your participation in today's focus group research. Because we value your time and contributions we have obtained approval from ASAQS Edu-tech to award each participant with 4hours category 1 CPD. Please make sure you receive your CPD letter prior to departing today.

You can find me at: elzane.vaneck@up.ac.za

THANK YOU!!

Faculty of EBIT Ethics Research



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

ANNEXURE F - Ethics Application



INSTRUCTIONS

This application form must be read with the Regulations for Research Ethics and Integrity and completed. Please refer to the link to [download Code of Ethics For Research](#)

*Does the project involve animals No

*Are you applying as? UP Staff Member

ANNEXURE F - Ethics Application

2. RESEARCH PROJECT DETAILS

RESEARCHER DETAILS: **Please add your Supervisor to this section should you have one.**

Personnel Details:		Title:	*Protocol Role:	Degree:
Van Eck, Elzane E		Mrs	Primary Researcher	
Full Name	Van Eck, Elzane E			
Email	Elzane.VanEck@up.ac.za			
Phone	0726100711			
Employee/Student I.D	UP_04816456			
Department	Construction Economics			
Burger, Michelle M		Dr	Supervisor	
Full Name	Burger, Michelle M			
Email	michelle.burger@up.ac.za			
Phone	0824182833			
Employee/Student I.D	UP_95009452			
Department	Construction Economics			

PLEASE NOTE:

***2.1 Title of research project**
Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals.

***2.2 Furnish as brief outline (no more than 5000 characters, including spaces) the following so that the relevant ethical aspects can be identified clearly. Please identify the aspects clearly that you believe requires ethics clearance.**
Empirical research will be conducted by collecting information from the quantity surveying industry by means of focus groups and interviews with human resource managers of quantity surveying companies. Ethics clearance is sought in order to conduct the following empirical research:
1) Focus Groups
Generation Y is a more socially connected generation compared to other generations and they enjoy working in groups. They value contributing to a good cause and have a strong opinion and sense of entitlement. Therefore focus groups have been chosen as empirical research method as this method relates more to the characteristics of generation Y. Applying a research methodology that generation Y relates to will be more effective in obtaining the required information for this study. Focus groups are planned to be held in two provinces namely Gauteng and Kwazulu-Natal. Each focus group will consist of approximately 10 quantity surveyors representative of generation Y. The focus groups are planned to be structured in a half day workshop like manner. Discussions will be facilitated in order to gain the required data. The main purpose of the focus groups will be to determine what generation Y quantity surveyors like and dislike in the workplace and how this relates to job satisfaction and staff turnover.
2) Interviews with human resource managers of QS companies
Structured and unstructured interviews with the human resource managers or delegated representative of leading quantity surveying companies will provide substantial evidence of what the current level of staff turnover in major quantity surveying companies are.

The Documentation section below may be used to upload any other attachments.

***2.3 Will a research questionnaire/survey be used? No**






***2.5 Are employees of a firm, organization or institution questioned as informants in this study Yes**
Please upload letter(s) of permission from this entity to carry out this study. It should be clear that the person giving permission is authorised to do so. Without this permission you will not be able to submit your application.

***2.6 Will you be surveying or questioning UP students in this study? No**

Please Upload Documentation Here:

*Upload Type:	Details:	Upload:
Letter of Permission from Organisation	Permission Letter - Blank Copy	 

ANNEXURE F - Ethics Application

Other	Research Overview (supporting doc)	 
Letter of Permission from Organisation	Letter from Company 1	 
Letter of Permission from Organisation	Letter from Company 2	 
Letter of Permission from Organisation	Letter from Company 3	 
Interview/Survey Outline	Interview outline	 
Other	Focus Group Questions	 

3. RESEARCH SUBJECTS

*Does the project involve people, either individually or in groups Yes No

3.1 Does the study involve people as informants, or does it involve people as research subjects?

Informants are people of whom you require an opinion, e.g. people that are interviewed or that take part in a survey. Research subjects are people that actively take part in research, e.g. where biological measurements are made (e.g. heart rate) or where people take part in behavioural tasks (e.g. listening tasks).

*Will your participants be? Informants

*3.2 Describe possible safety and health implications that participation in project may pose

The empirical research of this study aims to make use of focus groups and interviews. Participants will not be engaged in any physical activities that can cause injury. Nor will participants be used as test subjects that can affect their health and safety.
The focus group will be held at a local conference facility that will be accessible to all participants. We do not foresee any health and safety risks applicable to the research informants.

*3.3 Expected duration of participation of subjects in the project

The duration of participation in the focus group will be between 4 - 5 hours.
The duration of participation in interviews will be 1-2 hours.
These activities will not be conducted simultaneously and will make use of different participants for each activity.

*3.4 Describe the manner in which confidential information will be handled and confidentiality assured

The personal information of each participant as well as the organisations they represent will always remain confidential and will never be published.
Information provided by the participants will only be accessible to the prime researcher and supervisor and will only be for the use of these researchers. When confidential information forms part of the research results, prior consent for the usage thereof will be obtained from the individual and organisation represented.
Any confidential information provided by the participants will remain anonymous when published.
Confidentiality will be assured by signing a confidentiality agreement between the researchers and participants. This agreement will among other stipulate how confidential information will be handled.

*3.5 Please explain how and where data will be stored?

It is planned that all focus group discussion will be recorded. Any audio data, hand written notes or electronic data will be scanned, filed and stored electronically on the computer hard drive of the prime researcher as provided by the Department of Construction Economics. A back up of these files will be made on an external hard drive to be stored separately by the Department of Construction Economics. Further back-ups of these files will be done online via dropbox or google drive.

***3.6 Remuneration offered to subjects for participation**

There will be no financial remuneration offered to any participant. It is planned to, with the approval of the ASAQS & SACQSP, award participants with CPD points (continues professional development) for their participation in the research. The participation of each individual is valued and hence the focus group will be structured in a workshop like manner providing participants with coffee/tea and lunch.

3.8 INFORMED CONSENT/ASSENT

Informed consent is a requirement for all studies. All participants need to provide individual informed consent, which the researcher should keep on record. An example of an informed consent form appears on the website, but this should be adapted to be very specific about your study and what you will require of participants

***3.8.1 Please describe how you will obtain informed consent/assent from your participants (or their care givers in the case of underage participants).**

Identified QS companies have been contacted and consents has been given to engage their employees in this research study. The representatives of these companies who will be participating in the research will be required to, prior to conducting the research, sign an individual consent form.

The prime researcher will provide (via email) each individual with a research overview document. This document will give provide information such as:

- How focus groups and interviews will be conducted
- What the nature and objectives of this study are
- Explain how confidentiality of information will be handled
- Explain the usage of results for publication

Once the research overview document has been read and understood each individual will be required to sign and return the Informed Consent Form prior to participating in the research. These forms once received will be filed and kept on record.

***3.8.2 Detail the measures you will take to ensure voluntary participation.**

The Informed Consent Form undersigned by each participant already states that an individual is willingly participating in the research. Over and above having the signed consent in place, the prime researcher will provide a timeline to each individual whereby they will get the opportunity to timeously "opt out" should they not want to participate in the research any more. The prime researcher will continuously communicate with these individuals to ensure that they are well informed about all the aspects of the research. Should a circumstance arise whereby an individual can no longer partake in the research or does not want to partake in the research, they will be removed from the list and replace.

3.8.3 Upload Consent Forms

***Upload Copy of Consent Forms**



4. ENVIRONMENTAL IMPACT

4.1 Does the project have a potentially detrimental environmental impact Yes No

5. DISSEMINATION OF DATA

***Method of publishing/application of the results**




The prime researcher has enrolled with the University of Pretoria for a Masters degree in Quantity Surveying (Masters degree by research). The results of the empirical research will thus form part of the above mentioned research dissertation. The data will be analysed using qualitative methods. It will then be written up as part of the dissertation. Further to this the prime researcher will aim to submit articles and / or conference proceedings based on the research dissertation.

6. DECLARATION

I accept and will adhere to all stipulations pertaining to ethically sound research as locally, nationally and internationally established;

ANNEXURE F - Ethics Application

- I will conduct the study as specified in the application and be principally responsible for all matters related to the research;
- I shall communicate all changes to the application/or any other document before any such is executed in my research, to obtain the necessary permissions from the Research Ethics Committee;
- I will not exceed the terms of reference of the research application or any other documents submitted to the Research Ethics Committee;
- I affirm that all relevant information has been provided and that all statements made are correct;
- I have familiarised myself with the University of Pretoria's policy regarding plagiarism <http://www.library.up.ac.za/plagiarism/index.htm>. as plagiarism is regarded as a serious violation and may lead to suspension from the University.

*Please upload: The Declaration By The Researcher   

7. SUBMISSION CHECKLIST

Yes *Have you uploaded the necessary Informed Consent Forms?

Yes *Have you uploaded The Declaration By The Researcher

Yes *Have you uploaded permission letters from firms, institutions or organizations where required

Not Applicable *Have you uploaded a permission letter from the Dean where required

In order to submit this application, select the 'Complete' check box on the top right hand corner of the form.

Please note only once the Researcher receives the 'For Your Information' email this is a confirmation that the application has been successfully submitted to the ethics office.

All attachments must be made on this application form. Select the Yellow + to add more documents.

ANNEXURE F - Ethics Application

Appendix 1

EForm Name: Faculty of EBIT Ethics Research

Page: 2. RESEARCH PROJECT DETAILS

Section: [Please Upload Documentation Here:](#)

Question: Upload:

File Name: letter_of_permission_for_participation_in_research_-_blank_copy.pdf

Date: 17 August 2015

RE: PERMISSION FOR PARTICIPATION IN RESEARCH

To whom it may concern,

The Department of Construction Economics at the University of Pretoria is proud to introduce an exciting research study that is currently investigating the human capital side of quantity surveying. This study aims to engage young quantity surveyors to determine what their level of job satisfaction is. It also investigates the impact of job satisfaction on staff turnover of young quantity surveyors and the effect it will have on profitability.

Your company has been selected as one of the leading companies in the QS profession and the Department of Construction Economics will greatly value your participation in this research study.

However, the department cannot involve your company in any empirical research without being granted prior permission to engage with your employees. The research aims to engage the following employees:

- Quantity surveyors of generation Y (those born between 1980 and 2000) – both candidate and PrQS's
- Human resource manager or delegated representative

This letter serves as a **request to obtain your permission to participate in the above mentioned research study**. Each research project requires ethics clearance from the University of Pretoria and this letter forms an integral part of our ethics clearance application. The delegated authority of your company is cordially requested to sign and return page 2 of this letter to the Department of Construction Economics.

Kindly refer to the attached document for more details regarding this particular research study.

Kind Regards



Elzane van Eck
Lecturer (primary researcher for this study)



Universiteit van Pretoria

Kindly return this page to Elzane van Eck (elzane.vaneck@up.ac.za) before close of business on Tuesday 18 August 2015.

PERMISSION FOR PARTICIPATION IN RESEARCH:

I, (Name and Surname) as delegated authority of (Company Name) hereby give permission to the primary researcher of the Department of Construction Economics, University of Pretoria to engage with the employees of the above mentioned company in the research project titled: Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveyors.

Complete and sign:

Name & Surname	Position / Delegation of Authority	Date	Signature

ANNEXURE F - Ethics Application

Appendix 2

EForm Name: Faculty of EBIT Ethics Research

Page: 2. RESEARCH PROJECT DETAILS

Section: [Please Upload Documentation Here:](#)

Question: Upload:

File Name: research_overview__permission_letter_supporting_document_.pdf

Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals

Introduction

As at June 2015, registered generation Y quantity surveyors (those born between 1980 and 2000) accounted for 48% of the total number of quantity surveyors in South Africa. This highlights the importance of job satisfaction of generation Y as these youngsters are the future upon which the QS profession will build. This document gives a brief overview of the above mentioned research project and outlines the research methodology to be utilised for empirical research applicable to this study.

Research Background

The South African construction industry is with no doubt a challenging environment to work in, especially when it comes to cost management of construction projects. In most construction projects the cost management responsibility lies with the quantity surveyor and can be quite a demanding task.

Despite the general challenges that exist when it comes to recruiting and retaining skilled employees a focus needs to be placed on the new generation that has entered the workplace over the past few years. This generation is generally referred to as generation Y or the millennial generation and are those born somewhere during the 1980's to approximately the year 2000. This generation has its own unique view and expectations of the corporate workplace, compared to other generations.

Generation Y quantity surveyors has received limited attention in the quantity surveying profession where it is perceived that staff turnover among this generation is high.

A literature review done on job satisfaction of quantity surveyors indicated that very little research was done on this subject in general and no research was found specifically on job satisfaction of generation Y quantity surveyors. The objectives of this study are to:

- Define what is meant by generation Y quantity surveyors.
- Determine the workplace motivators of generation Y.
- Measure staff turnover against workplace motivators.

Job Satisfaction of Generation Y Quantity Surveying Professionals

- Investigate literature and utilise focus groups of generation Y quantity surveyors in the workplace.
- Measure the satisfaction of generation Y in their current working environment.
- Develop a generation Y quantity surveying motivator model.

The findings of this research will be of value to quantity surveying employers as little is known about this topic.

Research Methodology

The research approach of this study consists of a comprehensive literature review and substantiated empirical research. More than one hundred various sources of literature were reviewed including books, articles, reports and papers. The literature review provides an overview of the profile and characteristics of generation Y and their unique view and expectations of the workplace. The existing literature provides valuable insight into understanding the dynamics of this generation.

Empirical research will be conducted by means of data collection from commercial quantity surveyors. Focus groups with generation Y quantity surveyors and interviews with human resource managers of quantity surveying companies are the research methods planned to be utilised.

1) Focus Groups

Focus groups are planned to be held in two provinces namely Gauteng and Kwazulu-Natal. Each focus group will consist of approximately 10 commercial quantity surveyors representative of generation Y. The representatives selected will include male and female, representatives from different ethnic groups and representatives from medium to large companies preferably with a national footprint. The selected candidates will either be registered professional quantity surveyors or candidate quantity surveyors. The main purpose of the focus group will be to determine what generation Y quantity surveyors like and dislike in the workplace and how this relates to job satisfaction and staff turnover.

The aim is to set up the focus groups in a professional manner so that it will be worth the time of the attending participants. In order to achieve this, the focus group will be structured as a half day workshop at a conference facility including tea time and lunch. The time and contribution of each participant is valuable and the ASAQS and SACQSP

Job Satisfaction of Generation Y Quantity Surveying Professionals

will also be requested to support this research by means of awarding CPD hours (continues professional development) to each participant.

The focus group will be given certain questions and/or topics to discuss among themselves. This will give each participant an opportunity to share his/her opinion on the relevant questions/topics. The focus group will be requested to conclude their various discussions by providing answers that are best representative of generation Y quantity surveyors.

Typical questions and/or topics for discussion will include:

- Reasons for becoming a quantity surveyor.
- Likes and dislikes of the quantity surveying profession.
- Likes and dislikes of the workplace/working environment.
- Current job satisfaction levels.
- Factors influencing job satisfaction levels.
- Company management styles and relationship with direct managers.
- Job satisfaction vs staff turnover. At what point will employees decide to leave their company?
- The ideal career path and working environment as QS

2) Interviews

In addition to the focus groups the empirical research will aim to conduct interviews with human resource managers of leading quantity surveying companies. These interviews will provide substantial evidence of what the current level of staff turnover in quantity surveying companies is. It will also be able to provide valuable data on staff turnover trends and staff turnover comparisons between employees of various generations. Interviews will be open discussions and typical interview questions will include:

- What has the overall staff turnover of your company been over the past five years?
- What has the staff turnover of generation Y quantity surveyors been over the past five years?
- How does the staff turnover of generation Y compare to the staff turnover of other generations?
- What is the average period of employment for generation Y quantity surveyors?
- Does your company conduct exit interviews with generation Y employees who decide to leave the company? What are the main reasons provided for leaving your company?
- Does your company have any measures or action plans in place to retain staff?

Job Satisfaction of Generation Y Quantity Surveying Professionals

- What is the impact (financial and other) on your company when a resource leaves?

Value of Research

Human capital is a valuable asset and competitive advantage but retaining talent is challenging and many organisations struggle with it. Employee turnover is very costly, disruptive and frustrating to organisations. Replacement cost is the most obvious to consider, but there are also a price to pay in terms of productivity loss, loss of corporate knowledge, loss of expertise and experience and decreased staff morale. This research will be of value to employers in the quantity surveying profession, as job satisfaction of generation Y quantity surveyors has not previously been researched.

The findings of this research will help QS companies to manage their generation Y quantity surveyors more effectively. This may improve staff retention and decrease staff turnover which will affect the profitability of a company. This research will also benefit the QS industry as a whole by preventing intellectual exhaustion and shortage of professional staff.

Conclusion

The empirical research of this study aims to determine the level of job satisfaction of generation Y quantity surveyors. Further it will highlight what this generation perceives as important factors for QS employers to address in order to ensure job satisfaction and financial gain. Participation of generation Y quantity surveyors in this research and the support from their employers are crucial to the successful outcome of this study.

ANNEXURE F - Ethics Application
Appendix 3

EForm Name: Faculty of EBIT Ethics Research

Page: 2. RESEARCH PROJECT DETAILS

Section: [Please Upload Documentation Here:](#)

Question: Upload:

File Name: permission_letter_1.pdf




Kindly return this page to Elzane van Eck (elzane.vaneck@up.ac.za) before close of business on Tuesday 18 August 2015.

PERMISSION FOR PARTICIPATION IN RESEARCH:

I, DEAN NARAINSAMY (Name and Surname) as delegated authority of AECOM (Company Name) hereby give permission to the primary researcher of the Department of Construction Economics, University of Pretoria to engage with the employees of the above mentioned company in the research project titled: Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveyors.

Complete and sign:

Name & Surname	Position / Delegation of Authority	Date	Signature
DEAN NARAINSAMY	BUSINESS UNIT LEAD- GAUTENG HUB BUILDINGS & PLACES	19.08.2015	

ANNEXURE F - Ethics Application
Appendix 4

EForm Name: Faculty of EBIT Ethics Research

Page: 2. RESEARCH PROJECT DETAILS

Section: [Please Upload Documentation Here:](#)

Question: Upload:

File Name: permission_letter_2.pdf

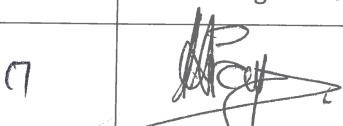


Kindly return this page to Elzane van Eck (elzane.vaneck@up.ac.za) before close of business on Tuesday 18 August 2015.

PERMISSION FOR PARTICIPATION IN RESEARCH:

I, LEON STEPHANUS CROONJE..... (Name and Surname) as delegated authority of RIDER LEVETT BUCKNALL (ZA) (Pty) Ltd..... (Company Name) hereby give permission to the primary researcher of the Department of Construction Economics, University of Pretoria to engage with the employees of the above mentioned company in the research project titled: Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveyors.

Complete and sign:

Name & Surname	Position / Delegation of Authority	Date	Signature
LEON STEPHANUS CROONJE	FINANCIAL DIRECTOR	2015/8/17	

ANNEXURE F - Ethics Application
Appendix 5

EForm Name: Faculty of EBIT Ethics Research

Page: 2. RESEARCH PROJECT DETAILS

Section: [Please Upload Documentation Here:](#)

Question: Upload:

File Name: permission_letter_3.pdf

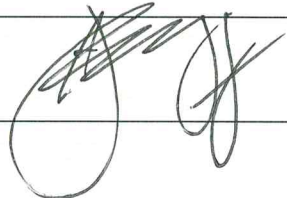


Kindly return this page to Elzane van Eck (elzane.vaneck@up.ac.za) before close of business on Tuesday 18 August 2015.

PERMISSION FOR PARTICIPATION IN RESEARCH:

I, Andrew Wiggins (Name and Surname) as delegated authority of Matla Quantity Surveyors (Company Name) hereby give permission to the primary researcher of the Department of Construction Economics, University of Pretoria to engage with the employees of the above mentioned company in the research project titled: Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveyors.

Complete and sign:

Name & Surname	Position / Delegation of Authority	Date	Signature
A.S. Wiggins	Director	18/08/15	

ANNEXURE F - Ethics Application
Appendix 6

EForm Name: Faculty of EBIT Ethics Research

Page: 2. RESEARCH PROJECT DETAILS

Section: [Please Upload Documentation Here:](#)

Question: Upload:

File Name: interview_questions.pdf

Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals

INTERVIEW QUESTIONS

Interviews with HR managers or delegated representatives of selected companies will be conducted in a structured and unstructured manner. Research informants are to elaborate on each question as much as possible and provide all necessary statistics, facts, opinions, experiences and suggestions where required.

QUESTIONS:

- 1) What has the overall staff turnover of your company been over the past five years?
- 2) What has the staff turnover of generation Y quantity surveyors been over the past five years?
- 3) How does the staff turnover of generation Y compare to the staff turnover of other generations?
- 4) What is the average period of employment of generation Y quantity surveyors?
- 5) Does your company conduct exit interviews with employees who decide to leave the company? What are the main reasons provided by generation Y employees for leaving your company?
- 6) Does your company have any measures or action plans in place to retain staff?
- 7) What is the impact (financial and other) on your company when a resource leaves?

ANNEXURE F - Ethics Application
Appendix 7

EForm Name: Faculty of EBIT Ethics Research

Page: 2. RESEARCH PROJECT DETAILS

Section: [Please Upload Documentation Here:](#)

Question: Upload:

File Name: focus_group_questions.pdf

Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals

PRELIMINARY WORKSHOP PROGRAM

Time	Description
8h00 – 8h30	Welcome and Introduction
8h30 – 9h30	Discussion of first set of questions
9h30 – 10h00	Feedback on discussion
10h00 – 10h30	Tea / coffee break
10h30 – 11h30	Discussion of second set of questions
11h30 – 12h00	Feedback on discussion
12h00 – 12h45	Lunch
12h45 – 13h00	Closing

FOCUS GROUP QUESTIONS FOR DISCUSSION:Instructions:

Discuss as a group the questions listed below and formulate an answer to each question that best represents the opinion of generation Y quantity surveyors. The aim of this focus group is to provide an opportunity for each individual to share his/her experiences, opinions, likes, dis-likes and suggestions. The focus group will be facilitated and data will be analysed using qualitative methods.

QUESTIONS:

- 1) What is the main reason why generation Y choose quantity surveying as career? (Why did you choose quantity surveying as career?)
- 2) List in order of importance all the likes and dislikes of the quantity surveying profession as experienced by generation Y (No.1 being what you like/dislike the most).
- 3) List in order of importance all the likes and dislikes of your working environment (working environment being based in the office, based on site, etc.).
- 4) In light of the answers of question No.2 & No.3, what are the key factors that cause job satisfaction and job dissatisfaction? In other words what makes you happy and satisfied with your job and what makes you unhappy and dissatisfied with your job?
- 5) Describe the following as you have experienced it (at current or previous employer):
 - a. Management style of your current or previous employer/s
 - b. Relationship with your direct manager/s
 - c. Relationships with your colleagues
- 6) How will you describe your job satisfaction level at your current employer? How does this compare to your job satisfaction level at previous employers, if previously employed by others?
- 7) What change would you bring about in your current or previous company or in the profession as a whole that you believe will bring about higher levels of job satisfaction among generation Y quantity surveyors.

Job Satisfaction of Generation Y Quantity Surveying Professionals

- 8) Not all dislikes or demotivating factors in your workplace or in the QS profession will cause you to leave your organisations. Discuss and list those factors in order of importance that will lead to you leaving your organisation?

- 9) Describe the ideal QS working environment that you think will result in higher job satisfaction of generation Y quantity surveyors.

- 10) In your opinion, what does the ideal career path of a generation Y quantity surveyor look like? In other words, what are your ideal career expectations?

ANNEXURE F - Ethics Application

Appendix 8

EForm Name: Faculty of EBIT Ethics Research

Page: 2. RESEARCH PROJECT DETAILS

Section: 3.8.3 Upload Consent Forms

Question: Upload Copy of Consent Forms

File Name: informed_consent_form.pdf

**Informed consent form
(Form for research informant permission)**

(Must be signed by each research informant, and must be kept on record by the researcher)

- 1 Title of research project: Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals.
- 2 I hereby voluntarily grant my permission for participation in the focus group ; interview (tick the appropriate box) as explained to me by the prime researcher, as employed by the University of Pretoria.
- 3 The nature, objective, possible safety and health implications have been explained to me and I understand them.
- 4 I understand my right to choose whether to participate in the focus group ; interview (tick the appropriate box) and that the information furnished will be handled confidentially. I am aware that the results of the investigation may be used for the purposes of publication.
- 6 Upon signature of this form, you will be provided with a copy.

Signed: _____ Date: _____

Witness: _____ Date: _____

Researcher: _____ Date: _____

ANNEXURE F - Ethics Application
Appendix 9

EForm Name: Faculty of EBIT Ethics Research
Page: 2. RESEARCH PROJECT DETAILS
Section: 6. DECLARATION
Question: Please upload: The Declaration By The Researcher
File Name: researcherdeclaration-signed.pdf

RESEARCHER DECLARATION

APPLICATIONS MUST INCLUDE THE FOLLOWING STATEMENTS

Hereby I, Elzane van Eck in my capacity as primary researcher employed by the University of Pretoria, that

- 1 Research subjects will be informed, information will be handled confidentially, research subjects reserve the right to choose whether to participate and, where applicable, written permission will be obtained for the execution of the project (example of permission attached).

- 2 No conflict of interests or financial benefit, whether for the researcher, company or organisation, that could materially affect the outcome of the investigation or jeopardise the name of the university is foreseen.

- 3 Inspection of the experiments in loco may take place at any time by the committee or its proxy.

- 4 The information I furnish in the application is correct to the best of my knowledge and that I will abide by the stipulations of the committee as contained in the regulations.

5 Signed: _____  _____ Date: 19/08/2015

ANNEXURE G - Ethics approval letter

Reference Number: EBIT/85/2015

01-Oct-2015

Elzane E Van Eck
Construction Economics
UNIVERSITY OF PRETORIA

Dear Van Eck,

FACULTY COMMITTEE FOR RESEARCH ETHICS AND INTEGRITY

Your recent application to the EBIT Ethics Committee refers.

1. I hereby wish to inform you that the research project titled "*Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals.*" has been approved by the Committee on the following conditions:

1. The researcher should ensure that the persons that signed the approval letters are duly authorised to do so on behalf of the companies. 2. The informed consent should be updated to include permission from the participant to be recorded.

You are not allowed to proceed with data collection until these conditions have been met. It is your responsibility to ensure that these conditions are met. However, you do not have to re-submit an application.

This approval does not imply that the researcher, student or lecturer is relieved of any accountability in terms of the Codes of Research Ethics of the University of Pretoria, if action is taken beyond the approved proposal.

2. According to the regulations, any problem arising from the study or research methodology must be brought to the attention of the Faculty Ethics Committee via the Faculty Ethics Office.
3. The Committee must be notified on completion of the project.

Approval is granted for the duration of the project or for a period of two years from the date of this letter, whichever is shorter. Please note that any amendments or changes must be approved by the Ethics Committee, and that the applicant should apply for these via the online ethics system.

The Committee wishes you every success with the research project.

(System-generated letter without signature. Please contact the EBIT Ethics Office should you need a paper copy with signature)

Prof. J.J. Hanekom
Chair: Faculty Committee for Research Ethics and Integrity
FACULTY OF ENGINEERING, BUILT ENVIRONMENT AND INFORMATION TECHNOLOGY

ANNEXURE H – Research Funding Proposal

Research Funding Proposal

Human Capital in QS Companies: Job Satisfaction amongst Generation Y Quantity Surveyors

Research Background:

The South African construction industry is with no doubt a challenging environment to work in, especially when it comes to cost management of construction projects. In most construction projects the cost management responsibility lies with the quantity surveyor and can be quite a demanding task.

Despite the general challenges that exist when it comes to recruiting and retaining skilled employees a focus needs to be placed on the new generation that has entered the workplace over the past few years. This generation is generally referred to as generation Y or the millennial generation and are those born somewhere during the 1980's to approximately the year 2000. This generation has its own unique view and expectations of the corporate workplace, compared to other generations.

Generation Y employees have been highlighted as a group experiencing high level of job dissatisfaction in many careers. This has received limited attention in the quantity surveying profession where it is perceived that staff turnover among this generation is high.

A literature review done on job satisfaction of quantity surveyors indicated that very little research was done on this subject in general and no research was found specifically on job satisfaction of generation Y quantity surveyors. The purpose of this study is to determine if there is job satisfaction among generation Y quantity surveyors.

The associated research questions are as follows:

- Who is generation Y and what motivates them?
- What are the workplace motivators that relate to job satisfaction and staff turnover?

The findings of this research will be of value to quantity surveying employers as little is known about this topic. Adapting management strategies according to the findings may result in higher job satisfaction, lower staff turnover and increased profitability.

ANNEXURE H – Research Funding Proposal

Research Methodology:

The research approach of this study consists of a comprehensive literature review and substantiated field research. More than one hundred various sources of literature were reviewed including books, articles, reports and papers. The literature review provides a broad overview of the profile and characteristics of generation Y and their unique view and expectations of the workplace. The existing literature provides valuable insight into understanding the dynamics of this generation.

Empirical research will be conducted by means of data collection from the quantity surveying industry. Focus groups research is the method that will be used.

Focus groups are planned to be held in two provinces namely Gauteng and Kwazulu-Natal. Each focus group will consist of maximum 10 quantity surveyors representative of generation Y. The representatives selected will include male and female, representatives from different ethnic groups and representatives from large, medium and small size companies. The selected candidates will either be registered professional quantity surveyors or candidate quantity surveyors. The main purpose of the focus group will be to determine what generation Y quantity surveyors like and dislike in the workplace and how this relates to job satisfaction and staff turnover.

The aim is to set up the focus groups in a very professional manner so that it will be worth the time of the attending participants. In order to achieve this, the focus group will be structured as a half day workshop at a conference facility including tea time and lunch. The time and contribution of each participant is valuable and they will thus receive a small gift as a token of appreciation for their participation in the research. Buy in from the quantity surveying industry (ASAQS and SACQSP) will also be requested by means of CPD hours (continues professional development). Awarding CPD hours to the focus group participants for their contribution to the research will encourage involvement.

The empirical research aims to determine the level of job satisfaction of generation Y quantity surveyors. Further it will highlight what this generation perceives as important factors for QS employers to address in order to ensure job satisfaction and financial benefits for quantity surveying companies.

ANNEXURE H – Research Funding Proposal

Cost Breakdown:

Note: Breakdown below covers the cost for 10 participants and 2 researchers / facilitators.

Description	Quantity	Amount	Total
Focus Group Gauteng			
Venue hire to host focus group workshop	1	2000	2000
Coffee and Tea refreshments	12	50	600
Lunch for all participants	12	200	2400
Thank you gift for participation	12	50	600
			<u>R 5 600</u>

Focus Group KZN			
Travel from Gauteng to KZN	2	1500	3000
Accommodation for one night	2	500	1000
Venue hire to host focus group workshop	1	2000	2000
Coffee and Tea refreshments	12	50	600
Lunch for all participants	12	200	2400
Thank you gift for participation	12	50	600
			<u>R 9 600</u>

TOTAL

R 15 200



ASAQS CPD PROGRAMME

**APPLICATION FOR APPROVAL OF
 A CONTINUING PROFESSIONAL DEVELOPMENT (CPD) CATEGORY 1 ACTIVITY**

A: APPLICANT'S DETAILS		
Name of Applicant	Elzane van Eck	
Company Name	University of Pretoria	
Company Registration No	-	
VAT Registration No	-	
Individual or Company Address	Postal	Private Bag X20, Hatfield, 0028
	Physical	Lynwood Road, Pretoria
	Telephone	012 420 6640
	Fax	n/a
	Email	elzane.vaneck@up.ac.za
Name of Presenter	Prime Researcher – Mrs Elzane van Eck Research Supervisor – Dr Michelle Burger Focus Group Facilitator – Mrs Adriana Botha	
Presenter's Qualification's	Qualifications	n/a
	Experience	n/a
Previous CPD Registration with ASAQS	Date of Registration	n/a
	Registration No.	n/a
CPD Registration with Other Professional Bodies	Date of Registration	n/a
	Registration No.	n/a
B: CPD ACTIVITY		



Title of Activity	Focus Group Research Title of Research: Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals
Dates when activity will be presented and the programme of activities	Focus Group 1 – 11 November (anticipated date) Focus Group 2 – 13 November (anticipated date)
Venues and address	Focus Group 1 – Gauteng (Pretoria, venue tbc) Focus Group 2 – KZN (Umhlanga, venue tbc)
Any other relevant Information	
C: CPD DESIGN	
Number of CPD hours applied for	4h – Category 1 CPD
Type of attendees expected?	Generation Y (those born between 1980 & 2000) quantity surveyors. Can be PrQS and Candidate QS.
How many attendees are expected?	Focus Group 1 – 10 research participants Focus Group 2 – 10 research participants
Province(s) where the CPD will be held	Focus Group 1 – Gauteng Focus Group 2 – KZN
In which body of knowledge is the CPD? (e.g. project management, contractual, measurement, etc.)	Human resource management of generation Y quantity surveyors.
Nature and presentation format of the CPD	Focus Group Research: Participants will be engaged in a group discussion about the research topic. Participants will be asked to share their thoughts, ideas and experience in this regards.
Objectives of the CPD	The objectives of the research study are to: <ul style="list-style-type: none"> • Determine the workplace motivators of generation Y. • Measure staff turnover against workplace motivators. • Measure the satisfaction of generation Y in their current working environment. • Develop a generation Y quantity surveying motivator model.



Expected Outcomes	The focus group research will deliver in-depth research data that will allow the primary researcher to do qualitative data analysis and to develop a generation Y motivator model.
How are the Outcomes assessed?	Focus group discussion topics/questions are set up in such a way that it aligns with the research objectives and problem statements. Research data will be collected and measured against the research objectives and problem statements.
Facilities and equipment	Focus groups will be held at a local conference facility.
Registration fees to be paid by each participant	n/a
Any other relevant information	n/a

D: CHECKLIST OF ITEMS TO BE PROVIDED

Programme (From registration to closure - showing session times and titles)	Yes
Detailed course outline	n/a
Copies of resource materials	n/a
Presenters' detailed CVs	n/a
Certified copies of Certificates of presenters	n/a
Certified IDs of presenters	n/a
Proof of registration of CPD with other professional bodies	n/a
Copy of proposed attendance register	Yes
Copy of proposed certificate to be given to participants	Yes
Copy of CPD evaluation questionnaire	n/a
Proof of payment of CPD accreditation fees	n/a

E: ACCREDITATION PRICE LIST

Half Day	R 4,200.00 (Excluding VAT)
Full Day	R 5,775.00 (Excluding VAT)
2 Days	R 7,350.00 (Excluding VAT)
3 Days	R 8,925.00 (Excluding VAT)
4 Days (Maximum 25 Hours)	R 10,500.00 (Excluding VAT)

DECLARATION

I declare that the information provided is TRUE and CORRECT and I am not disqualified, suspended or under investigation by any professional or civic organisation and will adhere to the professional code of conduct of ASAQS and SACQSP.

Name: Elzane van Eck

Signature: 

Date: 06/10/2015

FOCUS GROUP RESEARCH

PROGRAM

<u>TIME</u>	<u>DESCRIPTION</u>
08h00 – 08h30	Welcome and Introduction
08h30 – 10h00	Discussion & group activity: Session 1
10h00 – 10h30	Tea / coffee break
10h30 – 12h00	Discussion & group activity: Session 2
12h00 – 12h45	Lunch
12h45 – 13h00	Closing



Focus Group Research – Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveying Professionals				
Title				
Date				
Time				
Venue				
Name & Surname	ID Number	Email	Phone	Signature

The Registrar, SACQSP
Unit C27, Block C
Lone Creek, Waterfall Office Park
Bekker Road, Vorna Valley X21,
Midrand,
1682

Date: xxxx

ASAQS Accreditation Number: xxxx

Attention: Mr Steve Lyons (registrar) / Ms Patience Moore (acting registrar)

RE: PARTICIPATION IN FOCUS GROUP RESEARCH – HUMAN CAPITAL IN QS COMPANIES: JOB SATISFACTION OF GENERATION Y QUANTITY SURVEYING PROFESSIONALS

We herewith confirm that, **Name of Participant** (SACQSP Registration No xxxxx) of **Company Name** participated as research informant to the above mentioned research project.

Research informants participated in focus groups and provided detailed and reflective insight by fully elaborating and providing a complete picture on the topic of interest. The opinions, experiences and viewpoints of the research participant are valuable contributions to this research study. The above work was conducted during November 2015.

Based on the extent of the work done and of the preparation time concerned, we motivate that the following CPD hours be credited to the research participant:

Category 1 CPD: 4 Hours

Yours sincerely



ELZANE VAN ECK
LECTURER: QUANTITY SURVEYING
(Primary researcher to this study)



THE ASSOCIATION OF
SOUTH AFRICAN
QUANTITY SURVEYORS



This is to certify that

Accreditation

has been awarded to

THE UNIVERSITY OF PRETORIA

for providing

Continued Professional Development (CPD)
in the following:

**FOCUS GROUP RESEARCH: HUMAN
CAPITAL IN QS COMPANIES - JOB
SATISFACTION OF GENERATION Y
QUANTITY SURVEYING PROFESSIONALS**

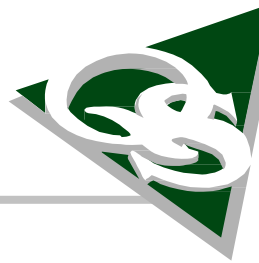
Duration: Half-Day

*CPD Category: 1
CPD Hours: 4*

***Accreditation Reference: ASAQS CPD 2015/033
Period Valid: 1 November 2015 – 30 November 2015***

EduTech Director
13 October 2015

**The Association of South African Quantity Surveyors
Die Vereniging van Suid-Afrikaanse Bourekenaars**



13 October 2015

University of Pretoria

Private Bag X 20
Hatfield
0028

Attention: Elzane van Eck

Email: Elzane.vaneck@up.ac.za

Dear Elzane,

ACCREDITATION OF FOCUS GROUP RESEARCH: HUMAN CAPITAL IN QS COMPANIES - JOB SATISFACTION OF GENERATION Y QUANTITY SURVEYING PROFESSIONALS.

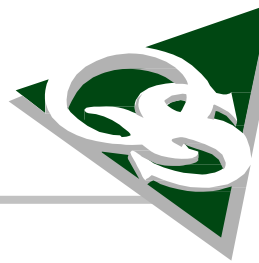
We are pleased to inform you that your application for the accreditation of the above FOCUS GROUP RESEARCH has been approved.

Your ½ Day FOCUS GROUP RESEARCH: HUMAN CAPITAL IN QS COMPANIES - JOB SATISFACTION OF GENERATION Y QUANTITY SURVEYING PROFESSIONALS, has been accredited in terms of the requirements of the Association of South African Quantity Surveyors with 4 CPD Hours in Category 1.

The Conditions of Accreditation are attached hereto.

Yours sincerely,

Karl Trusler
EduTech Director



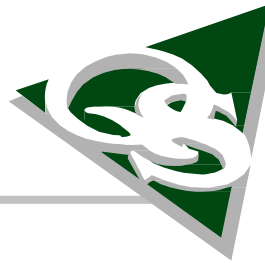
CONDITIONS OF ACCREDITATION

1. Information

Status:	Approved
Accreditation reference:	ASAQS CPD 2015/033
Category:	1
CPD Hours:	4
Period valid:	1 November 2015 – 30 November 2015
Title:	FOCUS GROUP RESEARCH: HUMAN CAPITAL IN QS COMPANIES - JOB SATISFACTION OF GENERATION Y QUANTITY SURVEYING PROFESSIONALS
Provider:	University of Pretoria
Presenter:	Elzane van Eck
Nature:	Focus Group Research
Duration:	Half-day
Date & Venue:	Various

2. General

- a) The ASAQS shall be informed of any changes to the research title and content, the provider, or the presenter, and timeously submit appropriate documents to indicate the changes.
- b) The ASAQS may withdraw the accreditation of the research for various reasons. Reasons include, but are not limited to:
 - The research is obsolete
 - The research is not achieving the intended objectives
 - There is loss of integrity and reputation in the research
 - There are changes to the research title or content, the provider, or the presenter, etc.
 - There is a breakdown in the working relationship between ASAQS and the research provider, or presenter.



3. Promoting the research

- a) Promotion of the research shall include the following information:
 - Accreditation reference
 - Research title
 - Summary of research intent
 - Date, time and venue
 - CPD Hours
- b) The following statement must appear on the promotional material of this specifically approved research: “The Association of South African Quantity Surveyors has accredited this research with 4 CPD Hours in Category 1”.
- c) Promotion of this research is the responsibility of the service provider and the ASAQS is under no obligation to do so.

4. Record of attendance

- a) The provider shall keep an attendance register, which must be signed by each delegate, on each day of attendance and submitted to the ASAQS within 14 days of the research having taken place. The attendance register must include the delegate’s:
 - Name
 - Surname
 - Contact details
 - ID number
- b) The provider shall ensure that each participant receives confirmation of participation in the research by issuing a certificate of attendance either, at the event, or by e-mail, or by post within 14 days of the research having taken place. Confirmation of participation in the research shall contain the following information:
 - Accreditation reference
 - Research title
 - Date presented
 - CPD Hours
 - Name and surname of the participant

ANNEXURE K – Letter of Permission to Participate in Research

Date: 05 October 2015

RE: PERMISSION FOR PARTICIPATION IN RESEARCH

To whom it may concern,

The Department of Construction Economics at the University of Pretoria is proud to introduce an exciting research study that is currently investigating the human capital side of quantity surveying. This study aims to engage young quantity surveyors to determine what their level of job satisfaction is. It also investigates the impact of job satisfaction on staff turnover of young quantity surveyors and the effect it will have on profitability.

Your company has been selected as one of the leading companies in the QS profession and the Department of Construction Economics will greatly value your participation in this research study.

However, the department cannot involve your company in any empirical research without being granted prior permission to engage with your employees. The research aims to engage the following employees:

- Quantity surveyors of generation Y (those born between 1980 and 2000) – both candidate and PrQS's
- Human resource manager or delegated representative

This letter serves as a **request to obtain your permission to participate in the above mentioned research study**. Each research project requires ethics clearance from the University of Pretoria and this letter forms an integral part of our ethics requirements. The delegated authority of your company is cordially requested to sign and return page 2 of this letter to the Department of Construction Economics.

Kindly refer to the attached document for more details regarding this particular research study.

Kind Regards



Elzane van Eck
Lecturer (primary researcher for this study)

ANNEXURE K – Letter of Permission to Participate in Research

Kindly return this page to Elzane van Eck (elzane.vaneck@up.ac.za) within 3 days of receipt.

PERMISSION FOR PARTICIPATION IN RESEARCH:

I, (Name and Surname) as delegated authority
of (Company Name) hereby
give permission to the primary researcher of the Department of Construction Economics, University
of Pretoria to engage with the employees, as stated on page 1 of this letter, of the above mentioned
company in the research project titled: Human Capital in QS Companies: Job Satisfaction of
Generation Y Quantity Surveyors.

Complete and sign:

Name & Surname	Position / Delegation of Authority	Date	Signature

ANNEXURE L – Informed Consent Form

INFORMED CONSENT FORM

(Form for research informant permission)

NOTE: Must be signed by each research informant, and must be kept on record by the researcher.

1 Title of research project: Human Capital in QS Companies: Job Satisfaction of Generation Y Quantity Surveyors.

2 I (Name & Surname), as employed by (Name of Company) hereby voluntarily grant my permission for participation in the **focus group** as explained to me by the prime researcher employed by the University of Pretoria.

3 The nature, objective, possible safety and health implications have been explained to me and I understand them.

4 I understand my right to choose whether to participate in the above selected research method and that the information furnished will be handled confidentially. I am aware that the results of the investigation may be used for the purposes of publication.

5 I hereby grant permission that all my conversations and discussions pertaining to the above research may be recorded for data analyzing purposes.

6 Upon signature of this form, you will be provided with a copy.

Signed: _____ Date: _____

Witness: _____ Date: _____

Researcher: _____ Date: _____