

An Investigation into the Effect of Human Resource Competencies and Organizational Commitment on Employees' Job Satisfaction, Discipline of Work, and Job Performance in Khuzestan Telecommunication Company

Ayyub Sheikhy,

Department of management, Kerman Branch, Islamic Azad University, Kerman, Iran

Abdolmajid Farokhian,

Department of management, Kerman Branch, Islamic Azad University, Kerman, Iran

Corresponding Author E-mail: f_shab2007@yahoo.com

Narges Hosseini

Department of management, Kerman Branch, Islamic Azad University, Kerman, Iran

Abstract

This paper aims to study the effect of human resource competencies and organizational commitment on employees' job satisfaction, discipline of work and job performance in Khuzestan Telecommunication Company. As to the objective and the way of gathering data, this is a practical and descriptive survey study with the statistical population including 420 employees from the Khuzestan Telecommunication Company 201 of who were randomly sampled according to the Krejcie and Morgan Table. As a causal research design conducted in 2014, the study was accomplished upon the structural equation modeling. Cronbach's alpha reliabilities for human resource competencies (0.82), organizational commitment (0.89), job satisfaction (0.80), discipline of work (0.92), and job performance (0.85) were verified. Data were analyzed in both descriptive and inferential statistics by SPSS .18 and LISREL 8.5. According to results, human resource competencies proved to have effect on employees' discipline and job performances in the National Iranian South Oil Company. No effect, however, was reported on the job satisfaction. Organizational commitment also showed to be associated with employees' the discipline of work and job performances in Khuzestan Telecommunication Company, but not with job performance. On the other hand, human resource competencies and organizational commitment indirectly affect job performance by the discipline of work.

Key words: Human Resource Competencies, Organizational Commitment, Job Satisfaction, Discipline of Work, Employees' Job Performance

Introduction

Competent human resource is a critical factor of performance (Boyatzis and Ratti, 2009). Any individual can develop his/her competency and consider it at the center of organizational behaviors (Hasson & Arnetz, 2008). On the whole, competency-oriented human resource is a potential force embracing knowledge, behavior, and job performance and capabilities and affecting administrative activities. Additionally, it provides a good ground for a satisfying organizational performance (Webber et al. 2009). In the case of sufficient competencies, job and personal stresses decrease (Madlock et al. 2008) and behavioral responses consequent upon the employees' job satisfaction are predicted (Madlock et al. 2008). Human resource competency also predicts the discipline of work (Setyaningdyah et al., 2013). As realizing objectives, the discipline of work is assumed as the master key of organizational performance. The disciplined employees follow and meet norms and requirements, affecting the organizational productivities (Siwantara, 2009). Introduced by a relatively new implication of in the literature as the positive discipline, competency is a driving force for directing and developing disciplines at organizations (Sunthonkanokpong & Jitgarun, 2006). According to the positive discipline theory, employees' and employers' interrelationship is shaped by discipline. Since the employees are those who judge the uprightness of their personal and job behaviors and conducts, ones with job adequacy are committed and well-ordered employees (Saundry et al. 2011). As a key factor of prosperity, organizational commitment stresses on the motivational factors, provoking employees to apply their capabilities to their jobs. Organizational commitment is an internal force of organizations applied by those who have developed it (Setyaningdyah et al., 2013). Job satisfaction and commitment both play a vital role in the organizational progression and productivity (Robins, 2002, p. 22). Studies show that increased job satisfaction will be followed by individuals' creativity, intensified working motivation, less

absence (Donohue & Heywood, 2004), heightened organizational commitment (Yew, 2005), and business productivity (Charles, et al., 2004). The organizational performance, on the other hand, decreases with job satisfaction and commitment (Gravelle et al. 2005). The discipline of work, job satisfaction, organizational commitment and human resource competencies are of important factors clearing the route to the prosperity. That is to say, as they are the prerequisites to success, organizations have to develop and improve competencies, bringing about organizational behaviors and the consequent job performance, by optimally managing human resources. The above components guarantee a sustainably flourishing organization in long term. We are going to scientifically examine, in this paper, that whether the human resource competencies and organizational commitment affects job satisfaction, the discipline of work, and job performance. And, what guidelines are recommended to the Khuzestan Telecommunication Company in order to build up the current relations.

Research Literature

Human Resource Competency

Hornby and Thomas (1989) defines competency as a combination of knowledge, skills, attributes, and behavioral and personal characteristics.

Spenser (1993) classifies competency into two groups:

1. The required competencies specify the necessary skills for the least capacity needed for doing a given task.
2. The superior competencies from which the results go beyond the mean rate.

Competency is defined in the literature reviews of human resource management literature as follows:

"A family of job-related knowledge, skills, personal characteristics, interests, experiences, and capabilities the holder of which would be able to accomplish his/her responsibilities beyond the average level. Competencies virtually yield a model of superior performance for the given role" (reported by the Assessment Center of Industrial Management Organization, 2003).

Dimensions of Human Resource Competencies

Knowledge – is a process of prevalently developing the theoretical expertise acquired by education at the university level. Developing knowledge and learning is a foundation for the acquisition of skills and insights as to they cannot sufficiently affect, on their own, on the growth of management competencies; *Skill* – is the ability of practically implementing science. Skills are acquired and developed by reiterating the knowledge application in real-time. Skill development improves the performance and learning would not that much effective without it. There is no manager, for example, to acquire teamwork skills only by studying and without experiencing and applying teamwork principles in practice; *Capability* – is a lasting and broad ability requiring individuals to reach the performance extremity in physical and thought jobs. Capability and skill are, in fact, the same except in that skill is a specific capacity to do physical tasks, but capability defines the capacity of doing thinking activities; and

Insight – is an image mentally depicted of the world and its surroundings. Human's mental image is a framework explaining and forming the field of reflection and practice. Human's perception of the surrounding phenomena and their decisions to take action is based their mental image (Fathi and Shaabani, 2007).

Organizational Commitment

Organizational commitment is a sense of affinity to the organization (Haji Babaei, 2000). As an inclination to the organization linking individuals' identity to the organization, the organizational commitment is defined by Sheldon as a state in which people consider their objectives as a representation of them and wish for maintaining in the organization. There is, in fact, an inversed relation between organizational commitment, absences, and employees' replacements (Haghighi, 2005).

Importance of Organizational Commitment

Since early 1950s when the organizational commitment was raised in the context of organizational behavior, it has been a major subject of research. Researchers believe that correctly managing organizational commitment may bring about effective results including organizational effectiveness, the improvement of performance, fewer replacements, and reduced absences. Table 1 summarizes the positive results of organizational commitment (Laka, 2004).

Table 1: positive effects of organizational commitment

Analysis Levels		
Individuals	Groups	Organizations
<p>Sense of affinity Sense of security Sense of pride Sense of personal efforts</p>	<p>Fixed membership Solidarity and congruity Group effectiveness Reduced contradictions</p>	<p>Increased effectiveness Reduced leaving and replacements Reduced delay and absence Attraction for people outside the organization Increased productivity</p>

Job Satisfaction

According to scholars, job satisfaction implies to individuals' insight into their job or to put it simply to how they feel about their jobs and its different aspects (SeyedJavadin, 2005). Job satisfaction relies on various factors all resulting in a desirable outcome. In this way, even lack of one of these factors makes people unsatisfied (Shakerian, 2008). Sunbul (2000) argues that job satisfaction is produced when people understand that their job values are acquired and facilitated (Zandipour and Javid, 2011).

Job Satisfaction Impacts

Job satisfaction brings with it higher productivity, organizational commitment, and physical and mental health. Employees would be, as a result, in high vivacity, satisfied of their life, and try to learn new skills and improve their performance (Yazdi and Jafari, 2010). Lack of job satisfaction though makes employees demotivated. Several indices of being demotivated include anxiety, absence, delay, and leaving and early retiring (Coomber and Barriball, 2007). In the area of human resource management, job satisfaction is an index for the quality of working life. Those who are satisfied of their job, undoubtedly, feel they are flourishing. The more the employees are adjusted to organizational objectives, the higher the employees' motivation, performance, and satisfaction will be (Sadeghi and Fathi, 2002). Job satisfaction is an important insight expected by organizations from their employees. Most research hypotheses are based on this clear assumption that job satisfaction is a potential determinant of absence, leaving, job performance, and extra-role behaviors. According to some researchers including Oshagbemi, Okpara, Squillace, and Erondu (2005), employees' job satisfaction significantly affect managers' ability to manage behaviors and conditions at workplace (Madhavan, 2001).

Discipline of Work

DeCenzo and Robins refer to discipline as a state in which employees act based on standards and regulations. In case of violating rules, the offender is punished. Delay, absence, improper behavior at work and out of work, fraud, and betrayal are of the reasons of punishment. According to these researchers, discipline practices should be first modifying rather than punishing. Secondly, they should be progressive. And thirdly, they should follow the hot heater principle (DeCenzo and Robins, 2005).

SeyedJavadin (2002) consider discipline a tool applied by a supervisor to modify employees' improper behaviors. Loose disciplines weaken the employees' sense of commitment and fidelity, and the organization discipline gradually goes down (Januni, 1997).

Indices for Investigating Violations

1. Problem seriousness: how much a problem is serious and requires care?
2. Problem duration: has any other discipline-related problem existed in past? How long ago?
3. Nature of problem: is it among frequent or emerging violations? Regular discipline-related practices differ from punishing for a bad behavior.
4. Work experience: violations among good experienced employees differ from those with fewer experiences.
5. Punishment mitigation factors: is there any condition for mitigation.
6. Sociability: how much manager has taught about the discipline-related rules and regulation and the outcome of violations?
7. Organizational background in investigating violations: equity-based behavior is also true about employees whose discipline background is considered in different units.

8. Affecting other employees: if the discipline-related decision about a person do not have any negative and preventive effects on other employees, the decision is not helpful.

9. Management's accurate judgement: managers should have strong evidence for their discipline-related decision so that they can refer to them as needed (Shaker, 2013).

Job Performance

Job performance is a value expected by organizations from individual behavioral events occurring by employees in a given period (Arshadi, 2007). Kaldol and Erli (1990) showed that adjusting individuals' abilities to fourfold qualities required for job analysis is a suitable strategy for improving job performance (Kohansal, 2009).

$$\text{Performance} = \text{Function} (\text{ability and inclination})$$

Adding one's perception of his/her role or job recognition (Porter and Lavler, 1968), some scholars argue that employees may incline to or have the required skills to do their tasks, this is effective only when there is good recognition of what and how should be done.

$$\text{Performance} = \text{Function} (\text{ability, inclination, and job recognition})$$

Viewing from another perspective, others claim that productivity is not merely a function of personal characteristics and it also relies on the organization environment (Lorch and Laurence, 1972, p. 72). People may be highly motivated and take advantage of the required skills. Their effectiveness though depends on any support or direction received from the organization. In addition, their work should be somehow consistent with organization environment.

$$\text{Performance} = \text{Function} (\text{ability, inclination, job recognition, organizational support, and environmental adjustment})$$

Contemporary scholars have added to other factors to the productivity management equation (Hersi and Goldsmith, 1980, 38-40). The first one is feedback. Employees have to know what to do and how well they should do their tasks. Feedback includes daily supervision and productivity appraisal. The other one is validation. Today, managers have to make legally validated decisions and document all of them.

Regarding what said above, a model developed by Setyaningdyah et al. (2013) have been employed in research literature:

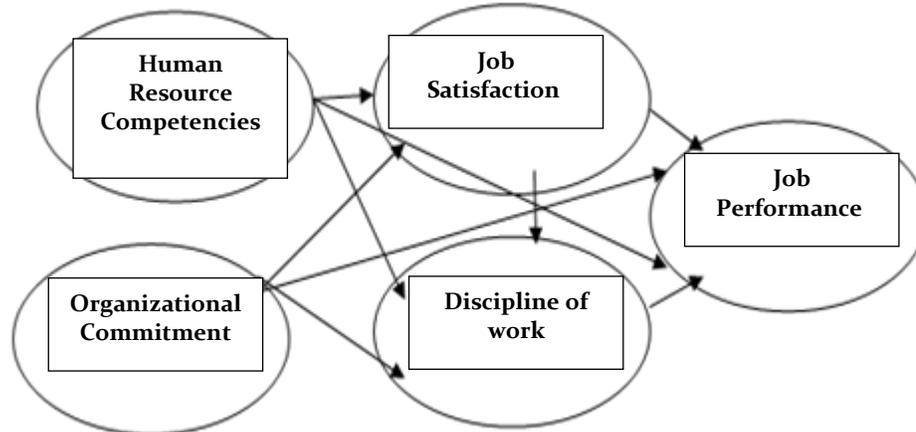


Fig. 1 research conceptual model

Research Hypotheses

Leading Hypotheses

- Human resource competencies affect employees' job satisfaction in Khuzestan Telecommunication Company.
- Human resource competencies affect employees' discipline of work in Khuzestan Telecommunication Company.
- Human resource competencies affect employees' job performance in Khuzestan Telecommunication Company.
- Organizational commitment affects employees' job satisfaction in Khuzestan Telecommunication Company.
- Organizational commitment affects employees' discipline of work in Khuzestan Telecommunication Company.
- Organizational commitment competencies affect employees' job performance in Khuzestan Telecommunication Company.

Secondary Hypotheses

- Employees' job satisfaction and job performance affect Khuzestan Telecommunication Company.
- Employees' job satisfaction and the discipline of work affect Khuzestan Telecommunication Company.
- Employees' the discipline of work and job performance affect Khuzestan Telecommunication Company.

Research Methodology

As to the objective and the way of gathering data, this is a practical and descriptive survey study with the statistical population including 420 employees from the Khuzestan Telecommunication Company 201 of who were randomly sampled according to the Krejcie and Morgan Table. Here, the "employees' competency" and the "organizational commitment" are independent variables and the "discipline of work" and the "job performance" are the dependent variables. Variables were measured by an 8-item questionnaire developed by researcher based on the companies' criteria. Cronbach's alpha reliability for the questionnaire was 87 percent with pre-distribution of 30. Cronbach's alpha reliability of the localized 5-item questionnaire of Allen and Meyer for the human resource competencies was 93 percent with pre-distribution of 30. Cronbach's alpha reliability of the job satisfaction questionnaire of Bayfield and Roth (1951) applied by Lee (2008) was 95 percent. Cronbach's alpha reliability of the job discipline questionnaire of Shirali (2013) was 88 percent. Cronbach's alpha reliability of the job performance questionnaire developed by the researcher based on the employees' job factors in Khuzestan Telecommunication Company was 89 percent with pre-distribution of 30. Data were analyzed by the Kolmogorov– Smirnov statistically sampling distribution, and the effect of human resource competencies and organizational commitment on the employees' discipline of work, job satisfaction and job performance in Khuzestan Telecommunication Company was studied by the one-sample t-test. Confirmatory factor analysis and the structural equation model accompanied by route analysis were employed to identify latent variables and testing hypotheses respectively.

Data Analysis

Kolmogorov-Smirnov Test

Table 2: Kolmogorov-Smirnov Test

	Employees' Competencies	Job Satisfaction	Organizational Commitment	Discipline	Job Performance
Asymp. Sig. (2-tailed)	1.022	0.139	0.119	0.110	1.015
	0.95	0.125	0.132	0.160	0.053

As seen in table 2, there is no reason to reject the normality of distribution. Kolmogorov-Smirnov test is not significant to adjust sample distribution to the theoretical distribution ($p > 0.05$).

Hypothesis 1

Ho: Human resource competency does not affect job satisfaction.

H1: Human resource competency affects job satisfaction.

Ho: $\rho = 0$ (reversal claim)

H1: $\rho \neq 0$ (claim)

Table 3: a structural model for the effect of human resource competency on job satisfaction

	Standard Coefficient	t	result
Human resource competency → job satisfaction	0.11	1.67	Rejected

According to table 3, as the impact coefficient is $\gamma = 0.11$ and the significance level of $t = 1.67$ ($-1.96 > t > 1.96$), the predictor variable of human resource competency cannot affect the criterion variable of job satisfaction. The hypothesis is, thus, rejected at the confidence level of 0.95.

Hypothesis 2

Ho: Human resource competency does not affect the discipline of work.

H1: Human resource competency affects the discipline of work.

Ho: $\rho = 0$ (reversal claim)

H1: $\rho \neq 0$ (claim)

Table 4: a structural model for the effect of human resource competency on the discipline of work

	Standard Coefficient	t	result
Human resource competency → the discipline of work	0.62	4.74	Confirmed

According to table 4, as the impact coefficient is $\gamma = 0.62$ and the significance level of $t = 4.47$ ($-1.96 > t > 1.96$), the predictor variable of human resource competency can affect the criterion variable of the discipline of work. The hypothesis is, thus, confirmed at the confidence level of 0.95.

Hypothesis 3

Ho: Human resource competency does not affect job performance.

Hi: Human resource competency affects job performance.

Ho: $\rho = 0$ (reversal claim)

Hi: $\rho \neq 0$ (claim)

Table 5: a structural model for the effect of human resource competency on job performance

	Standard Coefficient	t	result
Human resource competency → job performance	0.27	3.35	Confirmed

According to table 5, as the impact coefficient is $\gamma = 0.28$ and the significance level of $t = 3.55$ ($-1.96 > t > 1.96$), the predictor variable of human resource competency can affect the criterion variable of job performance. The hypothesis is, thus, confirmed at the confidence level of 0.95. In addition, human resource competency indirectly affects job performance by the discipline of work.

Indirect Route	Indirect Impact Coefficient	Total Impact
human resource competency → the discipline of work → job performance	0.69×0.62	0.43

Hypothesis 4

Ho: Human resource competency does not affect job satisfaction.

Hi: Human resource competency affects job satisfaction.

Ho: $\rho = 0$ (reversal claim)

Hi: $\rho \neq 0$ (claim)

Table 6: a structural model for the effect of human resource competency on job satisfaction

	Standard Coefficient	t	result
Human resource competency → job satisfaction	0.69	7.02	Confirmed

According to table 6, as the impact coefficient is $\gamma = 0.69$ and the significance level of $t = 7.2$ ($-1.96 > t > 1.96$), the predictor variable of human resource competency can affect the criterion variable of job satisfaction. The hypothesis is, thus, confirmed at the confidence level of 0.95.

Hypothesis 5

Ho: Organizational commitment does not affect the discipline of work.

Hi: Organizational commitment affects the discipline of work.

Ho: $\rho = 0$ (reversal claim)

Hi: $\rho \neq 0$ (claim)

Table 7: a structural model for the effect of organizational commitment on job satisfaction

	Standard Coefficient	t	result
Organizational commitment → the discipline of work	0.35	2.90	Confirmed

According to table 7, as the impact coefficient is $\gamma = 0.35$ and the significance level of $t = 2.90$ ($-1.96 > t > 1.96$), which is greater than 1.96, the predictor variable of organizational commitment can affect the criterion variable of the discipline of work. The hypothesis is, thus, confirmed at the confidence level of 0.95.

Hypothesis 6

Ho: Organizational commitment does not affect job performance.

H1: Organizational commitment affects job performance.

Ho: $\rho = 0$ (reversal claim)

H1: $\rho \neq 0$ (claim)

Table 8: a structural model for the effect of organizational commitment on job performance

	Standard Coefficient	t	result
Organizational commitment → job performance	0.62	4.74	rejected

According to table 4, as the impact coefficient is $\gamma = -0.9$ and the significance level of $t = -1.26$ ($-1.96 > t > 1.96$), the predictor variable of organizational commitment can affect the criterion variable of job performance. The hypothesis is, thus, rejected at the confidence level of 0.95. Although the organizational commitment does not directly affect job performance, it has an indirect impact on job satisfaction (0.09) by the organization discipline (0.24). The total indirect impact of organizational commitment on job performance is 0.33.

Table 9: indirect impact of organizational commitment on job performance

Indirect Route	Indirect Impact Coefficient	Total Impact
organizational commitment → the discipline of work → job performance	0.69×0.35	0.24
organizational commitment → the job satisfaction → job performance	0.62×0.15	0.09
organizational commitment → job performance	0.09×0.24	0.33

Secondary Hypotheses

- Employees' job satisfaction affects their job performance.
- Employees' job satisfaction affects their job discipline.
- Employees' job discipline affects their job performance.

Table 10: correlation of the effect of secondary routes

	Standard Coefficient	t	result
Job satisfaction → work discipline	-0.18	-1.66	Rejected
work discipline → job performance	0.69	4.64	Confirmed
Job satisfaction → job performance	0.15	2.15	Confirmed

As observed above, job satisfaction directly affect ($t = 2.15, \beta = 0.15$) job performance. Also, the discipline of work ($t = 4.64, \beta = 0.69$) has a direct impact on job performance. However, job satisfaction does not affect the discipline of work ($t = -1.66, \beta = 0.18$).

Pearson's Correlation Test Results

Results obtained by Pearson's correlation between variables have been presented in table 11 according to SPSS outputs. This table shows the internal and external correlation between the research variables.

When assured of the significance of route coefficients, figure 2 shows that by implementing the structural equation model for testing hypotheses, software output confirms the goodness fit of the structural model ($\chi^2/df = 1.55$; RMSEA = 0.053; GFI = 0.89; AGFI = 0.86; NFI = 0.95; NNFI = 0.98; and CFI = 0.98). In other words, data are highly consistent with the research conceptual model.

Normed Fit Index (NFI) = 0.95
 Non-Normed Fit Index (NNFI) = 0.98
 Comparative Fit Index (CFI) = 0.98
 Incremental Fit Index (IFI) = 0.98
 Goodness of Fit Index (GFI) = 0.89
 Adjusted Goodness of Fit Index (AGFI) = 0.86

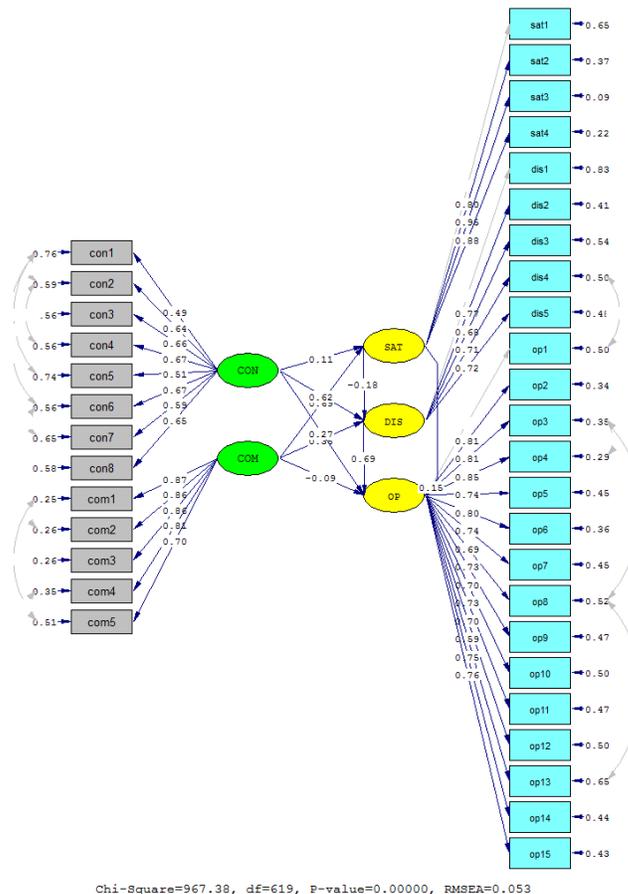


Fig. 3 the research structural model at the state of estimating

Data Analysis

Hypothesis 1

Human resource competency does not have any impact on employees' job satisfaction in the National Iranian South Oil Company.

Hypothesis 2

Findings support the second hypothesis with the route coefficient 0.62 at the significance level of 4.74. It is, thus, concluded that developing knowledge-oriented organizations, developing employees' competencies, and empowering members make them more committed to the rules and regulations including regular coming and going, properly using organizational resources and materials, and good use of time. Results partly emphasize on previous research. According to Iaffaldano and Muchinsky (1993), competence-orientation is at the center of attention and a directed phenomenon developing professional discipline

(Sunthonkanokpong and Jitgarun, 2006). Individuals' knowledge and capabilities, personal information and self-awareness affect the organization (Harlie, 2010). As such, they show good behaviors one which is meeting discipline at workplace.

Hypothesis 3

Findings support the third hypothesis with the route coefficient 0.27 at the significance level of 3.55. It is, thus, concluded that human resource competency improves employees' sense of responsibility, seriousness at work, productivity, and finally job performance. Results partly emphasize on previous research. According to Thomas and Velthouse (1990), if a person is empowered in what is called task and function assessment, some changes occur bringing about competency, meaningfulness and authority (Spritzer, 2008). In their research, Barzegar and Mohammadi (2011) argued that competent individuals outperformed less competent ones. This takes its root from the fact that empowerment increases working behavior and the continuous of doing tasks. Higher psychological empowerment would result in more and harder efforts, perseverance, and higher flexibility. All these behaviors reinforce performance.

Hypothesis 4

Findings support the fourth hypothesis with the route coefficient 0.69 at the significance level of 7.02. It is, thus, concluded that organizational commitment directly and significantly affects job satisfaction. Results partly emphasize on previous research. According to Setyaningdyah et al. (2013), job satisfaction is affected by organizational commitment. Considering as an important job insight, Azizi (2011) stated that job satisfaction can favorably or unfavorably affect organizational commitment. It is, thus, necessary to provide the ground for raising job satisfaction resulting in fundamental changes and raised organizational commitment. Employees are regarded as the leading factor of achieving goals.

Hypothesis 5

Findings support the fifth hypothesis with the route coefficient 0.69 at the significance level of 7.02. It is, thus, concluded that organizational commitment directly and significantly affects the discipline of the work. Organizational commitment is a factor affecting on order and social discipline and having the most regulative effect (Banitaba et al. 2009). Results partly emphasize on previous research. According to Setyaningdyah et al. (2013), the discipline of the work is affected by organizational commitment. It prevents from any violation of the enacted rules.

Hypothesis 6

Organizational commitment does not affect job performance among employees in the National Iranian South Oil Company.

Suggestions

Executive suggestions to develop the effect of human resource competency on the discipline of the work:

- Specifying the central capabilities based on organizational strategies, the company can explore the leading capabilities based on processes, functions and at the organizational level. Identifying capabilities allows companies to utilize various subsystems of human resource including recruiting new forces based on required capabilities, evaluating employees' performance on the ground of the capability of interest and teaching to eliminate the capability gap so that replacement and leaving job decreases and higher discipline is achieved.
- Modifying behavior using appraisal form: employees should know that what performance parameters are important to managers, as without such recognition it is impossible to take any constructive step toward eliminating defects. It is thus recommended that employees should be justified in this regard within different training courses to have higher competencies. Creating a healthy competitive environment, employers have to motivate employees and modify their behaviors. Following the required appraisals, they should be given feedback. This can be done in a friendly session with previous arrangement. In such setting, positive and negative points about the job performance can be discussed.

Executive Suggestions to raise the effect of human resource competency on employees' job performance

- Competency-based program should be held in one or two sessions and instructor should direct these classes using empirical learning theory and methods of roleplaying, scientific speech, feedback, simulation and self-assessment.
- Developing a model and architecting competency: competency model and architecture offers a structure for describing the job and measure to evaluated performance. This helps organization to speak the same language when assessing employees and their required capacity. On the other hand, by comparing individuals' capabilities with the demanded competencies, organizations can simply determine the level of skills.

Executive suggestions to increase the effect of organizational commitment on job satisfaction

- Using appropriate management methods to improve job satisfaction: for example, goal-based management, supportive management, etc.

- Granting freedom to act and reinforcing creativity to make the job more pleasant and raise job satisfaction by enriching and developing jobs, and providing all conditions resulting in the satisfaction of the job.
- Implementing the principle of parity: if the employees consider the awards granted by the organization as fair, they committedly and more satisfyingly continue their work. Thus, how employees view the organization affects their commitment to it. Fair promotion opportunities and a regular and systematic system of promotion based on employees capabilities and competencies should be taken into consideration.

Executive suggestion to increase the effect of organization commitment on the discipline of work

Developing emotional affinity among employees and engaging them more in the organizational objectives

- Creating proper system of reward and punishment: using a new approach, discipline (verbal warning, written warning, and a one-day leave to make decision about firing. Managers should not rely on the power of compulsion. They are advised to use it as the last solution in order to more comfortably modify behavior in a positive way.
- Job enriching: in this case, replacements and absences decreases and more order and discipline are created. Considering higher level of responsibility to do job make them more committed and disciplined.

References

1. Robins, S., (2008), organizational behavior management, translated by Ali Parsaeian, and Mohammad Arabi, v. 4.2, Tehran
2. Fathi, N, ShabaniRavari, A., R, (2007), a scientific and empirical model for developing future managers of Saypa Company (Morvarid Penhan)
3. SeyedJavadin, S. R. (2004), human resource management and staff affairs, Tehran, Danesh Press
4. Zandipour, T., and Javid, M., (2011), an investigation into the marital relationship and job satisfaction among employees of Tehran Water and Waste Water Company, Journal of Job and Organizational Counseling, third period, no. 7, 113-129
5. Shakerian, A., (2008), studying and comparing job satisfaction between employees and the faculty member of Sanandaj Islamic Azad University, Journal of Industrial Management of Human Sciences Department in Sanandaj Islamic Azad University, third year, no. 4, 69-76
6. Sadeghi, A, and Fathi, B., (2008), an investigation into the relationship between organizational environment and job satisfaction of teachers in Masal, Gilan, Journal of Human and Social Sciences, second year, no. 5
7. Januni, N.F, (1997), Police management, translated by translation group in NAJA teaching assistance office, Tehran
8. Arshadi, N., (2007), designing and testing a model of important outcomes of job motivation among the employees of the National Iranian South Oil Company, PhD thesis by Dr. Iravanshenasi, Human Sciences and Psychology Department of Ahvaz ShaidChamran University
9. Barzegar, M., Mohmmadi, N., (2011), an investigation into the relationship between empowerment and job performance, case study: employees of Education Oranization in Marvdasht
10. Boyatzis, R.E., Stubbs, E.C., & Taylor, S.N. (2002). Learning cognitive and emotional intelligence competencies through graduate management education. *Academy of Management Journal on Learning and Education*, 1(2). 150-162.
11. Hasson, H., Arnetz J.E. (2008). "Nursing staff competence, work strain, stress and satisfaction in elderly care : A comparison of home-based care and nursing homes". *Journal of Clinical Nursing*. 468-481:17
12. Weber, M.R., Finley, D.A., Crawford, A., Rivera D. Jr. (2009). An exploratory study identifying soft skill competencies in entry-level managers. *Tourism and Hospitality Research*, 9(4):361-353
13. Madlock, P.E. (2008). The link between leadership style, communicator competence, and employee satisfaction. *Journal of Business Communication*. 45(1):61-78
14. Setyaningdyah, E & Kertahdi, U and Thoyb, A. (2013). The Effects of Human Resource Competence, Organizational Commitment and Transactional Leadership on Work Discipline, Job Satisfaction and Employee's performance ,Vol5,No4, INTERDISCIPLINARY JOURNAL OF CONTEMPORARY RESEARCH IN BUSINESS, ijcrb.webs.com
15. Sunthonkanokpong, W., and Jitgarun, K. (2006). The impact of competence development in organizations: A case study of electronics field in Bangkok metropolitan and suburban areas. *APER Conference* 28-30
16. Saundry, R., Jones, C., Antcliff, V. (2011). Discipline, representation and dispute resolution-exploring the role of trade unions and employee companions in workplace is cipline. *Industrial Relations Journal*. 42(2):195-211
17. Donohue, W., & Heywood J. (2004). Job satisfaction. *International Journal of Man Power*.
18. Charles, K.E., Veitch, J.A., Farley, K.M.J. & Newsham, G.R. (2004). A Model of environmental and job satisfaction in open-plan offices: COPE PE field findings. *Canadian Psychological Association 65th Annual Convention*.
19. Gravelle, H., Hole, A.R., & Hossain M.I. (2005). Response bias in job satisfaction surveys: English general practitioners. Retrieved from <http://www.wpeg.group.shef.ac.uk/papers2009/65Hole.pdf>
20. Hornby D. and Thomas R. (1989). Toward a Better Standard of Management. *Personnel Management*, 21 (1): 52-55.
21. Spencer, L.M.Jr. and Spencer, S.M. (1993). *Competence at work: Models for superior performance*. New York: John Wiley & Sons
22. Coomber, B. and Barriball, K.L. (2007). Impact of Job Satisfaction Components on Intent to leave and Turnover for Hospital-based Nurses, A Review of the Research Literature, *International Journal of Nursing Studies*, 44, PP: 297314.
23. Spreitzer, G.M., Mark A.K, & Stephen W.N. (1997). A Dimensional Analysis of the Relationship between Psychological Empowerment and Effectiveness, Satisfaction, and Strain. *Journal Of management* 23(5). 679-704.