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A Comparison of Two Career Development Treatments on the Organizational Entry Process

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A COMPARISON OF TWO CAREER DEVELOPMENT TREATMENTS ON THE ORGANIZATIONAL ENTRY PROCESS

by

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VITA

The author, Barbara Przywara Brooks, is the daughter of Joseph Przywara and Janet (Pociask) Przywara. She was born on April 22, 1945, in Chicago, Illinois.

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CHAPTER I

INTRODUCTION

Each year thousands of high school graduates enter the workplace for the first time. How the neophyte workers of today adapt to the personal and organizational demands thrust upon them is an important factor in how successful they will be in their first jobs. Furthermore, the initial job performance of these new workers is a major factor in determining how far they will progress along a given career path.

The outcomes of this process of adaptation are also contributing factors to the overall performance and profitability of organizations which hire these new workers. Employers draw from the pool of high school graduates to fill entry level positions which are the entry ports to career paths. Today, most large companies also make significant dollar investments in training and developing new employees. In large part this can be attributed to an era of rapid technological advancement which requires workers to adjust to a process of continuous learning. Retaining productive new workers who develop and grow in the company is a major strategy for leveraging the training and development investment and for ensuring the on-going success of the business. It is clear, therefore, that both the new worker and the organization have a mutual interest in ensuring a successful transition into the new job and the organization.

The concept of the transition into a new job as a phase of career development has been addressed in the recent literature (Louis, 1982). The importance of the transition and its subsequent relationship to job performance and job satisfaction have also been identified (Pearson, 1981). Many new workers' chances for success are handicapped, however, because they lack the information and appropriate behaviors related to survival in the workplace. This is especially true for minority youths who may not have had the advantage of appropriate role models who have worked in white collar environments.

This study of two career development treatments on the organizational entry process is designed to yield information on how the transition to the world of work can be improved. The results of this research can provide a better understanding of how organizations could prepare new workers for their initial job challenges. It can also give new workers information on how to meet the requirements of the initial job experience. Lastly, by educating new workers about the transition into a new job, companies may be able to decrease the time needed to develop workers who can contribute to organizational productivity and the larger economic environment.

Significance of the Study

Today there is a growing awareness and interest in the career development issues of employed individuals. In the past ten years, many large companies have initiated career development functions which focus on the continuous career development needs of their employees. Since this is a relatively new phenomenon, career development approaches in the corporate environment have been virtually untested within the strictures of formal research. In fact, past research using employed individuals as subjects has been very limited (Holcomb and Anderson, 1977).

Needs of High School Graduates Entering the World of Work

A large segment of the working population is comprised of high school graduates who have chosen to begin their careers in entry level positions, as opposed to pursuing a college degree. While this group represents a significant portion of the workforce, there has been little emphasis placed on high school graduates as a focal point of career development research.

There are several conditions which are unique to this group of new workers. First, entry into the workforce represents a major life transition. It signifies entry into the world of adults in which the values and norms of the workplace are learned from adults without the direct assistance of family or peers (Tiedeman & O'Hara, 1963). Second, the job itself represents a transition from the world of education to the world of work. This transition involves adjusting to work requirements and the way of life associated with work (Super, 1957). Young adults must cope with the stresses inherent to this change process. Finally, the first job has singular significance for new workers as they begin their careers. While entry level positions typically require few specialized skills, the new worker's level of performance determines movement into other positions.

What are the determinants of success in career-initiating positions? In 1984 the National Academy of Sciences issued a report on "High Schools and the Changing Workplace." In this report employers inidicated that the characteristics needed by young workers to succeed on the job include both attitudes and understanding that lead to good work habits and successful interpersonal relationships. A major conclusion of this report was that high school students can be best prepared for success in the workplace by learning "core competencies." In addition to cognitive competencies such as reading, writing and computation, the report also enumerated competencies in the areas of interpersonal relationships and personal work habits and attitudes. The first job provides neophyte workers with the opportunity for learning the habits and demonstrating the behaviors of productive workers.

Gap in Career Development Theory and Practice

While the needs of young adults entering the workforce for the first time are apparent, they have not been formally addressed. Historically, career development approaches have been used with student populations in helping them to match their interests and abilities to appropriate careers. Fretz (1981) highlights the fact that so many career interventions are focused on students in the educational system.

In addition to this traditional educational approach, Louis (1982) describes a second career planning and development focus taken in education and business. This approach deals with the specific strategies involved in finding a job and includes activities such as resume construction, interviewing techniques, etc. This author states that the critical middle range between finding a job and moving along a career path has not been adequately addressed in career development theory and practice. Louis (1982) identifies this as a gap in career development, and points specifically to the lack of guidance in adapting to a new job and the organization.

This study is designed to test the relative effectiveness of two career development treatments, both designed to bridge the "gap" between finding a job and adapting to the job and the new organization. If individuals can bridge this "gap" more easily, they would be equipped with the knowledge and skills required not only for the organizational entry period, but also for future organizational adaptability. Organizations which are staffed with more adaptable employees should also be better prepared to meet the requirements of a changing environment.

Need for Research on Organizational Entry

Many companies provide orientation programs which are designed to ease the transition into the organization. Most orientation programs inform new employees about the history of the company and the nature of its business, as well as provide information regarding company benefits, policies, etc. These traditional workplace orientation programs, however, do not address the personal adaptations and related behaviors which are important to success in a new job and/or organization.

A survey of the literature reveals a lack of research on interventions to improve the organizational entry process. To date there have only been three studies (Pearson, 1981; Kramer and Schmalenberg, 1978; Gommersall and Myers, 1966) in which programs were designed to specifically assist new employees in adapting to the new employment experience. These studies were highly specific to both occupational group and work setting.

This investigation contributes to the knowledge of how the organizational entry process can be improved. It specifically addresses the unique adaptational requirements of high school students who are making the transition from school to work. Furthermore, it operationalizes the significant tasks which must be successfully completed in this critical phase of career development. This is especially important for young workers who have had little or no previous work experience. It is this unique group of neophyte workers who are most unfamiliar and unaware of the behaviors required to succeed in the world of work. The level of success achieved in the initial work experience is a crucial step in the career development of these young workers and will serve as the foundation for their future career growth.

Finally, this investigation is particulary significant in that few, if any, research studies exist which use the work itself as a developmental experience. Herr and Long (1983) have cited the notion of using work as an instrument of behavioral modification. The experimental treatment designed specifically for this study provides a model for meeting the goal of working, learning and adapting to the new job. This model gives new workers an opportunity to identify and incorporate the behaviors needed for success in the workplace.

Purpose of the Study

The purpose of this study is to examine the effects of two career development treatments on individuals' adaptation to work during the first ten weeks of employment. Comparisons are made between a content intervention and a process intervention given to neophyte workers during this early phase of employment known as the organizational entry period.

This investigation aims to assess, describe and compare levels of career maturity, completion of the organizational entry tasks, job satisfaction and job performance between these two treatment groups. Four instruments are used to achieve this purpose. The Career Development Inventory yields a measure of career maturity. Hoppock's Job Satisfaction Questionnaire assesses level of job satisfaction. The Organizational Entry Survey measures the degree to which an individual completes the organizational entry tasks. The Minnesota Satisfactoriness Scales measure the organization's satisfaction with an individual.

The data is analyzed and interpreted with specific recommendations for counselors, educators, and human resource professionals.

Objectives of the Study

The overall objective of this study is to facilitate new employees' adaptation to the world of work during the organizational entry period. A "content" intervention based on occupational information about the financial services industry is compared with a "process" intervention designed especially for this study. This process intervention is based on the organizational entry tasks necessary for a successful transition. Research has shown these to be the critical tasks which new employees must complete in order to adapt successfully to the job as well as organization during the early employment period.

The data generated by this study are used to compare level of career maturity, completion of the organizational entry tasks, job satisfaction and job performance between these two treatment groups. The specific objectives of this investigation are:

1. To determine if a significant difference in level of career maturity exists between employees who experience a "content" intervention and employees who experience a "process" intervention during the organizational entry period;

2a. To compare levels of career maturity before and after employees experience a "content" intervention during the organizational entry period, and to determine if a significant difference exists;

2b. To compare levels of career maturity before and after employees experience a "process" intervention during the organizational entry period, and to determine if a significant difference exists;

3. To determine if a significant difference exists between the "content" and "process" treatment groups in their completion of the seven organizational tasks;

4. To measure levels of job satisfaction between the "content" and "process" treatment groups at three different points of the organizational entry period, and to determine if significant differences exist;

5. To measure the organization's satisfaction with employees in the "content" and "process" treatment groups, and to determine if significant differences exist.

Definition of Terms

Career Maturity

A career development measure which includes occupational awareness, planfulness, desire to explore the world of work, recognition of changes in the tasks of vocational development that one faces with increased age and responsibility, and knowledge of the world of work and of appropriate occupations.

Organizational Entry

The early phase of employment (typically the first three months) in which adjustment to a new job and/or organization is the primary focus.

Organizational Entry Tasks

A set of tasks associated with adjusting to a new work situation. These tasks, which deal with meeting the organization's expectations as well as with meeting the individual's expectations, are:

Task 1: Obtain information about the organization.

Task 2: Determine the organization's performance expectations.

Task 3: Attain the organization's performance objectives.

Task 4: Develop relationships.

Task 5: Attain personal career goals.

Task 6: Manage internal conflict.

Task 7: Manage outside life conflict.

Content Intervention

A structured program which is designed to facilitate career development and is based on presenting occupational information to participants.

Process Intervention

A group counseling program which is designed to facilitate career development and is based on developing the self-knowledge and decision-making process of participants.

Job Satisfaction

A measure of an individual's positive/negative feelings about his/her job.

Satisfactoriness

A measure of the organization's satisfaction with an employee. This measure includes performance, conformance, dependability and personal adjustment.

Limitations of the Study

This study has several limitations inherent to the design and population under investigation. The limitations are:

1. The study is limited by the non-random selection of subjects. Consequently, results should be generalized to other populations with caution.

2. The study includes a predominant number of females. Consequently, results should be generalized to males with caution.

3. The study is limited by the self-report nature of some of the data which may be subject to intentional or unintentional bias by the subjects.

4. The study is limited by the supervisory satisfactoriness ratings which may be subject to intentional or unintentional bias by the supervisors.

5. The study does not attempt to assess whether a ten-week job experience is sufficient time to integrate the

behaviors underlying completion of the organizational entry tasks.

6. The study does not account for variables such as intelligence, job aptitudes, skills, or prior work experience, which could influence overall job performance and satisfaction.

7. The study does not address the possibility of the Hawthorne effect, i.e., the effects of the degree of attention given to the subjects by the organization.

Assumptions of the Study

This study recognizes the following psychological, socio-cultural, and educational assumptions:

1. The study assumes that if the organizational entry process is improved, employees will acclimate to the organization more quickly, be more productive in a shorter period of time, and experience more job satisfaction (Pearson, 1981).

2. The study assumes that the organizational entry period is especially critical for high school students who have had little or no job experience.

3. The study assumes that improvement of the organizational entry period would be of particular value to inner city minority youths who may not have had the advantage of appropriate role models working in white collar environments.

4. The study assumes that counselors, educators and human resource professionals will benefit from the outcomes of this research by learning how to successfully integrate new employees into the workforce.

Overview of Chapters

This study is organized into five chapters. Chapter I provided an introduction to the study, and defined the significance, goal and specific objectives of this investigation. Chapter I also defined the terminology used, as well as the limitations and assumptions of the study.

Chapter II surveys the current literature related to new workers entering the workforce, together with organizational entry theory and practice.

Chapter III describes the methodology and research design. The population, the sample, the instrumentation and the procedures are described in this chapter.

Chapter IV provides the results and analysis of the data collected for this study. This chapter also describes the statistical analysis of the six respective hypotheses.

Chapter V provides an overview of the purpose and procedures of the study. A discussion of the results, implications, conclusions and recommendations for future research are provided in this chapter.

CHAPTER II

SURVEY OF LITERATURE

Introduction

Chapter II surveys the literature related to career maturity and organizational entry. Review of the career maturity literature includes theories of vocational development according to Super and Crites, and research conducted on facilitating career maturity. In addition, the adjustment problems of neophyte workers are surveyed together with methods of how new workers can be more readily prepared for the world of work.

The literature in this chapter also surveys the various theories which attempt to explain the process by which newcomers enter an organization. Organizational entry factors and tasks are reviewed, with particular emphasis on experimental research which has been conducted on this phase of the career development process.

Literature Related to Career Maturity

Super's Theory of Career Development

Super (1957) emphasized that an overall concept of individual development should include a person's work life. His concept of development incorporates the elements of occupational choice and job-adjustment behavior through the years of adolescence and adulthood. Super (1963) outlined a theory of career development which included five stages of development, together with the major developmental tasks associated with these stages. The life stages include those of growth, exploration, establishment, maintenance and decline. Each of these stages is characterized by certain tasks which must be completed successfully before moving to the next stage. Super (1963) judged career maturity by the nature of the developmental tasks in which the individual is engaged, and more specifically, by the behaviors manifested in coping with these tasks. For example, identification of vocational preference is a developmental task of the exploratory stage. During this period, the 18 to 21-year old is expected to move from a general to a specific career choice. A high school senior entering the job market is expected to have a career preference and to begin a job designed to serve as an entry point to a chosen field.

Super's theory (1963) is based on the concept that differential rates of growth occur among individuals in the area of career development. This is similar to the manner in which individual development occurs on an intellectual, emotional and physical plane. Super and Jordaan (1973) have documented the fact that vocational or career maturity is a developmental process which increases with age. Presumably, young adults' readiness to cope with employment-related activities should increase as they progress through junior and senior high school. Those who are vocationally mature should have more readiness for employment than those who are immature. Evidence from Super's Longitudinal Career Pattern Study (Super & Jordaan, 1973), however, revealed that progress toward readiness was mixed. It was concluded that when young adults reach their early to mid-twenties, they first begin to exhibit the type of vocational behavior expected of them in secondary school. This readiness includes occupational preference, consistency of choice and commitment to that choice.

Crites' Theory of Vocational Adjustment

Crites (1969) defines vocational adjustment as the "state or condition of the individual in relation to the world of work at any given moment after he/she has entered an occupation" (p. 325). Crites (1975) makes a distinction between the content and process of career adjustment which parallels a difference between what he calls congruence and coping. Crites' model of career adjustment (1975) states that when a motivated worker encounters a thwarting condition (external frustration or internal conflict), it necessitates an adjustive response to fulfill needs or reduce drive. If the worker selects the appropriate response which reduces tension or anxiety, then satisfaction and success are achieved. If the problem is not resolved, the worker is less career adjusted. According to Crites (1975), the choice process aspect of career adjustment encompasses the repertoire of coping responses used to achieve congruence.

While these coping responses are central to Crites' model of adjustment (1975), there are other variables, both external and internal to the individual, which impact the process of coping. Crites (1975) states that an important external variable in the career adjustment process is the organizational climate in which the worker resides. Critical points of the worker/organizational climate interface include: supervisory leadership style, interpersonal relationships and reward/punishment mechanisms. The manner in which workers cope with work problems and tasks are often a function of these organizational climate variables.

Another important variable which impacts the adjustment process in Crites' theory (1975) is the reference group to which a worker belongs. Culture, sociological variables, especially socio-economic status and family attitudes, influence the adjustment process. Both Super and Crites (1962) include individual differences in such psychological traits as general aptitude, interest and personality as being related to job entry, advancement and tenure.

While it is clear that the process of career adjustment unfolds among a myriad of idiographic and environmental characteristics, there is little agreement regarding the individual's state or condition, and why the individual relates to work as he/she does. Baake (1953) proposed a formulation of adjustment based on the interaction between the worker and the role which he/she plays in the work group. Baake (1953) terms the adjustment of the individual to the work place as the "fusion process." The fusion process involves an interaction between the individual and the organization which has the effect of changing each. The outcome of this process is adjustment. While the organization acculturates the worker through a formal socializing process, the worker conversely personalizes this process by imprinting his/her image upon the job. The outcome of this interaction process is the development of a particular work role and status which defines the worker's vocational adjustment (Baake, 1953).

Research on Career Maturity

Super's concept of development has been supported by research on career or vocational maturity. For example, Crites' study (1969) on the relationship of vocational attitudes and vocational maturity resulted in an overall dimension of general adjustment. Crites (1969) found adjustment related to both maturity of vocational attitude and educational attainment. The higher the adolescent's level of general adjustment, the higher the level of vocational maturity. Crites (1969) also found that vocational maturity is related to persistence in college and job success.

Other correlates of career maturity have also been investigated. Bartlett (1973) found that individuals who score high in vocational maturity were more self-confident, achievement-oriented, independent and better adjusted in general. Bingham (1973) found that it is the academic achiever, the vocationally mature, who manages to acquire the skills to qualify for jobs or related education. Even if these individuals do not have specific job skills, their general skills enable them to meet occupational demands, and their general achievements give them the background to acquire new skills quickly. Bingham (1973) states that "vocationally immature adolescents, often non-achievers, are less successful and need particular help in preparing to meet work-related expectations" (p. 57).

Facilitating Career Maturity

The ability to make effective career decisions has been recognized as an important aspect of the total process of career maturity. Several authors (Hershenson, 1969; Ivey and Morrill, 1968; Campbell, 1966) have addressed the implications of Super's theory for implementing programs to facilitate the career maturity of adolescents. Studies have demonstrated, for example, that reinforcement techniques promote career planning and information-seeking behavior (Krumboltz and Schroeder, 1965; Krumboltz and Thoresen, 1964). Research on changing the maturity of career attitudes, which are demonstrably related to success in training and in work, has shown that both counseling and didactic treatments can increase the maturity of career attitudes, and presumably, therefore, enhance the success with which training and work tasks can be accomplished (Crites, 1975).

Since vocational choice and adjustment are both part of a long-term developmental process, it is significant to ask whether this process can be facilitated through interventions in the form of supplementary learning experiences. Recent research has shown that actual exposure to the world of work has proven to be an effective tool for increasing career maturity. A study reported by Yongue, Todd and Burton (1981) confirmed prior findings (Ehresman & Vincent, 1976; and Watkins & Corder, 1977) that the implementation of career and work experience programs for junior high or middle school students can be a major tool for developing career decision-making skills. These would include work exploration programs, interactive field trips, etc.

Research has also been conducted on career maturity as it relates to disadvantaged populations. Hamdani (1977) cited research on the vocational development patterns of disadvantaged adolescents in which they generally scored lower on measures of vocational maturity than their peers from more favored environments. Adkins (1970) cautioned that the traditional counseling process developed for middle class clients is not likely to be effective with the disadvantaged who come with different needs and limited support. Hefland (1967) recommends that peer group support is an effective way of increasing the self-confidence of minority youth seeking employment, since group sharing of problems helps individuals gain psychological support. Hefland (1967) further maintains that it is easier for minority youth to face their own limitations without losing status among their peers.

Hamdani (1977) reported gains in vocational maturity scores, together with changes in behavioral criteria such as improved attendance and punctuality, resulting from a program designed to increase inner city high school students' awareness of the world of work. Role reversal and on-the-job strategies have also shown promise in group interaction processes with both advantaged and disadvantaged clients (Gysbers and Moore, 1968).

Work Adjustment of Neophyte Workers

Knowledge of how the world of work operates is related to one's success in entering, adjusting to and surviving in the work place. Yet, most young adults have neither the information nor the repertoire of experiences which would ease the transition from school to work. When an individual enters the labor pool for the first time, a dramatic change occurs which embodies several differences between new and old role (Louis, 1980a).

Louis (1980a) uses the term "entry transition" to describe a newcomer entering a new role in an organizational context. During this transition the newcomer is confronted with the following tasks: adjusting to the reality of the organization, learning how to work, dealing with the boss and the reward system, and developing an identity and place for oneself in the organization. It includes many experiences which the neophyte worker is undergoing for the first time, such as: the presence of supervision and feedback, challenge and autonomy, accountability, task structure, discretion over time, dress, physical setting, status, salary and role identity (Kotter, Faux and McArthur, 1978).

Problems associated with the first job appear frequently in the literature. In a study of the work entry problems of youth, Haccoun and Campbell (1972) identified two global types of problems. The first are job entry, career planning and management problems. The second are on-the-job performance problems which include factors such as responsibility, maturity, work habits, peer and supervisory adjustment and communication. Crites (1975) refers to these factors as "thwarting conditions" to the new worker in his/her attempts to become established in a new job. Schein (1968) coined the term "first job dilemma" when he used it to describe college graduates who enter their first jobs with enthusiasm and ambition, but eventually experience serious motivational problems during this first year of employment. This loss of motivation is accompanied by thoughts of quitting the job, reduced work effort and apathy.

Ashley et al., (1980) performed an in-depth study of worker adaptation. Successful adjustment included a sequence of adjustment in five areas: on-the-job performance, organizational aspects, interpersonal aspects, responsibility and affective aspects. In another study designed to determine the competencies needed for occupational adaptability, Selz, Jones and Ashley (1980) found that there was 50% agreement on the following competencies: using basic skills and equipment needed, getting along with others, dealing with pressures to get the job done, following rules and policies and having a good work attitude.

Herr and Long (1983) have referred to general employability skills as those which relate to one's accommodation to and integration into the workplace. Employability skills include affective work competencies which Kazanas (1978) identifies as behaviors important to job adjustment and stability. Affective work competencies involve work values, habits and attitudes. Some of these specific competencies are punctuality, honesty, cooperativeness, dependability and emotional stability. While specific job performance skills are important, Kazanas (1978) views affective work competencies as more enduring, since they are the mediators of one's willingness to learn new work roles, accept supervision, adapt to work routines and time requirements, and cooperate with other workers.

Preparation for the World of Work

The question of how new workers can be more readily prepared for the world of work has been discussed extensively. Leach et al., (1978) indicate that in addition to cognitive development, the school must meet its responsibility of preparing students for work by focusing on their affective development. Affective development includes the beliefs, values, attitudes, perceptions and motivations toward work.

In addition to preparing workers prior to their entry into the work force, many authors feel that positive developmental understandings about work come from work experience itself. Herr and Long (1983) state that work experience can serve as a transition experience prior to entry into a career by bridging the gap from learning to producing.

Herr and Long (1983) have cited the notion of using work as an instrument of behavioral modification. In this context, the work itself would be used as a motivational force by which other guidance outcomes could be achieved. This approach would give young workers the opportunity to develop realistic self-appraisals of strengths and weaknesses, demonstrate initiative, and experience the critical importance of interpersonal relationships. Richards (1980), in fact, found that employers value personal-social competencies more highly than prior work experience.

Participation in work experience programs provides a potent introduction to the realities of the workplace for neophyte workers. By necessity the school setting fragments learning in such areas as communications, work habits, human relations, job readiness skills, etc. Herr and Long (1983) describe the work setting as an arena in which all these factors are "part of a complete and constantly unfolding fabric which requires individual judgment and discrimination if work identity and adjustment are to result" (p. 43).

Research on Vocational Development Experiences

In a review of the literature dealing with the effect of vocational development experiences on vocational maturity, Schenck, Johnston and Jacobsen

(1979) drew three conclusions: first, the results of these experiences, although mixed, are usually positive, and in cases where positive significant results were not achieved, positive trends were observed; second, little has been done to design career development experiences which influence the behavioral dimensions of career development; and, finally, little has been done to investigate the interaction of specific theoretical constructs to vocational maturity.

Fetz (1981) states that the preponderance of career interventions are focused on students in the educational system. He suggests that the field of vocational guidance needs to broaden its outlook beyond the school setting. Because most high school and college students eventually join the workforce, more research needs to be conducted with employed individuals. Research utililizing outcomes appropriate to persons already in or about to enter the world of work have been negligible (Fetz, 1981).

Several authors (Thoresen, Krumboltz and Varenhorts, 1967) have urged the use of infrequently used criteria as outcome measures in research conducted with employed individuals. They recommend that instrumental behaviors such as obtaining a job or entering a training program be used as outcome criteria. Fetz (1981) also states that future research should concentrate on career behaviors such as obtaining, keeping and being satisfied with a job. These outcomes are important to the individual worker in terms of career adjustment and growth. In addition, outcome criteria such as job ratings, earnings and promotions carry more accountability connotations for the public in general (Thoresen, Krumboltz and Varenhorts, 1967).

Importance of Work Adjustment

Crites (1975) states that the conceptual problem of how and why young people enter and adjust to their jobs cannot be underestimated. The optimal utilization of human resources in the market place is at stake. Because of the centrality of work in the life of the individual, the major sources of self-esteem, career satisfaction and success hang in the balance (Crites, 1975). Herr and Long (1983) report that for all groups of workers, the major problems in the school-to-work transition are concentrated among those 16 to 19 years of age who are school dropouts or members of minority groups. They cite that in October, 1983, (the year in which this research study was conducted), the unemployment rate for black teenagers alone was 48.3%. The implications of this are great. High unemployment tends to result in low self-esteem, reduced sense of usefulness and accomplishment, distrust, cynicism and a rise in criminal activity. In addition, worker adaptability is becoming increasingly more important in today's changing economic and technically sophisticated environment in which workers must be adaptable to multiple and changing work roles (Herr and Long, 1983).

Literature Related to Organizational Entry

The literature is replete with information describing the theories which attempt to explain the process by which newcomers enter an organization. This information is covered over a range of topics which include work adjustment, organizational socialization, organizational assimilation and organizational entry.

Work Adjustment

In their theory of work adjustment, Lofquist and Dawis (1969) describe adjustment as the interaction between individuals and work environments. Lofquist and Dawis (1969) produced a series of propositions and research about work adjustment which can be tested and evaluated empirically. Proposition I states: "An individual's work adjustment at any point in time is defined by his/her concurrent levels of satisfactoriness and satisfaction" (p. 50).

Satisfactoriness refers to the quality of the worker's performance on the job, as judged primarily by others, but also by the worker; and satisfaction refers to the worker's positive/negative feelings about the job. The variables in this theory include abilities and needs to describe individuals, and ability requirements and reinforcement systems to describe work environments. Satisfactoriness, satisfaction and tenure are the outcomes of this interaction. While this model formalizes the matching model which psychologists have used in vocational counseling and personnel research, the theory puts additional emphasis on the needs, reinforcers, and outcomes of satisfaction (Dawis and Lofquist, 1976).

Dawis and Lofquist (1976) describe the concept of correspondence as moving beyond a static matching of worker personality and work environment by including the dimension of "corresponsiveness." The concept of corresponsiveness describes individuals and environments in terms of their mutual responsiveness to each other. In that sense, work adjustment is seen as a continuing and dynamic process by which the worker seeks to achieve and maintain correspondence with the work environment. Correspondence occurs when the worker fulfills the requirements of the work environment, and the work environment fulfills the requirements of the individual. The continuous and dynamic process by which the individual seeks to achieve and maintain correspondence with the work environment is called work adjustment (Lofquist and Dawis, 1969).

Correspondence can be evaluated by the outcomes of this process. Tenure is the most basic indicator of correspondence. Satisfactoriness is the external indicator of correspondence which is the organization's appraisal of the worker's fulfillment of the job requirements. Finally, satisfaction is the internal indicator of correspondence which represents the individual's assessment of the extent to which the work environment fulfills his/her requirements (Lofquist and Dawis, 1969).

Because this theory is a dynamic one, it allows an individual to increase correspondence with the work. This can occur in two ways. The individual may act upon the work environment to change it so that it is more correspondent to his/her work personality. Or, the individual may react to the work environment by changing the way/manner in which he/she expresses his/her work personality, so that it is more correspondent to the work environment (Dawis & Lofquist, 1976).

Organizational Socialization

Feldman (1977) defines organizational socialization as the study of the ways new employees are transformed from outsiders to participating and effective members of organizations. According to Feldman (1977), organizational socialization provides a basis for determining why some new employees feel competent and others helpless; makes some feel accepted and others isolated and rejected; and makes some workers passive and others creative contributors. Feldman (1977) indicates that progress surrounding the socialization process can be judged by worker acceptance, role definition and congruence of evaluation. Successful completion of this process is critical to individuals because it influences both the quality of their work lives and their outside lives. It is also important to organizations which are becoming increasingly dependent on the commitment of members rather than on traditional control systems (Feldman, 1977).

In a study conducted on the organizational socialization of hospital employees, Feldman (1977) found that unskilled labor in entry level jobs had the most difficult time in socialization since these positions were frequently held by individuals who had never worked before. Their congruence scores (extent to which the organization's resources and individual needs and skills are mutually satisfying) were the lowest of all occupational groups tested. Individuals in unskilled entry level positions also had the lowest scores on both "initiation to the group" and "initiation to the task." In this study Feldman (1977) found that although the work setting provided little formal training or orientation for any new employees, individuals who were in professional positions were able to use colleagues for work guidance and support. This was in contrast to entry level workers who did not have professional groups for either social support or technical advice.

Socialization Outcomes

Two possible outcomes of the socialization process which can be attributed to the worker can be drawn from Feldman's research (1977). These are general satisfaction and mutual influence, which represent the extent to which an individual feels some control over the way in which work is carried out. In other words, socialization programs can effect the general satisfaction of workers and the feelings of autonomy and personal influence they have. Feldman (1977) feels that these are important considerations. Research has shown that general satisfaction consistently relates to decreased turnover and absenteeism. Furthermore, mutual influence may increase the level of involvement and the number and quality of innovative suggestions made by workers.

Organizational Assimilation

Graen, Orris and Johnson (1973) refer to organizational assimilation as a process which takes place during the first weeks and months of a new employee's organizational experience. Graen's model (1973) states that the jobs which organizations fill are partial or incomplete programs which must be completed or defined by the organization's participants. Those most closely involved with a definition of the newcomer's role are typically the newcomer, the immediate supervisor and in many cases, several peers. Each member of the role set has different expectations regarding the role which must be negotiated over time. Role ambiguity and conflict, complicate this perspective. For the newcomer, role ambiguity consists of a lack of knowledge of the expectations held by other members of the role set. More specifically, role ambiguity refers to the extent to which the newcomer is not aware of or inaccurately perceives the expectations held by others in his role set. Role conflict occurs when the members of the role set disagree in regard to the organizational behavior of the newcomer (Graen et al., 1973).

Graen et al., (1973) studied assimilation by monitoring the variables associated with this process. A major finding from this study was the existence of ambiguity in the newcomer's role. Overall, meaningful communication regarding role relevant issues did not take place during the assimilation process between the newcomer and his/her manager. In fact, the newcomer was placed in the position of determining his/her role through a process of trial and error. The authors of this study stated the need for developing new role sending mechanisms to let employees know what is expected of them.

Organizational Entry

Pearson (1981) uses the term "organizational entry" to refer to the first three months of employment. Organizational entry is part of the socialization process in which the individual becomes inculcated into the culture of the organization. Louis (1982) states that during this initial phase of employment the employee is faced with issues of organizational adaptation at both a personal and social level, as well as at a skill and competence level. Louis (1982) further states that the transition experience is demanding and often requires the newcomer to alter work-related thoughts, feelings and behaviors. Such adaptation is critical for success in completing the entry process and for success on the job.

Organizational Entry Factors and Tasks

Pearson (1982) cites three overall factors which affect the organizational entry process. The first factor pertains to the background of experience that the individual brings to the job, including personality and aptitude. The second type of factor reflects organizational characteristics. This includes supervisory style and the extrinsic reward system. Both are important factors in the transition process, yet they are relatively invariant and impervious to intervention (Pearson, 1981).

A third type of factor that affects the transition into a new job concerns interaction between the organization and the newcomer. Pearson (1982) views this as a set of organizational entry tasks which influence job performance and job satisfaction.

The organizational entry tasks which Pearson (1981) identified are based on Baake's theory of "fusion" which describes how individuals and organizations are integrated. Baake's theory (1953), cited earlier, describes two simultaneous processes which newcomers experience. In her review of the organizational entry literature, Pearson (1981) identified the tasks associated with each of these processes.

Pearson (1981) describes the tasks associated with the socializing process as those being concerned with meeting organizational objectives. These tasks include:

1. Obtain information about the organization.
2. Determine the organization's performance objectives.
3. Attain the organization's performance objectives.

The tasks which Pearson (1981) associates with the personalizing process center around the newcomer's meeting personal goals within the work situation. These tasks include:

1. Attain personal career goals.
2. Manage internal conflict.
3. Manage external conflict.

The final task of developing interpersonal relationships is associated with both the socializing process and the personalizing process.

Importance of Communication during the Transition

The literature clearly states that the transition can be viewed from two perspectives: the individual's and the organization's. From the individual's perspective, Van Maanen (1978) describes it as a process of breaking in and joining up, learning the ropes, figuring out how to get things done. From the organization's point of view, it is a process of induction, basic training and socialization of the individual to the norms and values of the organization and of testing new employees. The result of these two processes is what Schein (1978) describes as a "psychological contract": "a matching of what the individual will give with what the organization expects to receive, and what the organization will give relative to what the individual expects to receive" (p. 81). After the individual enters the organization, there is a period of mutual testing by both the individual and the organization.

Kotter (1972) reports a variety of problem areas in the new employee "joining up" process. Among them are the lack of a trusting and respectful relationship between the supervisor and the new employee; lack of clear performance criteria to both new employees and their supervisors; lack of feedback on performance; and ambiguity and confusion over career development issues.

In a study of recent MBA's, Schein (1968) found that they had problems obtaining adequate feedback on their own performance. Most graduates in Schein's research sample indicated that education had prepared them very well technically, but had not given them the psychological tools for dealing and working with people. Pearson (1981) cited the task of developing relationships as a key element in the socializing process.

While feedback is clearly critical to this period of testing, it is generally difficult to obtain in organizational settings. Schein (1978) suggests that individuals on their first jobs must learn how to become good judges of their performance. He states that new employees must learn how to interpret their own experiences directly and develop judgment criteria which tell them how they are doing. In addition, Schein (1978) claims that new employees must learn to expose themselves to situations which provide potential feedback. The ultimate learning is how to obtain valid feedback in situations where it is not automatically forthcoming. In order to succeed, Schein (1978) says that the new employees must: "display an ability to function on their own, to take initiative, to define problems accurately by themselves, and even to evaluate their own performance to some degree" (p.100).

The process of obtaining individual feedback is complemented by the manager who provides that feedback. Several authors (Schein, 1964; Berlew and Hall, 1966; Bray et al, 1974) have cited the fact that the first manager is critical to how the organizational entry period is negotiated. If better communication mechanisms were developed, they would assist individuals in attaining acceptance and acceptability during this critical phase of development.

Organizational Entry Research

The organizational entry period as a focus of research activity is relatively new. The first studies which can be clearly identified as addressing this period of work life appeared in the 1960's. One of the earliest studies to address the organizational entry process was that of Schein (1964) who conducted survey research with college graduates to determine why there was such a high turnover of recent college graduates in business and industry. Schein (1964) indicated that almost every large company admits losing more than half of the new college graduates who have been hired within five years. It was Schein's hypothesis (1964) that the roots of dissatisfaction are imbedded in conflict between the graduate's expectations and values and the company's attempt to indoctrinate the individual in its values. Schein (1964) also attempted to document the needs and problems experienced by the new employee and to identify means for improving the organizational entry process.

More recently, organizational entry has been studied from two perspectives. The first stresses previous research on turnover and aims to identify and reduce the causes of voluntary turnover (Mobley et al., 1979; Murchinsky and Tuttle, 1979). The results of turnover research suggest that newcomers' expectations are a critical factor associated with voluntary turnover (Wanous 1980, 1977). Two separate findings have emerged in studying voluntary turnover. In the first, turnover is attributed to the unrealistic or inflated expectations individuals possess when they enter an organization (Bray et al., 1974). In the second finding, turnover is attributed to differences between newcomers' expectations and early job experiences, called "unmet expectations" (Dunnette, Arvey and Banas, 1973).

Methods for Improving Organizational Entry

Several methods have been employed in attempts to improve the organizational entry period. Using the theory of unmet expectations as a basis, Wanous (1973) conducted a study using job previews. These job previews took the form of pre-employment booklets which highlighted positive and negative expectations about the job, together with a realistic job preview film. Small, but not significant, improvements in turnover rates occurred.

As a response to the above finding, a strategy called "realistic job previews" was developed by Wanous (1977). In this technique new recruits received factual, not idealized, orientation information about the job and the company through a variety of means. Wanous (1977) found realism to be negatively associated with turnover. By lowering expectations, it is more likely that they will be met. Met expectations lead to satisfaction, and satisfaction is inversely related to turnover. Louis (1980b), however, claims that there is no empirical support for the realism effect, and stated that Wanous had also concluded that the effect of realism on turnover is weak at best.

Louis (1980b) notes a contrast to the realism approach as the strategy of operationalizing unmet expectations. Louis (1980b) cites studies by Katzell and Dunnette et al. in which unmet expectations are defined as the difference between initial expectations and actual job experiences. In these studies "unmet" expectations refer to "undermet" expectations. In other words, experiencing less of something desirable than was anticipated. Results of these studies indicated that leavers did not differ from stayers in their initial expectations.

A more practical focus for research has been on the initial employment phase, rather than the pre-entry period. The key as Kotter (1973) describes it is to manage the joining-up process by developing a psychological contract between the newcomer and supervisor in which expectations of each are clarified. The goal is to match individuals and their expectations to jobs.

Theorizing that there is a critical developmental period at the beginning of an employee's career, Gast and Patinke (1983) developed a program for newly graduated engineers. Due to the importance of the managerial role during the early stages of a career, the program included training for managers explaining the value of modeling behavior and the skills associated with positive managerial role models. The program included a two-day module in which managers related their expectations of a new engineer, and likewise what the engineer had a right to expect of their managers and the company. The framework for this program was built around the notion that the new engineer could be best developed on the job through the use of clearly stated expectations and assignments which stated high achievement. Other organizations have also used focused workshops to assist new employees and supervisors to discuss and share their expectations of what they expect to give and what they expect to receive (Kotter, 1973, 1972).

Zaharia and Baumeister (1981) suggest that multiple methods of intervention may be required during the initial employment period. At the practical level, Louis (1980) suggests fostering links between newcomers and their inside peers; timely formal and informal feedback from superiors; educating newcomers on the nature of the entry experiences - why they will likely experience surprises during the socialization period; and how they might seek information from insiders to make accurate sense of their surprises.

Three Major Experimental Studies on Organizational Entry

To date there have only been three experimental studies in which programs were designed specifically to assist new employees in adapting to the new employment experience. All three of these studies were highly specific to both occupational group and work setting.

The first of these studies was conducted by Gommersall and Myers in 1966. These authors found three causes of anxiety during the early days of employment in a manufacturing environment. One form of anxiety stemmed from the unpredictability and sometimes threatening new world of work. This form was higher among new trainees, as anxiety was hypothesized to drop as competence was achieved. Another type of tension resulted from anxieties about non-job factors, such as domestic problems, professional status and outside social relationships. This type was equal for trainees and experienced workers. The third type of tension was identified as a positive, inner desire for self-expression which would thrive in an atmosphere of approval and self-confidence after achieving job competence.

Hypothesizing that a reduction in anxiety would accelerate the competence level, Gommersall and Myers (1966) designed an orientation program to reduce the anxieties of experimental groups of new employees. The control group experienced the usual first-day orientation consisting of a briefing on the hours of work, insurance, work rules and employee services. After this orientation the new worker was introduced to his/her supervisor for on-the-job training.

The experimental group in this study (Gommersall and Myers, 1966) participated in a one-day program designed to overcome their anxieties. Following the customary orientation described above, they were initiated by their peers. There was no work on the first day and the new employees were told to use the time to get acquainted with the organization, each other and to ask questions. The program emphasized four points:

1. Your opportunity to succeed is very good.
2. Disregard "hall talk."
3. Take the initiative in communication.
4. Get to know your supervisor.

From this study, Gommersall and Myers (1966) reported that a difference in attitude and learning rate was obvious between the two groups. By the end of four weeks, the experimental group was significantly outperforming the control group. In fact, learning appeared almost as a straight line function of time.

The experimental group also achieved mastery level competence in a shorter time span and had reduced turnover, absenteeism and training time, ultimately reflecting cost savings to the organization. The greater confidence of the new employees seemed to inspire greater confidence among their older peers and led to overall improvement in the qualitative and quantitative production of the work group. Results were significant to the operating manager in terms of reduced costs, higher quality, satisfied customers and increased profits (Gommersall and Myers, 1966).

The second organizational entry study was conducted by Kramer and Schmalenberg (1978) in a hospital setting. These authors cite the problem of role transformation in the contemporary nursing profession. This is due in part to the fact that the process of educating nurses has become more separate from the hospital setting. Previously, learning was almost entirely apprenticeship in nature, and, as a result, there was little discrepancy between the beliefs and practices taught in school and at work.

Kramer and Schmalenberg (1978) describe "reality shock" as the reaction to the discovery that school bred values taught in the educational setting conflict with work values in the hospital setting. While this phenomenon occurs in many occupations, it was found to be a significant factor in the almost one-third exodus rate of nurses from the practice of nursing within a few years of graduation.

Kramer and Schmalenberg (1978) hypothesized that in order to operationalize school-bred values in the work place, role transformation is required. While most hospitals have orientation programs for new graduates, these programs typically do not help the graduate develop an identity as a worker and do not help to mediate the conflict between school and work expectations. In this case, effective role transformation, expressed in tenure on the first job, cannot be expected.

Kramer and Schmalenberg (1978) used the term "biculturism" to describe the ability to get along in two cultures without fusing with or being absorbed by either. A bicultural nurse makes integrative choices and comes up with creative solutions to conflicts caused by two different value systems. These authors describe the key to achieving biculturism as interpersonal competence. Weinstein's study which is cited in Kramer and Schmalenberg (1978) describes the three variables upon which interpersonal competence are dependent:

1. The individual must be able to take the role of the other accurately: be able to correctly predict the impact that various lines of action will have on another's definition of the situation.
2. The individual must possess a large and varied repertoire of lines of action.
3. The individual must possess the intrapersonal resources to be capable of employing effective tactics in situations where they are appropriate.

The bicultural training program consisted of three components. First, an affective component designed to help new graduates deal with conflict between school and work values on an emotional level. Second, a cognitive component provided newcomers with knowledge helpful in mediating conflicting demands and value systems. Third, a behavioral component of a series of conflict resolution workshops for new graduates and their head nurses (Kramer and Schmalenberg, 1978).

The results of the experimental program described above were compared with a control treatment consisting of a typical hospital orientation program. The content of this program was all clinical in nature.

Results of the study revealed that new graduates in the experimental treatment maintained higher professional role conceptions and selected more bicultural behavioral actions. Nurses who experienced the bicultural training retained higher professional role conceptions and reported more bicultural choices in conflict situations than those nurses who experienced the clinical training program. In a nine-month posttest, more nurses in the experimental treatment engaged in change-agent activity and were more empathic with their coworkers than the control group. In addition, significantly more nurses in the control group resigned within the first year, than did the experimental group. Finally, more nurses in the bicultural group earned higher performance ratings than did those in the control group. (Kramer and Schmalenberg, 1978).

Pearson (1981) conducted the third and most recent experimental study on organizational entry. Her study of professional level employees (e.g., nurses, social workers) in a hospital setting concerned the effects of a training program designed to facilitate organizational entry.

Subjects in both the experimental and control group experienced the treatments between the fourth and sixth week of employment. Those in the experimental group participated in a one-day seminar which examined the seven organizational entry tasks, the applications of each task to the new employee's personal work situation and the development of strategies to enhance adjustment to a new work setting. In addition, opportunity was provided to discuss experiences as organizational newcomers. The control group participated in a one-day seminar on the health care industry which was unrelated to the organizational entry process. After three months, the two groups were compared (Pearson, 1981).

The results suggested that the experimental treatment had a somewhat positive influence in several areas related to career development. No significant differences were found, however, in comparing the two groups on organizational entry task difficulty, completion or the outcome measures of satisfaction or satisfactoriness. Pearson (1981) stated that pre-existing conditions in the research setting as well as the heterogeneity of subjects' work situations explained the weak support of the experimental treatment. Pearson (1981) suggested, however, that this type of program could prove effective in other settings.

Summary of Findings on the Organizational Entry Process

Research evidence demonstrates definite relationships between early job challenges and later job effectiveness (Dunnette, Arvey and Banas, 1973). VanMaanen (1978) stresses that the perspective an individual learns during the socialization period is important to future success. The particular perspective one forms during the transition is what gives meaning to one's work and one's career. That perspective consists of the subjective inner learning which accompanies an individual's external work life and influences future behavior in the organization (VanMaanen, 1978).

Overall, there is general agreement among writers that better preparation for the non-technical aspects of the transition process is needed. Louis (1982) has called attention to the critical limitations of the two approaches to career planning and development currently used by business and education. The first focuses on helping individuals identify career paths that match their interests and abilities. The second focuses on the specific activities involved in finding a job. Louis (1982) delineates several drawbacks to these current approaches. They include an emphasis on the future at the expense of the present, the individual over the organization, and career over job. These current practices may also result in premature career pathing and overemphasize a linear or "up or out" mentality. Finally, current approaches do not account for non-work aspects or the "total life space" of the individual (Louis, 1982).

Louis (1982) identified the critical middle range between finding a job and moving along a career path as constituting a missing link in career development, and points specifically to the lack of guidance in assisting employees in adapting to the new job and the organization. Louis (1982) associates the transition period with any major job or role change, whether the individual is in the early, middle or late stage of a career. Among the tasks which this author considers essential to a successful transition are mastering the basics of the job, building relationships with the immediate supervisor and coworkers, and assessing how well the job is being done.

Pearson (1981) criticizes the dearth of research on interventions to improve the organizational entry process. Pearson (1981) found that certain conditions, such as congruence between the supervisor's appraisal of newcomer job performance and that of the newcomer are positively related to outcomes such as job performance and job satisfaction. Pearson's research together with previous research findings all support the case for development of interventions to enhance the entry process of new employees. This study will add to the research in this area.

CHAPTER III

METHODOLOGY

Introduction

Chapter III describes the design and methodology of the study, the research setting, the procedures used to select a sample from the population, the testing procedures and the instruments used. This chapter also describes the hypotheses together with the methods selected for statistical analysis.

Research Design and Methodology

Many authors classify research design according to how well extraneous factors are controlled (Kerlinger, 1973; Isaac and Michael, 1971; and Campbell and Stanley, 1963). According to Isaac and Michael (1971), the purpose of quasi-experimental design is to approximate the conditions of a true experiment which does not allow for the same kind of control and/or manipulation of all the relevant variables.

Kerlinger (1973) identifies a series of designs that contain experimental and control groups with both pre- and posttesting. If both the selection of subjects from the population at large and the assignment of subjects to their groups is random, the design is termed "true experimental." If, however, the selection of subjects from the population is "accidental," i.e., non-random, but the assignment of subjects to the experimental and control groups is random, the design is termed "compromise, experimental group-control group, pretest-posttest" (Kerlinger, 1973; Campbell and Stanley, 1963). This design category, shown in Figure 1, appropriately describes this study, since the selection of subjects from the population was non-random, but their assignment to both the experimental and control groups was random.

Figure 1. Compromise, experimental group-control group, pretest-posttest design.

Experimental	Y	X	Y
Control	Y	X	Y

Kerlinger (1973) identifies a shortcoming to this type of design as the possible lack of equivalence between the two groups in variables other than the specific variables used in the pretest. This, however, is a common concern with non-random subject selection. Another caution with this type of design is the "sensitization factor" which often accompanies the use of pretesting. Both Kerlinger (1973) and Stanley and Campbell (1963) describe the contamination which may accrue to the treatment group by sensitizing subjects to the significant factors of the treatment. Attempts at controlling this variance usually entail administration of the pretest to both the experimental and control groups in order to equalize this influence. This particular method was employed in this study.

This study involves an experimental and control group in the classical meaning of "experimental" and "control" (Kerlinger, 1973). The main purpose of this study is to determine the relative effectiveness of an experimental (process) treatment designed to assist entry level employees adapt to their job and the organizational setting during the organizational entry period, compared to a control group which received a traditional (content) treatment designed to provide information about the organization. Figure 2 depicts the basic design as it relates to the content v. process treatments.

Figure 2. Design overview.

Pretest	
Content Group "Control"	Process Group "Treatment"
Posttest	

The methodological steps taken in this study can be summarized as follows:

1. One hundred high school students were interviewed and fifty were selected for employment.
2. Fifty subjects were randomly assigned to two treatment groups. Twenty-five subjects comprised the content group and twenty-five subjects comprised the process group.
3. The Career Development Inventory (CDI) pretest was administered to all subjects on the first day of employment.
4. A t-test was used to validate the equivalence of the two treatment groups.

5. The subjects experienced one of the two treatments on a weekly basis for the next eight weeks.
6. The Hoppock Job Satisfaction Questionnaire (HJSQ) was administered at three points during the ten-week employment period: once during the fourth and seventh weeks of employment, and finally during the tenth week as part of the posttesting session.
7. During the tenth week of employment the following post tests were administered to all subjects: CDI, HJSQ and the Organizational Entry Survey (OES).
8. During the tenth and final week of employment the Minnesota Satisfactoriness Scales (MSS) were completed by the supervisors of the subjects.

The design and methodology used in this study were chosen in order to determine the relative effectiveness of the content and process treatments as they relate to the needs of new employees experiencing the organizational entry process.

Research Setting and Population

This research was conducted at The First National Bank of Chicago, a midwest money center bank and the largest bank in the city of Chicago. As an employer of over 11,000 employees, the bank depends upon the local applicant pool to fill entry level positions. The Chicago Public High Schools are a major source of candidates for these positions.

As a corporate employer concerned about the welfare of the Chicago community in which it resides, the bank is also involved in a number of community programs. One of these programs is the Chicago United "Summer Jobs for Youth Program."

The Chicago United "Summer Jobs for Youth Program"

Chicago United is a consortium of business executives and professional people dedicated to the improvement of the socio-economic environment of metropolitan Chicago. The goal of Chicago United is to identify the critical problems of the community and to harness the resources which can be directed toward the solution of these problems. In 1983 Chicago United sponsored the "Summer Jobs for Youth Program" in conjunction with the Chicago Board of Education, the Mayor's Office of Training and the Illinois State Employment Service. The summer jobs program, also called "Hire the Future," was conceived to give inner-city high school students who have had little or no experience in the business world the opportunity of having a working and learning experience.

As an incentive for providing the summer work experience, employers earned an 85% tax credit for each student who was hired. The U.S. Department of Labor offered the incentive as a response to the increasing problem of teenage unemployment, which in general is more than double the national unemployment rate. For black teenagers unemployment is roughly five times greater than the jobless rate for the entire nation (Strong, 1983). Chicago United (1983) issued the following guidelines for eligibility of the tax credit:

1. Youths must be 16 or 17 years old on the hiring date.
2. The youth's family income during the previous twelve months must not have exceeded the poverty level stablished by the Labor Department.
3. A local state employment service must establish that the youth is economically

disadvantaged and certify that in writing before the youth starts to work.

4. The youth must not have worked for the same employer before.
5. The tax credit applies only to the first $3,000 earned by each eligible youth during the established 4-1/2 month period (May 1 thru September 15).

The bank's decision to hire fifty students was made by senior management. Following this decision, it was necessary to obtain the organization's endorsement for a research study involving the summer employees. After several discussions surrounding the need and rationale for the research, the study was approved. The outcomes of this process are summarized in the memorandum in Appendix A.

Description of the Sample

The population from which the sample was drawn consists of students from the Chicago Public High Schools. Students in the Chicago School System are inner-city youths representing many racial and ethnic heritages, with Black and Hispanic being predominant.

The subjects for this study were junior and senior level students initially recommended by their school counselors and principals. Students were selected on the basis of motivation as measured by school conducted incentive programs which award attendance and effort. These students reported to an Illinois Jobs Service Office which documented their eligibility for the tax credit. An employment interview was then arranged with a corporate sponsor participating in the "Hire the Future" program.

The employment interview at The First National Bank of Chicago was conducted by an Employment Representative in the Employment Services Unit. The interview followed a structured format and was the same interview which any candidate for employment from this population pool would experience when applying for an entry level position. The interview focused on the following factors:

1. Communication skills.
2. Interpersonal skills.
3. School background and experience (courses, activities, etc.)
4. Job skills (typing, filing, etc.)
5. Overall appearance.

Approximately one hundred students were interviewed in order to achieve the fifty students whom the bank committed to hire. (Candidates were rejected on the basis of communication skills and/or appearance.)

The demographic characteristics of the sample are presented in Table 1. Inspection of the table reveals that the typical participant is a black female, 17 years of age, who is either entering her senior year of high school or who has just graduated. The lower number of males in the sample can be partially explained by the higher dropout rate of males in this population pool, and the subsequently lower number of males who reach their junior or senior year.

Table 1

Demographic Characteristics of Sample

Demographic Variable		N	Percentage
AGE	16	09	18.0
	17	41	82.0
SEX	Male	08	16.0
	Female	42	84.0
RACE	Black	49	98.0
	Hispanic	01	2.0
GRADE	11	11	22.0
	12	23	46.0
	High School Graduate	16	32.0

Procedure

Determination of Job Placements

Several months before this study was initiated, supervisors in various banking departments were contacted to determine if they had a need for a full-time summer employee for a ten-week employment period beginning on June 20 and extending through August 26, 1983. Supervisors were informed that payroll expenses for these workers would not be charged to their budgets. It was the intention of the researcher to contact a representative sample of supervisors who hire employees for entry level positions in the bank. In addition, the researcher wanted to distribute this source of labor throughout the organization.

At the time of this initial contact, supervisors were also informed that these summer employees would be participants in a formal research study. This research would require students to attend a weekly two-hour workshop during the ten-week employment period.

Supervisory Briefing

Prior to the first day of employment of the fifty high school students, the researcher held a group meeting with the supervisors to whom the students would be assigned. This meeting was held in order to:

1. inform the supervisors about the "Hire the Future" program and the Bank's commitment to hire fifty students;
2. explain the purpose and rationale underlying the formal research study in which the students would participate;
3. describe the potential benefits of the outcomes of the research as it relates to future employees hired by the bank;
4. describe administrative procedures which would be followed during the course of the ten-week employment period.

The supervisors were informed that there would be another group meeting at the conclusion of the ten-week employment period. At this meeting they would be asked to complete job performance measures on the students as part of the documented research study. Supervisors' questions were also solicited and answered at this briefing.

First Day of Employment

On the morning of the first day of employment, June 20, 1983, all fifty students met in the Career Development and Training Unit. The researcher welcomed the group to the Bank.

Each participant was then given the Consent Form (see Appendix B) which the researcher read aloud to the group. Complete confidentiality was assured to the group. Questions were solicited from the group, after which participants were requested to sign the form.

Following the collection of the Consent Forms, the Career Development Inventory was administered. Test booklets and answer sheets were distributed. The instructions on the front of the answer sheet were read aloud by the researcher. After the answer sheets were completed, the directions for the test were read aloud. Participants were given an opportunity to ask questions, after which they were instructed to complete the inventory. While 65 minutes are typically required for completion of the inventory, one and one-half hours were allotted.

A trained assistant was available to aid the researcher in the distribution and collection of the inventory, as well as to assist individual participants with questions. The assistant holds an advanced degree in education and counseling and is experienced in research methodology. The assistant was trained by the researcher in the instructions, recommended procedures, distribution and collection of the inventory. After the subjects completed the inventory, the answer sheets were mailed to the test publisher for scoring.

Following the pretest, all fifty subjects completed the bank's procedures for new employees. This included completion of various forms, fingerprinting and issuance of identification cards. After lunch, the subjects spent the afternoon in a general orientation presentation which included a video on the history of the bank, a description of the functions of the various departments, together with a tour of the bank facilities. The subjects were then dismissed for the day.

Second Day of Employment

On June 21, 1983, all subjects met in the Career Development and Training Unit. They were reminded that beginning with the following week, they would each attend a weekly workshop on either Tuesdays or Wednesdays. They were told that they would receive a schedule of their workshop dates from their supervisor by the end of the week.

Subjects were then assigned to their jobs. They were placed in one of three entry level positions based on job skills defined in their employment interviews. This resulted in the placements indicated in Table 2.

Table 2

Number of Subjects Placed in Each Job Category

Job Title	Number
General Clerk	39
Clerk Typist	9
Messenger	2
	50

An employment representative accompanied each subject to the assigned work area and introduced the subject to his/her supervisor. Subjects were assigned across the organization to total of ten different departments.

Assignment of Subjects to Treatment Groups

In order to insure the random assignment of subjects to the two treatment groups, the following steps were taken.

All subjects were identified by a number from 1 to 50 (N=50) in sequential order. A BASIC program (see Appendix C) was written to randomly select numbers from 1 to 50. After the program was run, the first twenty-five random numbers were designated as the "Content Group." The remaining twenty-five numbers constituted the "Process Group."

A second BASIC program (see Appendix C) was written to verify homogeneity of the two treatment groups based on the Career Orientation Total (COT) scores of the Career Development Inventory (CDI). Table 3 shows no significant difference between the CDI mean scores of the Content Group ($\bar{X}$ = 120.72) v. the Process Group ($\bar{X}$ = 118.16).

Table 3 also shows a second classification breakdown by dividing each treatment group into high and low COT scores (scores at or below the 50th percentile were designated "low"; scores at the 51st percentile and above were designated "high"). Inspection of Table 3 reveals virtually no difference in means between the two "high" subgroupings (128.6 v. 129.2), as well as no difference between the means of the two "low" subgroupings (108.9 v. 107.9). Further, the number of subjects in each quadrant is approximately equal.

Table 3

Homogeneity of Treatment Groups Based on CDI-Career Orientation Total (COT) Score.

COT Score	Content Group	Process Group
High	$\bar{x}$ = 128.6	$\bar{x}$ = 129.2
	(n = 15)	(n = 12)
Low	$\bar{x}$ = 108.9	$\bar{x}$ = 107.9
	(n = 10)	(n = 13)
	Group $\bar{X}$ = 120.72	Group $\bar{X}$ = 118.16

F = .55019 ALPHA = .462

Based on the results of the random assignment of subjects to treatment groups, all subjects were notified of their assignment to either a Tuesday or Wednesday workshop (see Appendix D).

Content Group Treatment

The group of twenty-five subjects who met on Tuesdays experienced the Content Treatment (see Appendix E). This group treatment, didactic in nature, consisted of a series of career development workshops designed to meet the following objectives:

1. To provide participants with information about the financial services industry.
2. To provide participants with an awareness of career opportunities in the bank.

Process Group Treatment

The group of twenty-five subjects who met on Wednesdays experienced the Process Treatment (see Appendix F). This treatment consisted of a series of workshops designed in a semi-structured group process fashion. It consisted of both large and small group activities to provide a framework for achieving the following objectives:

1. To develop participants' awareness and skills for completing tasks associated with the organizational entry process.

2. To design the activities of each session with a focus on the development of effective relationships in the work environment.

Each treatment consisted of eight workshop sessions which met from the second through the ninth week of employment. Individual sessions met from 3:00 to 5:00 p.m.

Interim Testing

The Hoppock Job Satisfaction Questionnaire was administered three times during the ten-week employment period. Testing occurred after the workshop sessions held in the fourth, seventh and tenth weeks of employment.

Posttesting

Posttesting for the subjects occurred during the tenth week of employment at the time of the normally scheduled workshop. The Career Development Inventory was administered first. The same instructions used for the pretesting were employed as described on page 71.

Subjects were then asked to complete the Organizational Entry Survey. The survey was distributed and then the instructions on the front of the survey were read aloud by the researcher. Participants were given an opportunity to ask questions after which they were given time to complete the survey.

Finally, the subjects were asked to complete the Hoppock Job Satisfaction Questionnaire. The instructions for completion were read aloud by the researcher. Participants were given an opportunity to ask questions, after which they were given time to complete the instrument.

Posttesting involving the supervisors' completion of the Minnesota Satisfactoriness Scales was held on the Thursday of the final week of employment. Supervisors were asked to attend a group meeting for this purpose. The instrument was distributed and the instructions for completion were read aloud by the researcher. Supervisors were given an opportunity to ask questions. They were then given time to complete the instrument.

Instrumentation

Four major instruments were used in this study:

1. The Career Development Inventory (School Form).
2. Hoppock's Job Satisfaction Questionnaire.
3. The Minnesota Satisfactoriness Scales.

4. The Organizational Entry Survey.

1. <u>The Career Development Inventory (School Form)</u>:

Developed by Super, Thompson, Lindeman, Jordaan and Myers at Columbia University in 1979, the Career Development Inventory (CDI) is an instrument used for assessing career development and vocational or career maturity (see Appendix G). The authors (Super et al., 1981) describe career development as including "occupational awareness, planfulness, desire to explore the world of work, recognition of changes in the tasks of vocational development that one faces with increased age and social responsibility, and knowledge of the world of work and of appropriate occupations" (p. 1).

The Career Development Inventory consists of eight scales. Five assess specific dimensions of career development; two measure two group factors (conative and cognitive) that underly these two dimensions; and one scale combines the two factors and provides a total score. These eight scales are:

1. CP: Career Planning
2. CE: Career Exploration
3. DM: Decision-Making
4. WW: World of Work Information
5. PO: Knowledge of Preferred Occupational Group

6. CDA: Career Development-Attitudes (CP and CE combined)
7. CDK: Career Development-Knowledge and Skills (DM and WW combined)
8. COT: Career Orientation Total (CP, CE, DM and WW combined).

The CDI User's Manual (Thompson et al., 1981) describes the scales, norms, validity and reliability of the instrument as follows.

Scales of the CDI

Career Planning (CP) is a 20-item scale which assesses reported planfulness and attitudes. The student reports the career planning in which he or she has engaged together with the degree of engagement. The scale also measures students' knowledge of the kind of work they would like to do, abilities and training required, etc.

Career Exploration (CE) is a 20-item scale which measures the quality of exploratory attitudes. The first ten items have the student rate various sources of career information (relatives, counselors, etc.). The latter ten items are ratings of the usefulness of the information received from each of the sources.

While some of the items in the above two scales may appear to be cognitive in nature, the authors (Super et al., 1979) state that research (based on item and scale factor analysis of data) has repeatedly shown both the CP and CE scales to be attitudinal rather than cognitive scales.

Decision-Making (DM) is a 20-item scale comprised of brief sketches of people making career decisions. The scale measures the ability to apply knowledge and insight to career planning and decision-making. DM is a cognitive measure which assesses the ability to apply the principles of career decision-making.

World-of-Work Information (WW) is a 20-item scale. The first ten items measure knowledge of the career development tasks in the exploratory and the early establishment stages as described by Super (1957). The remaining ten items test knowledge of the occupational structure and techniques for getting and holding a job. WW is a cognitive scale which tests the career awareness and occupational knowledge which contribute to successful career planning.

Knowledge of the Preferred Occupational Group (PO) is a scale comprised of 40 multiple-choice questions that pertain to all occupations, categorized into twenty groups. Prior to reading the PO questions, students are referred to the categories and instructions which appear on the back of the CDI answer sheet. After indicating a preferred occupational group on the answer sheet, students answer the PO questions with their occupational group in mind. PO measures results of the in-depth exploration which should precede the choice of training or occupation.

Career Development-Attitudes (CDA) is a combination of the CP and CE scales. Since these scales are highly intercorrelated, the combined scores have increased reliability as a measure of attitudes.

Career Development-Knowledge and Skills (CDK) is a combination of the DM and WW scales. CDK assesses the highly intercorrelated knowledge of how to make career decisions with knowledge of the world of work. The combination yields a concise cognitive scale with increased reliability.

Career Orientation Total (COT) is a combination of the CP, CE, DM, and WW scales. COT approaches a measure of career or vocational maturity. It cannot be titled such, however, since it only measures four of the five basic dimensions in Super's (1974) model of adolescent vocational maturity. (These dimensions are planfulness, exploration, decision-making and information about the world-of-work and the preferred occupation. Reality orientation, the fifth dimension in the model, is not assessed by the instrument. As pointed out in the study by Super and Overstreet [1960], realism consists of relationships between internal and external data, such as self-reports to test scores.) COT is best viewed as a composite measure of four important aspects of career maturity.

The CDI (School Form) was designed for use in grades 8 through 12, and has national norms for grades 9 through 12. The vocabulary level of the first four CDI scales (CP, CE, DM, and WW) is suitable for grades 8 and above. The PO scale is suitable for grades 11 and 12. The CDI is easily administered in a group format. Although it is not a timed test, the average time for completion is sixty-five minutes.

Field trials and research have shown the CDI to have value in group assessment and program evaluation. Use of the CDI on a "pre" and "post" basis can help to measure the impact of programs in career education.

Norms, Validity and Reliability of the CDI

The norming sample for the CDI consisted of over 5,000 students from grades 9 through 12. The scale scores are reported in standard score form, with a norm of 100 and a standard deviation of 20. Percentile norms are available for each scale for male and female subgroups within each grade.

The items in the CDI are based on prior work on the nature and assessment of career maturity by two of its authors (Super and Overstreet, 1960; Jordaan and

Heyde, 1979). One way in which the validity of a test can be determined is to use items which are viewed by experts as measuring those variables that are intended to be measured. The CDI is based on the theoretical model developed and tested by the Career Pattern Study by these authors and their associates. This model was tested independently by Gribbons and Lohnes (1968, 1969), Asis (1971), Vriend (1968) and Willstach (1966); slightly modified and retested by Crites (1973); and further refined by Super (1974). This work can be considered evidence of the career maturity model on which the CDI is based.

The measure of internal consistency for the combined scales (CDA and CDK) ranges from .79 to .88 with a median of .86. CP, CE, and WW have median scale reliabilities of .89, .78, and .84 respectively. These scales clearly have adequate reliability for use in analysis of group differences. DM and PO scales have median reliability estimates of .67 and .60. The authors (Thompson et al., 1981) state that these values are satisfactory for analyzing group differences.

2. Hoppock's Job Satisfaction Questionnaire

Hoppock's research on job satisfaction resulted in a four-item questionnaire in which respondents rate their satisfaction with the job as a whole (see Appendix H). Respondents are asked to indicate which of seven responses in each item describes their overall feelings about their job. The responses range from very negative to very positive.

Hoppock (1935) stated that "questions and statements regarding the job as a whole place upon the subject the responsibility for weighing all of the factors involved, according to their relative importance to him, and reaching a summary conclusion" (p. 272). According to Hoppock (1935), the relative importance of the determinants of job satisfaction may vary greatly from individual to individual. Ratings of the job as a whole, therefore, are a more accurate indicator of job performance than a summary of ratings by various determinants. Hoppock (1935) cautioned that the disadvantage to the questionnaire is that ratings may be more influenced by a feeling of temporary elation or misery (p. 272), than other measures of job satisfaction.

The reliability of the HJSQ was tested in a group of 500 teachers. This resulted in a Spearman-Brown correlation of .83 (Hoppock, 1935).

3. Minnesota Satisfactoriness Scales

The Minnesota Satisfactoriness Scales (MSS) were developed in connection with the Work Adjustment Project at the University of Minnesota (Gibson et al., 1970). The MSS is a 28-item questionnaire designed to assess the satisfactoriness of an employee (see Appendix I). The instrument is designed to be completed by an employee's immediate supervisor. While no time limit is imposed, most raters complete the questionnaire in about five minutes. The MSS yields scores on the following five scales:

1. Performance, which relates to promotability and includes the quantity and quality of work;
2. Conformance, which relates to how well the employee gets along with supervisors and co-workers;
3. Dependability, which reflects the frequency of disciplinary problems created by the employee;
4. Personal Adjustment, which pertains to the employee's emotional health; and
5. General Satisfactoriness, which is a summary of the above four scales.

Scoring weights are assigned to each response alternative on the MSS. An individual's score on any scale is the sum of the weights for the responses to each of the items constituting that scale. Scoring of the MSS includes the conversion of raw scores to percentile scores.

The manual for the MSS (Gibson et al., 1970) states that the MSS was developed from supervisory ratings of 2,373 workers. Norms are available for a variety of occupational groups including clerical personnel. Hoyt reliability coefficients for the five scales range from .69 to .95, with a median of .87. Two-year, test-retest correlations yielded a median "r" of .50.

There have been various studies measuring the validity of the MSS. In one such study, the tenure of employees who received satisfactory vs. unsatisfactory scores on the performance scale were compared, with job satisfaction held constant. A relationship ($p < .10$) was found between ratings on the performance scales and tenure. While a $p < .10$ does not meet the usual standards for determining significance, it is adequate to suggest that satisfactory employees are less likely to leave their jobs than unsatisfactory employees (Gibson et al., 1970).

4. Organizational Entry Survey

Pearson (1981) designed the Organizational Entry Survey (OES) in conjunction with her study of organizational entry in a hospital setting. The OES provides new employees with a means for describing their experiences during the first three months of employment (see Appendix J). The seven organizational entry tasks facing new employees are:

1. Obtain information about the organization.
2. Determine the organization's performance expectations.
3. Attain the organization's performance objectives.
4. Develop interpersonal relationships.
5. Attain personal career goals.
6. Manage internal conflict.
7. Manage outside life conflict.

For each task the respondent is asked to rate items on the following:

1. Experiences associated with each task;
2. Importance of each task;
3. Difficulty of each task;
4. Degree to which each task was completed.

Respondents are asked to indicate the degree to which they agree or disagree with each statement. A seven point scale with a neutral midpoint is used. The item responses range as follows:

1 = Strongly Disagree

2 = Moderately Disagree

3 = Mildly Disagree

4 = Neither Agree nor Disagree

5 = Mildly Agree

6 = Moderately Agree

7 = Strongly Agree

Pearson (1981) addressed the validity of the OES by predicting outcome measures (Minnesota Satisfactoriness Scales and Hoppock Job Satisfaction) with each of the seven organizational entry tasks by means of multiple regression. Sufficient variance was accounted for to indicate the validity of the instrument. In examining the reliability of the OES, a Spearman-Brown coefficient of .76 was found.

Hypotheses

The hypotheses tested in this study are stated in the null form. The direction of testing is to reject the null hypotheses at the .05 level of significance.

H1 There will be no significant difference between the posttest scores of the Content Group and the Process Group as measured by scores on the Career Development Inventory.

H2a There will be no significant difference in the Content Group pretest and posttest scores on the Career Development Inventory.

H2b There will be no significant difference in the Process Group pretest and posttest scores on the Career Development Inventory.

H3 There will be no significant difference between the Content Group and the Process Group as measured by scores on the Organizational Entry Survey.

H4 There will be no significant difference between the Content Group and the Process Group as measured by scores on the Hoppock Job Satisfaction Questionnaire.

H5 There will be no significant difference between the Content Group and the Process Group as measured by the scores on the Minnesota Satisfactoriness Scales.

Analysis of Data

Hypotheses 1, 2a and 2b are shown in Figure 3. Hypothesis 1 was tested by means of a t-test of the CDI posttest scores (dependent variable) between the Content and Process Groups (independent variables) with an .05 level of significance.

Hypotheses 2a and 2b were tested by means of a two-way analysis of variance with CDI score as the independent variable and treatment group pretest and posttest scores as the dependent variables. The .05 level of significance was chosen.

Figure 3. Hypothesis 1: CDI mean posttest scores by treatment; Hypotheses 2a and 2b: CDI mean scores for test by treatment.

	Career Development Inventory (CDI)	
	$\bar{X}$ Pretest Score	$\bar{X}$ Posttest Score
Content Group	CDI	CDI
Process Group	CDI	CDI
	F=	Alpha = .05

Hypothesis 3, which is shown in Figure 4, was tested by means of a t-test using OES as the dependent variable and treatment group (content v. process) as the independent variable. The level of significance chosen was .05.

Figure 4. Hypothesis 3:
OES subscale mean scores by treatment.

OES Subscales	Content v. Process Means	t-Test	Alpha
1. Obtain information about the organization.			
2. Determine the organization's performance expectations.			
3. Attain the organization's performance objectives.			
4. Develop interpersonal relationships.			
5. Attain personal career goals.			
6. Manage internal conflict.			
7. Manage outside life conflict.			

Hypothesis 4, which is shown in Figure 5, was tested by means of a t-test using HJSQ as the dependent variable and treatment group (content v. process) as the independent variable with a level of significance of .05.

Figure 5. Hypothesis 4:
HJSQ total mean scores by treatment.

HJSQ Score	Content v. Process Means	t-Test	Alpha

Hypothesis 5, which is described in Figure 6, was tested by means of a t-test using MSS as the dependent variable and treatment group (content v. process) as the independent variable. The .05 level of significance was chosen.

Figure 6. Hypothesis 5:
MSS analysis of subscales by treatment.

MSS Subscale	Content v. Process Means	t-Test	Alpha
1. Performance			
2. Conformance			
3. Dependence			
4. Personal Adjustment			
5. General Satisfaction			

The data was tabulated and coded. Statistical analysis was performed using the MICROSTAT statistical package.

CHAPTER IV

DATA ANALYSIS

Introduction

The purpose of Chapter IV is to present the analysis of each of the five hypotheses under investigation. The order of presentation is the hypothesis-analysis-synthesis method. With this method, the hypothesis is first presented, followed by a presentation of the results in tabular form. The data is then explained and concludes with a synthesis of the results. The hypothesis is either rejected or not rejected at the .05 level of probability.

Hypothesis I

H_0 There will be no significant difference between the posttest scores of the content group and the process group as measured by scores on the Career Development Inventory.

Hypothesis I addresses the concept of career maturity as a function of two career development treatments on the organizational entry process. Career maturity, as measured by the Career Development Inventory (CDI), is compared between the two groups after each has experienced either a content or a process group treatment. The Career Orientation Total (COT) score, which is a combination of four scales on the CDI, was used since it approaches an overall measure of career maturity.

To test this hypothesis, the t statistic was used to test for significance of COT posttest scores (dependent variable) between the content and process groups (independent variables). The results of the t-test are presented in Table 4.

Table 4

CDI Career Orientation Total (COT)

Mean Posttest Scores

by Treatment

Treatment	Mean		Power
Content	119.6	t = .740	<.40
Process	117.3	alpha = .23	

Inspection of Table 4 reveals that the value of t is .740 with an alpha of .23. These results indicate that the Career Development Inventory posttest scores across treatment groups are not significantly different. For this reason the null hypothesis is not rejected at the .05 level.

A further test was run to determine the probability of rejecting the null hypothesis if it is, in fact, false. This test is termed Power (1-Beta). Using V(1)=1, V(2)=48 and an alpha of .05, the Power is $<$.40 (the exact value of 1-Beta is not discernible because the calculated value of Phi is so small).

Based on these results, there is no discernible difference in level of career maturity as measured by the Career Development Inventory.

Hypothesis IIA

H_o There will be no significant difference in the content group pretest and posttest scores on the Career Development Inventory.

Hypothesis IIB

H_o There will be no significant difference in the process group pretest and posttest scores on the Career Development Inventory.

Hypothesis IIA and IIB examine the effects of the content and process treatments on career maturity as measured by the Career Development Inventory. These two hypotheses compare the overall change in career maturity after the treatments.

In order to determine if there is a significant difference between the pretest and the posttest within each treatment, as well as between the two treatments, a two-way analysis of variance was employed. This test also checks for any significant interaction between these two variables. The results are presented in Table 5 and Table 6.

Table 5

CDI Career Orientation Total (Mean Scores)

Two-Way Analysis of Variance

Treatment by Test

Source	Sum of Sqrs.	D.F.	Mean Sqr.	F	Prob.
Test	529.00	1	529.00	2.251	.136
Treatment	129.96	1	129.96	.553	.458
Interaction	144.00	1	144.00	.613	.435
Error	22562.00	96	235.02		
Total	23364.96	99			

Inspection of Table 5 reveals that the F statistic between pre- and posttests is 2.251 with a level of probability at .136. Since no significant differences were obtained, the null hypothesis is not rejected at the .05 level of significance.

Based on these results, there is no discernible increase in level of career maturity for either of the treatment groups.

Table 6 identifies the cell means for Hypotheses IIA and IIB.

Table 6

CDI Career Orientation Total (COT)

Cell Means for Treatment by Test

	Pretest Score	Posttest Score	Row Means
Content Group	120.7 n=25	120.8 n=25	120.8 n=25
Process Group	118.5 n=25	113.8 n=25	118.5 n=25
Column Means	119.6 n=50	117.3 n=50	118.5 n=50

A review of Table 6 clearly delineates minimal differences among the cell means. These results are a confirmation of not rejecting the null hypothesis.

Since no significant relationships were found for Hypotheses IIA and IIB, an analysis of the seven subscales of the Career Development Inventory was conducted for further investigation. Table 7 presents an analysis of each subscale across treatment groups.

Table 7

CDI Subscale Analysis

by Treatment

Subscale	Content	Process	F	Alpha	Power
1	121.8	120.2	0.194	.660	<.40
2	126.6	120.4	1.993	.161	<.40
3	105.3	104.4	0.049	.824	<.40
4	105.5	103.5	0.686	.409	<.40
5	103.9	104.8	0.080	.777	<.40
6	128.3	123.5	1.383	.242	<.40
7	106.1	103.5	0.869	.353	<.40

The results of Table 7 yield no significant differences between content and process treatments for any of the seven subscales.

Based on these results no identifiable differences were found on any of the CDI subscales due to either of the treatments.

Table 8 presents a further analysis of each subscale using pretest v. posttest scores.

Table 8

CDI Subscale Analysis

by Test

Subscale	Pretest	Posttest	F	Alpha	Power
1	120.3	121.8	0.175	.676	$<.40$
2	123.4	123.6	0.004	.960	$<.40$
3	107.7	102.0	2.116	.149	$<.40$
4	106.4	102.6	2.330	.130	$<.40$
5	104.3	104.4	0.009	.957	$<.40$
6	125.4	126.3	0.050	.823	$<.40$
7	106.9	102.7	2.325	.130	$<.40$

The results of Table 8 yield no significant differences between pretest and posttest for any of the seven subscales.

The results indicate that no identifiable differences due to either of the treatments were found on any of the Career Development Inventory subscales.

Hypothesis III

H_o There will no significant difference between the content group and the process group as measured by scores on the Organizational Entry Survey.

Hypothesis III determines the extent to which an individual has completed the seven tasks associated with successful entry into the organization.

To test this hypothesis, multiple t-tests were used with Organizational Entry Survey subscales as the dependent variables and treatment groups (content and process) as the independent variables. The results of the t-test are presented in Table 9.

Table 9

OES Subscale Mean Scores

by Treatment

Subscale	Content	Process	T-Test	Alpha	Power
1. Obtain information about the organization.	5.06	4.24	2.190	.016 **	<.40
2. Determine organization's performance expectations.	6.36	6.08	1.246	.109	<.40
3. Attain organization's performance objectives.	6.12	5.72	1.667	.050 **	<.40
4. Develop interpersonal relationships.	6.37	5.87	2.054	.022 **	<.40
5. Attain personal career goals.	5.71	5.10	1.926	.030 **	<.40
6. Manage internal conflict.	3.55	4.12	-1.962	.027 **	<.40
7. Manage outside conflict.	4.70	4.60	0.405	.343	<.40

Inspection of Table 9 indicates that significant differences exist between the content and process groups for five of the seven subscales. A review of the mean scores indicates that the following subscales are significantly higher for the content group:

1. Obtain information about the organization.
3. Attain the organization's performance objectives.
4. Develop interpersonal relationships.
5. Attain personal career goals.
6. Manage internal conflict.

Special note must be taken of item #6 which is reverse-scored; that is, the lower the score the more positive the response.

Based on the fact that the majority of the subscales yielded significant differences, the null hypothesis is rejected.

Overall, the content group reported a more successful organizational entry than the process group.

Hypothesis IV

H_o There will be no significant difference between the content group and the process group as measured by scores on the Hoppock Job Satisfaction Questionnaire.

Hypothesis IV addresses the participants' satisfaction with the job as a whole. Satisfaction was measured using the Hoppock Job Satisfaction Questionnaire which consists of four multiple-choice items. The questionnaire was administered three times during the research process: during the fourth, seventh and tenth weeks of employment.

Special note must be taken regarding the direction of the responses. For items #1 and #3, the higher the score the more positive the response. For items #2 and #4, the lower the score the more positive the response. In order to maintain a consistent direction of responses, scores on items #2 and #4 were corrected in a positive direction.

The total score on the questionnaire, as well as the individual items, were analyzed by means of a t-test in order to determine if any significant differences exist across treatment groups. These analyses were performed on the questionnaire results from each of the three administrations.

Table 10 summarizes the findings for the analysis of the total score for all three administrations.

Table 10

Analysis of HJSQ Total Mean Scores by Treatment and Administration

Administration	Content	Process	t	Alpha		Power
1ST	21.08	20.48	.6990	.244		$<.40$
2ND	21.64	21.04	.7238	.234		$<.40$
3RD	22.12	20.52	1.7689	.041	**	$<.40$

Inspection of Table 10 reveals a significant difference between the content and process treatments at the .041 level (t=1.7689) for the final administration of the Hoppock Job Satisfaction Questionnaire. Given that the alpha of .041 is below the .05 level of significance, the null hypothesis is rejected.

Based on these results, the content group was found to be significantly more satisfied with their jobs than the process group.

The results of the analysis of the individual items are presented in Tables 11, 12 and 13.

Table 11

Analysis of First Administration of HJSQ

Mean Scores for Treatment by Item

Item	Content	Process	T-Test	Alpha		Power
1	5.60	5.24	1.321	.096		<.40
2	4.68	4.48	-0.595	.277		<.40
3	4.84	5.32	-1.756	.042	**	<.40
4	3.96	3.44	-1.603	.057		<.40

Inspection of Table 11, which summarizes the results from the first questionnaire administration during the fourth week of employment, reveals that one of the four items has a significant difference across treatments. The statistic for item #3 is -1.756 with an alpha of .042. These results indicate that after the first administration of the questionnaire, the process group was not as eager to change jobs as the content group.

Table 12

Analysis of Second Administration of HJSQ

Mean Scores for Treatment by Item

Item	Content	Process	T-Test	Alpha	Power
1	5.52	5.32	0.798	.214	<.40
2	4.84	4.80	-0.139	.444	<.40
3	5.08	4.96	0.404	.343	<.40
4	4.20	3.96	-0.807	.211	<.40

Inspection of Table 12, which summarizes the results from the second questionnaire administration, reveals that there are no significant differences across treatments for any of the four items.

Table 13

Analysis of Third Administration of HJSQ

Mean Scores for Treatment by Item

Item	Content	Process	T-Test	Alpha	Power
1	5.72	5.28	1.623	.050 **	<.40
2	5.04	4.60	1.380	.086	<.40
3	5.12	4.80	1.006	.159	<.40
4	4.24	3.84	1.287	.102	<.40

Inspection of Table 13, which summarizes the results from the third and final administration of the questionnaire, reveals that one of the four items has a significant difference across treatment groups. The t statistic for item #1 is 1.623 with an alpha of .050. These results indicate that after the third and final administration of the questionnaire, the content group professed liking their jobs more than the process group.

Table 14 summarizes the mean scores for all three questionnaire administrations by item.

Table 14

Comparison of HJSQ Item Mean Scores

Administration by Treatment

Content: Items	1st	2nd	3rd
1	5.60	5.52	5.72 ..
2	4.68	4.84	5.04 .
3	4.84 ..	5.08	5.12 .
4	3.96 .	4.20	4.24 .
Process: Items	**1st .**	**2nd**	**3rd .**
1	5.24 .	5.32	5.28...
2	4.48 .	4.80	4.60
3	5.32 ..	4.96	4.80
4	3.44	3.96	3.84

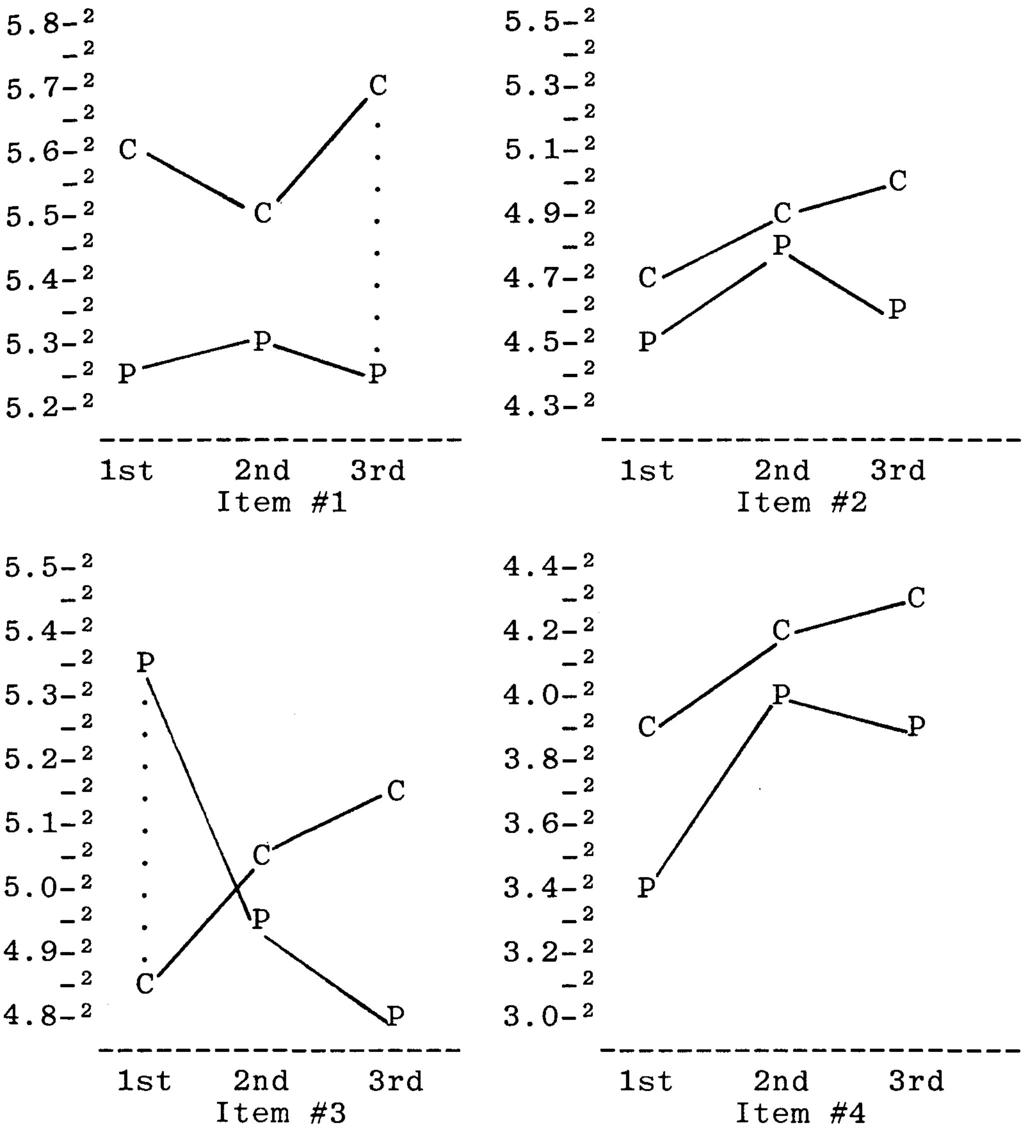
.... = Significance across means.

Table 14 summarizes the mean scores for all items for both treatments. The dotted lines represent the items with significant differences at the .05 level which were cited earlier.

Figure 7 is a graphic representation of the means for each item across the three administrations.

Figure 7

Comparison of Item Mean Scores on HJSQ
by
Treatment and Administration



C = Content Means
P = Process Means
.... = Significant Differences across Means

These graphs identify a consistent pattern of mean scores for the content group as contrasted with an inconsistent pattern of mean scores for the process group. Items #2, #3 and #4 show a consistent positive increase over the ten-week period for the content group. For the process group, however, all four items show either a decrease or no change over the ten-week period.

In summary, two substantive findings emerged. First, the content group was found to be significantly more satisified with their jobs than the process group. Second, the pattern of scores across the three administrations indicates a consistent increase in job satisfaction for the content group. In contrast, the process group displayed no consistent pattern in satisfaction, and, in fact, demonstrated lower levels of satisfaction on certain items over the span of the treatment.

HYPOTHESIS V

H_0 There will be no significant difference between the content group and the process group as measured by scores on the Minnesota Satisfactoriness Scales.

Hypothesis V addresses the organization's satisfaction with an employee as measured by the Minnesota Satisfactoriness Scales. The instrument contains 28 items which are grouped into five scales. Hypothesis V specifically addresses the General Satisfactoriness scale which is a summary of the first four scales.

To test this hypothesis, a t-test was used to determine if a significant difference exists between the General Satisfactoriness scale and the treatment groups. The results of the t-test are presented in Table 15.

Table 15

MSS Analysis of Total Score by Treatment

Content	Process	T-Test	Alpha	Power
62.08	58.88	1.081	.142	$<.40$

Inspection of Table 15 reveals that the value of t is 1.081 with an alpha of .142. These results indicate that the General Satisfactoriness scale scores across treatment groups is not significant. For this reason the null hypothesis is not rejected at the .05 level.

These results reveal no observable difference in the organization's satisfaction with employees in either treatment group.

Further analysis was conducted on the first four scales of the Minnesota Satisfactoriness Scales as well. Table 16 summarizes the tests of significance on these scales.

Table 16

MSS Analysis of Subscales

by Treatment

Subscale	Content	Process	t-Test	Alpha	Power
Performance	19.40	18.12	.932	.178	<.40
Conformance	15.72	14.08	2.242	.014 **	<.40
Dependence	8.92	8.96	.069	.472	<.40
Adjustment	15.68	15.84	.183	.427	<.40

Inspection of Table 16 indicates that the Conformance scale is significantly higher for the content group than for the process group. A t-value of 2.242 with an alpha of .014 is derived from this scale. Therefore, the null hypothesis is not rejected at the .05 level.

The results indicate that the content group displayed a higher level of conformance than the process group.

Summary of Results

The major thrust of this research focused on how the transition of new workers into the workforce could be enhanced. Specifically, this study sought to investigate the relative effects of two career development treatments on the organizational entry process as they affect the following:

1. Career maturity.

2. Completion of organizational entry tasks.

3. Individual job satisfaction.

4. Employee satisfactoriness as judged by the supervisor.

The study yielded the following major findings from the various analyses performed in comparing the two career development treatments:

1. There were no discernible differences in levels of career maturity.

2. The content group scored significantly higher on completing the organizational entry tasks.

3. The content group showed a significantly higher level of job satisfaction than the process group at the conclusion of the treatments.
4. There were no differences in employee satisfactoriness as judged by their supervisors.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Introduction

Chapter V provides a review of the purpose, procedures, hypotheses, and results, together with a discussion of the results. Implications, conclusions and recommendations for future research are also presented in this chapter.

Purpose of the Study

The overall purpose of this research is to study how the transition of new workers into the workforce could be enchanced. This investigation of the relative effectiveness of two career development treatments on the organizational entry process seeks to generate data which contribute to the repertoire of knowledge of counselors, educators and human resource professionals.

This study provides comparative data on the effects of a content and a process treatment on the career maturity, job satisfaction, organizational entry experiences and satisfactoriness of neophyte workers. While the importance of the organizational entry process is reflected in the literature, little research has been conducted on this phase of the career development process. This research represents the fourth experimental study focused on the organizational entry process, and the first such study which uses neophyte workers as subjects.

Procedures

The participants for this study were selected from the Chicago Public High Schools and were part of the Chicago United "Summer Employment for Youth Program." The instruments utilized in this study were the Career Development Inventory, Hoppock's Job Satisfaction Questionnaire, the Organizational Entry Survey and the Minnesota Satisfactoriness Scales.

The Career Development Inventory was used to assess level of career maturity. The independent content and process treatment variables were tested to determine associations with career maturity level.

Hoppock's Job Satisfaction Questionnaire was used to assess the job satisfaction of participants at three points across the span of the research. The independent content and process treatment variables were tested to determine associations with job satisfaction.

The Organizational Entry Survey was used to provide participants with a means for describing their experiences during the organizational entry period. The two treatment variables were tested to determine associations with participants' descriptions of their organizational entry experiences.

The Minnesota Satisfactoriness Scales were used to provide supervisors of the participants with a means for describing their satisfaction with the participants. The independent content and process treatment variables were tested to determine associations with satisfactoriness.

Hypotheses

The five hypotheses of this study were stated in the null form and were tested at the .05 level of significance. The following section provides a review of the statement of the hypotheses, the statistical procedures used to test the hypotheses, and the outcomes of that statistical analyses.

Hypothesis I

H_o There will be no significant difference between the posttest scores of the content group and the process group as measured by scores on the Career Development Inventory.

T-Test analysis revealed that no significant differences in career maturity level were found between the posttest scores of the content and process treatments. Hypothesis I was not rejected.

Hypothesis IIA

H_o There will be no significant difference in the content group pretest and posttest scores as measured by the Career Development Inventory.

Hypothesis IIB

H_o There will be no significant difference in the process group pretest and posttest scores as measured by the Career Development Inventory.

Two-way analysis of variance revealed that no significant differences in level of career maturity were found between the pretest and the posttest for either the content treatment or the process treatment. Hypothesis IIA and IIB were not rejected.

Hypothesis III

H_o There will be no significant difference between the content group and the process group as measured by scores on the Organizational Entry Survey.

T-Test analysis revealed that differences exist between the content and process groups for five of the seven subscales. These subscales are:

1. Obtain information about the organization.
3. Attain the organization's performance objectives.
4. Develop interpersonal relationships.
5. Attain personal career goals.
6. Manage internal conflict.

Hypothesis III was rejected.

Hypothesis IV

H_o There will be no significant difference between the content group and the process group as measured by the Hoppock Job Satisfaction Questionnaire.

T-Test analysis revealed that at the third and final testing, the content group was significantly more satisfied with their jobs than the process group. Hypothesis IV was rejected.

<u>Hypothesis V</u>

H_o There will be no significant difference between the content group and the process group as measured by scores on the Minnesota Satisfactoriness Scales.

T-Test analysis revealed that no significant differences in satisfactoriness were found between the content and the process treatments. Hypothesis V was not rejected.

Discussion of Results

Career Maturity

The findings reveal that no significant difference in career maturity level exists between the content treatment and the process treatment. This finding indicates that neither treatment yields growth in career maturity over the organizational entry period. A partial explanation of this finding can be found in the fact that pretest scores on the Career Development Inventory placed participants at the 69th percentile when compared with various groups of twelfth graders throughout the country. While such scores are considerably above the norm in vocational maturity, they are even more unusual in light of the fact that all of the participants are disadvantaged inner-city adolescents. Research on the vocational development patterns of disadvantaged adolescents indicates that such youths generally score lower on measures of vocational maturity than their peers from more favored environments (Hamdani, 1977).

The fact that no significant differences were found on any of the subscales on the measure of career maturity may also be partially due to the screening process used to place the students in different work environments. In the case of this study, students were recommended by school counselors and principals on the basis of motivation and attendance. These preselection criteria may have eliminated the students who would have had higher level needs in the area of career maturity. In addition, students who had a preference for working in a banking or business environment were more readily selected for the applicant pool which applied for summer positions at the bank. The students who were eventually selected and placed in the bank may also have possessed relatively more crystallized notions of their career direction. These factors may account for the initial higher than average level in career maturity.

Organizational Entry

The overall findings reveal that the content group scored higher on every subscale of this instrument. In addition, significant differences exist between the content and process treatments for five of the seven subscales on this measure.

In the initial design of this study, both the content and the process treatments were viewed as viable treatments for new employees. The content treatment represents a traditional type of intervention used in educational and business environments to create an awareness of career opportunities and to motivate individuals to identify and pursue different career paths. Participants were visited by a variety of "living witnesses" whose backgrounds were similar to theirs and, therefore, served as role models.

In contrast, the process treatment was designed around the needs of neophyte workers. The framework for this workshop consisted of the seven tasks which the literature states new employees must complete successfully during the initial phase of employment. This experimental treatment focused on the development of skills needed to facilitate the transition into the world of work. While both these treatments represent viable career development interventions, their objectives and methods of delivery are unique.

The content treatment is built upon a model which can be termed "passive/didactic." In this treatment, role models relate their career histories and attempt to infuse participants with the motivation to strive to higher goals. This is the model to which high school students are accustomed, and it is the typical method used in minority educational settings. Viewing and listening to role models who are considered successful may provide motivation, heighten aspiration level and inject a transient inspiration. While this method may also provide for global advice such as completing high school, going to college and so on, it does not translate into specific behaviors which participants can use in their current jobs.

A distinguishing characteristic of the content treatment is that it is totally other-directed. Information is delivered on a cognitive level and does not require any work on the part of the participants. They were neither asked nor required to do anything on their behalfs. Information about how other people became successful does not provide individuals with the necessary skills on how to do it for themselves. As such, this treatment exemplifies the teaching/learning model which operates in the school setting: didactic as opposed to participatory.

The process treatment is more related to the skills needed to provide a foundation for success in the first job. It is based on a model which can be described as "active/participating." Overall, participants were charged with more responsibility for what happened to them. The goal of the process treatment was to create an awareness of the seven organizational entry tasks and to teach the skills needed for completing these tasks. The self-directed nature of the process treatment enabled participants to act as resources to each other and to actively engage in activities such as how to demonstrate initiative and involvement, how to assess their job performance, and how to determine their supervisors' performance expectations. Is it possible that the type of learning which occurred in the process group may have a delayed effect and that more time may be needed in order to demonstrate effects on a longer-term basis? Overall, the experiences of the process group should prove to be valuable to them later on and throughout their career development.

The fact that the content group scored significantly higher on the Organizational Entry Survey requires explanation. In reviewing the Organizational Entry Survey, the items tend to be more slanted toward the measurement of cognitive variables rather than the process variables emphasized in the experimental treatment. In effect, the skills taught in the process treatment may not have been effectively measured by the Organizational Entry Survey.

Job Satisfaction

Job satisfaction was measured by administering the Hoppock Job Satisfaction Questionnaire at set intervals during the course of the treatments. No significant differences appeared between the content and process groups until the final administration of the instrument. At the conclusion of this study the content group was found to be significantly more satisfied with their jobs than the process group.

Because the Hoppock Questionnaire contains only four items, each item was also analyzed for each administration of the instrument. After the first administration, item #3 was found to be significantly higher for the process group, indicating that the process group was not as eager to change jobs as the content group.

Analysis of the second administration of the Hoppock showed no difference between the content and process group on the total score or on individual items.

The final administration of the Hoppock Job Satisfaction Questionnaire resulted in significant differences between the content and process groups. The content group showed substantially higher satisfaction with their jobs than the process group. Further analysis of the individual items resulted in identifying item #1 as significantly different. This item relates to how the individuals like their jobs.

Finally, when the item means are graphically presented, a clear pattern emerges identifying a consistent increase in job satisfaction for the content group and a haphazard or decreasing pattern for the process group over the span of the three administrations of the Hoppock instrument.

The trend of higher levels of job satisfaction for the content group as opposed to the process group may be partially explained by the experiences of each of these groups. The process group had more information relevant to the performance of their jobs than the content group. They were, for example, taught the skills that would enable them to determine their supervisors' perceptions of their job performance. As a result, it is likely that the process group possessed a higher level awareness of the realities of their jobs. In addition, they were more prepared to deal with the negative aspects of their jobs which the content group was not required to confront. Because the content group was not challenged to discuss their job performance or ask for feedback, they may have experienced a "honeymoon effect" resulting from a lack of knowledge of how well they were performing.

The process group, on the other hand, had information regarding how well they were performing. While this information was sometimes negative in nature, it did provide a realistic picture of how well they were performing. Bradford, Gibb and Benne (1964) would term this a developmental group. In such a group growth does not occur in a straight line. These authors describe the group as approaching and reapproaching problems of relationships to authority, decision-making, interpersonal relationships and communication. In this process the group moves back and forth from satisfaction to dissatisfaction.

Satisfactoriness

The results on the Minnesota Satisfactoriness Scales reveal no overall significant differences in the organization's satisfaction with participants in either treatment group. A further analysis of the subscales, however, revealed that one of the four subscales, namely conformance, was significantly higher for the content group than for the process group. The conformance scale reflects how well the worker gets along with supervisors and co-workers, and observes regulations. This can be partially explained by the fact that the content treatment methodology fostered a conforming type of behavior through the didactic-passive model. The process treatment, on the other hand, encouraged an active participation and involvement in defining strategies for success on the job. It also encouraged a proactive approach to the definition and execution of job responsibilities.

Limitations

There are seven limitations in this study of the comparative effects of two career development treatments on the organizational entry process. The primary limitation is the non-random selection of subjects for this study. Although the overall sample was not randomly selected, the assignment of subjects to the two treatment groups was random. For this reason there is a greater degree of generalizability than there would have been without any random assignment.

A second limitation deals with the preponderance of females in this study. The fact that 42 (84%) of the 50 subjects are female raises questions about generalizability to a male population.

A third limitation deals with the instrumentation utilized to gather data for the study. Three of the four instruments are self-reporting in nature, and are therefore subject to the possibility of bias. In addition, the Organizational Entry Survey may not have captured the variables which were stressed in the process treatment.

A fourth limitation deals with the supervisory satisfactoriness ratings. These ratings may have been subject to intentional or unintentional bias by the supervisors.

A fifth limitation deals with the duration of the treatments. This study did not attempt to assess whether a ten-week job experience is sufficient time to integrate the behaviors underlying completion of the organizational entry tasks.

A sixth limitation deals with the idiosyncratic characteristics of the subjects which were not controlled in this study. This includes variables such as intelligence, aptitude, skills and previous work experience.

A final limitation deals with the possibility of a Hawthorne effect. The outcomes of the research may have been heightened due to the attention given to the subjects.

Implications

There are a number of specific findings generated from this study that can provide practical implications for counselors, educators and human resource professionals.

In the school setting, the results of this research have implications for how students are prepared for the transition from school to the world of work. The students in this study were pre-selected by school counselors and principals on the basis of attendance and motivation. These criteria of job readiness were validated in the pretest administration of the Career Development Inventory which resulted in above average scores. As a result, the Career Development Inventory can be useful to counselors as a tool in determining a student's readiness for job placement. Programmatic implications include use of the CDI to test student readiness at the sophomore and junior level. If the results do not indicate readiness, other career development interventions can be prescribed to enhance individual levels of job readiness and to better prepare students for initial vocational choices and experiences.

In the work setting, new employee orientation programs have traditionally been concerned with giving new employees information about company benefits and policies. Both the treatments in this study have added to the dimensions of the typical orientation. Elements from each of the two treatments should receive serious consideration for program design from two perspectives: first, for inclusion in existing orientation programs and, second, in the creation of career development strategies which would ease the transition into a new position within the same organization.

As a result of this study, the orientation program at The First National Bank of Chicago is being redesigned to incorporate elements contained in this research study. Overall, supervisors responded very positively to the students participating in this study by indicating that the students were better prepared for work than their regular full-time employees. Supervisors reported that the students acclimated themselves quickly to the large corporate environment, that they performed their jobs well, and in many cases, exhibited behaviors that regular employees did not. This included seeking additional responsibility, asking for performance feedback, and generally taking more initiative in the process of communication.

Currently, new employees who are similar to the students in this study receive no corporate orientation. Based on the reactions of supervisors to the outcomes of this study, together with the experiences of the researcher in counseling this employee group, it is clear that an organizational intervention which focuses on the critical tasks new employees must successfully complete would prove beneficial in the longer term to both job performance and satisfaction.

The end result of this research is to assist employees in having more control over their careers and feeling more job satisfaction. This research also has direct outcomes to organizations in two significant ways. First, by reducing the turnover which results from negative or incomplete experiences emanating from the organizational entry period; and, second, by enhancing the level of current job performance which is critical to human resource utilization and ultimately to organizational success.

Conclusions

The conclusions of this comparative study of two career development treatments on the organizational entry process are:

1. The organizational entry tasks were more successfully completed by the content group than by the process group.

2. The content group showed a significantly higher level of job satisfaction than the process group at the conclusion of the treatments.

3. The content group showed a significantly greater degree of conformance as measured by one of the subscales of the Minnesota Satisfactoriness Scales.

Recommendations for Future Research

The investigation of a comparison of two career development treatments on the organizational entry process has identified several areas for future research.

1. The results obtained from the comparative treatment data indicate that the experimental treatment did not yield any significant differences. These comparative data do not include an understanding of how the two treatments compare to a non-treatment group. A future study which replicates this experiment with the inclusion of a control group receiving no treatment is highly recommended. The relative success of the content and process treatments could then be compared with the results emanating from a group receiving no treatment at all.

2. The relative success of the content treatment, which focused on information pertinent to careers in the organization, may have been due to the fact that the

developmental needs of neophyte workers are best met initially by an orientation of this nature. It may be that the process treatment addresses the longer term needs of workers of this age group, and, therefore, does not represent an initially high need. Both the initial and the longer term needs of neophyte workers, as well as the timing of these interventions, needs to be investigated in future research.

3. Future research which replicates this study using full-time employees is highly recommended so that the longer term effects of the interventions can be determined.

4. The contention that the first job is a significant developmental stage in an individual±s development is supported in the literature. It is highly recommended that the organizational entry survey be refined to reflect the process variables underlying completion of the organizational entry tasks.

5. In order to further test interventions which may ease the transition from school to work, the working/learning model used in this study should be jointly researched by educational and business organizations which participate in combined part-time study and work experiences for high school students.

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APPENDIX A

13450-8-AA (2-80)

Date: June 17, 1983

From: Barbara P. Brooks
Assistant Vice President

Dept. & Bldg.: Career Development & Training
1-20, Suite 0009

Tel. Ext.: 2-3095

Page No.: 1 of 2

FIRST CHICAGO
The First National Bank of Chicago

Interoffice Memorandum

Reference: Chicago United's "Summer Employment for Youth Program"

To: George V. Trumbull
Vice President
Personnel Administration

This is a brief summary of events surrounding the hiring of fifty high school students in conjunction with Chicago United's "Summer Employment for Youth Program."

In addition to being employed for a 10-week period, these students will also be involved in a research study. This study will focus on new employees' adaptation to the organizational entry process which typically involves the first three months of employment. Specifically the factors to be studied include: level of career maturity, job performance and job satisfaction.

In order to assist with the organizational entry process, the Career Development and Training Unit has designed two ten-week career development workshops. Both of these workshops are considered equal in importance to the new employee.

The first workshop focuses on the informational aspect of career development: the functional areas of the Bank and associated career paths. The second workshop consists of a new model designed specifically for this study. It focuses on seven organizational entry tasks which are thought to be important in the new employee's adaptation to the work environment.

As a means of documenting the effectiveness of the overall work experience of these new employees, several questionnaires will be administered prior to and following the work experience. In addition, their direct supervisors will complete similar questionnaires describing the employees' job performance and the organization's overall satisfaction with the employee.

The results of this research study will have implications for the Bank as a corporate employer, as well as for educators, on methods for preparing and developing new employees.

13450-8-AA (2-80)

Date: June 17, 1983

From: Barbara P. Brooks
Assistant Vice President
Dept. & Bldg.: Career Development & Training
1-20, Suite 0009
Tel. Ext.: 2-3095

Page No.: 2 of 2

FIRST CHICAGO
The First National Bank of Chicago

Interoffice Memorandum

Reference: Chicago United's "Summer Employment for Youth Program"

To: George V. Trumbull
Vice President
Personnel Administration

Sequence of Events

June 17 -	All supervisors attended a briefing on the scope of the project. The significance of their role in evaluating employee's job performance was stressed as a critical element of this study.
June 20 -	Fifty high school students arrive for their first day of employment. (See attachment "A" for details.)
June 21 -	By noon, all fifty students will be in their job assignments. (See attachment "B".)

Workshop "A" (Tuesdays)

June 28 July 5,12,19,26 August 2,9,16,23	Twenty-five students will attend the weekly workshop from 3:00 p.m. - 5:00 p.m.

Workshop "B" (Wednesdays)

June 29 July 6,13,20,27 August 3, 10,17,24	Twenty-five students will attend the weekly workshop from 3:00 p.m. - 5:00 p.m..
August 25 10:00 a.m.(1ND/15)	All supervisors will attend a meeting to complete job performance questionnaires.
August 26	Last day of employment.

BPB

BPB:rld

Attachments

APPENDIX B

CONSENT FORM

You are invited to participate in a study of new employees at The First National Bank of Chicago. The study has been designed to learn more about the experiences of a new employee and ultimately to improve the way in which new employees are brought into the organization.

During your ten weeks of employment at the Bank, you will be involved in a weekly workshop sponsored by the Career Development and Training Unit. Some of you will participate in a workshop on careers in banking; others will be involved in a workshop on starting a new job. Both workshops have been designed to give you a broader understanding of the work setting you are entering.

Each of you will be assigned to one of the two workshops on a random basis. Your supervisor will inform you of the time and location of your assignment. Both workshops are scheduled on a weekly basis for two hours (3:00-5:00 p.m.) and are considered part of your regular work day. Participation in this study involves filling out some questionnaries both at the beginning of the program and again at the end.

The study has been approved by the Institutional Review Board for Protection of Human Subjects, Loyola University of Chicago. The study involves no risks to individuals participating. All responses will be kept confidential and identified by code number only.

The findings of the study will be reported in the Project Director's doctoral dissertation and possibly published in professional journal articles. The identity of participants in the study will not be disclosed.

You are making a decision whether or not to participate in the study. Your signature indicates that you have decided to participate having read the information provided above. You may decline to participate or withdraw from the study at any time without risk to your employment status.

Date:_______________ Signed:________________________

APPENDIX C

BASIC Program
for
Random Selection of Numbers (1 to 50)

```
  4 REM
  5 REM BASIC PROGRAM FOR RANDOM SELECTION OF NUMBERS
  6 REM
 10 RANDOMIZE
 20 DIM A%(50)
 30 FOR I=1 TO 50
 40 A%(I)=INT(RND*50)+1
 50 FOR J=2 TO I-1
 60 IF A%(J)=A%(I) THEN 40
 70 NEXT J
 80 NEXT I
 90 FOR I=1 TO 46 STEP 5
100 PRINT A%(I),A%(I+1),A%(I+2),A%(I+3),A%(I+4)
110 NEXT I
120 END
```

BASIC Program to Verify Homogeneity
of Two Treatment Groups

```
8     DIM A(3,50),B(2,2),C(2,2)
10    FOR I=1 TO 50
12    READ A(1,I),A(2,I)
15    IF A(1,I)<>0 THEN 20
16    B=B+A(2,I)
17    A1=A1+1
20    IF A(1,I)<>1 THEN 23
21    A=A+A(2,I)
22    A2=A2+1
23    C=C+A(2,I)
25    NEXT I
30    PRINT B,B/A1,A1
31    PRINT A,A/A2,A2
32    PRINT C,C/(A1+A2),A1+A2
36    PRINT "total average =",C/(A2+A1)
40    FOR I=1 TO 50
41    A(3,I)=0
42    IF A(2,I)>C/(A2+A1)-2 THEN A(3,I)=1
44    NEXT I
45    PRINT
46    PRINT  "ID#         GROUP         SCORE         LEVEL"
50    FOR I=1 TO 50
55    PRINT I,A(1,I),A(2,I),A(3,I)
57    IF INT(I/5)=I/5 THEN PRINT
60    NEXT I
70    FOR I=1 TO 50
75    B(A(1,I)+1,A(3,I)+1)=B(A(1,I)+1,A(3,I)+1)+A(2,I)
78    C(A(1,I)+1,A(3,I)+1)=C(A(1,I)+1,A(3,I)+1)+1
80    NEXT I
83    FOR I=1 TO 2
84    FOR J=1 TO 2
85    PRINT B(I,J)/C(I,J),B(I,J),C(I,J)
86    NEXT J
87    NEXT I
100   DATA 0,128,1,144,0,140,0,114,0,122
105   DATA 0,130
110   DATA 1,118,0,129,1,104,0,103,1,138
120   DATA 1,120,1,125,1,119,1,103,0,107
130   DATA 0,109,0,114,1,114,0,119,0,139
140   DATA 1,114,0,138,0,105,1,122,1,103
150   DATA 0,117,0,117,1,125,0,123,0,135
160   DATA 1,130,0,123,1,146,1,144,0,088
170   DATA 1,103,0,134,0,115,1,113,1,129
180   DATA 0,131,0,120,1,107,1,115,0,118
190   DATA 1,112,1,103,1,121,1,109,0,0
```

APPENDIX D

140-0-BE

Date:	June 24, 1983
From:	Barbara P. Brooks Assistant Vice President
Dept. & Bldg.:	Career Development & Training 1-20, Suite 0009
Tel. Ext.:	2-3095
Page No.:	1 of 2

FIRST CHICAGO
The First National Bank of Chicago

Interoffice Memorandum

Reference: Calendar of Events for Chicago United Summer Employees

To:

This memo outlines the calendar of events surrounding your ten-week summer employment period with First Chicago.

I. Career Development Workshop Assignment

You are scheduled to attend the workshop on the following Tuesdays from 3:00 - 5:00 p.m.:

June 28
July 5, 12, 19, 26
August 2, 9, 16, 23

Please report to the Career Development and Training Unit, One North Dearborn Building, 15th floor, Classroom B, promptly at 3:00 p.m.

II. Time Sheets

It is your responsibility to fill out your time sheet and have it signed by your supervisor. Completed time sheets should be delivered to Robin Dziedzic, Employee Relations (1FNP/20), when you come to pick up your paycheck.

III. Paydays

The following Fridays are paydays:

July 8	Paid for one week
July 22	Paid for two weeks
August 5	Paid for two weeks
August 19	Paid for two weeks
September 2*	Paid for two weeks
September 16*	Paid for one week

On the morning of each of the paydays, you may pick up your paycheck from Robin Dziedzic, Employee Relations (1FNP/20) from 11:30 a.m. to 1:00 p.m. Please bring your completed time sheet together with your I.D. card when you come to pick up your paycheck.

*Please note that your paychecks for September 2 and September 16 will be mailed to your home address.

140-0-8E

Date: June 24, 1983

From: Barbara P. Brooks
Assistant Vice President

Dept. & Bldg.: Career Development & Training
1-20, Suite 0009

Tel. Ext.: 2-3095

Page No.: 2 of 2

FIRST CHICAGO
The First National Bank of Chicago

Interoffice Memorandum

Reference: Calendar of Events for Chicago United Summer Employees

To:

IV. August 26

On the last day of employment, please be sure to hand in your I.D. card and lunch card to Robin Dziedzic, Employee Relations (1FNP/20) by 2:00 p.m.

V. Personal Calendar

Attached is your personal calendar of events for your summer employment period. Please keep it handy as a reminder.

If you have any questions, please discuss them with your supervisor.

I hope that this summer's experience with First Chicago will be a personally rewarding one for you!

BPB

BPB:rld

Attachment

140-0-8E

Date: June 24, 1983

FIRST CHICAGO
The First National Bank of Chicago

From: Barbara P. Brooks
Assistant Vice President
Dept. & Bldg.: Career Development & Training
1-20, Suite 0009
Tel. Ext.: 2-3095

Page No.: 1 of 2

Interoffice Memorandum

Reference: Calendar of Events for Chicago United Summer Employees

To:

This memo outlines the calendar of events surrounding your ten-week summer employment period with First Chicago.

I. Career Development Workshop Assignment

You are scheduled to attend the workshop on the following Wednesdays from 3:00 - 5:00 p.m.:

June 29
July 6, 13, 20, 27
August 3, 10, 17, 24

Please report to the Career Development and Training Unit, One North Dearborn Building, 15th floor, Classroom B, promptly at 3:00 p.m.

II. Time Sheets

It is your responsibility to fill out your time sheet and have it signed by your supervisor. Completed time sheets should be delivered to Robin Dziedzic, Employee Relations (1FNP/20), when you come to pick up your paycheck.

III. Paydays

The following Fridays are paydays:

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July 22	Paid for two weeks
August 5	Paid for two weeks
August 19	Paid for two weeks
September 2*	Paid for two weeks
September 16*	Paid for one week

On the morning of each of the paydays, you may pick up your paycheck from Robin Dziedzic, Employee Relations (1FNP/20) from 11:30 a.m. to 1:00 p.m. Please bring your completed time sheet together with your I.D. card when you come to pick up your paycheck.

*Please note that your paychecks for September 2 and September 16 will be mailed to your home address.

140-0-BE

Date: June 24, 1983

From: Barbara P. Brooks
Assistant Vice President

Dept. & Bldg.: Career Development & Training
1-20, Suite 0009

Tel. Ext.: 2-3095

Page No.: 2 of 2

FIRST CHICAGO
The First National Bank of Chicago

Interoffice Memorandum

Reference: Calendar of Events for Chicago United Summer Employees

To:

IV. August 26

On the last day of employment, please be sure to hand in your I.D. card and lunch card to Robin Dziedzic, Employee Relations (1FNP/20) by 2:00 p.m.

V. Personal Calendar

Attached is your personal calendar of events for your summer employment period. Please keep it handy as a reminder.

If you have any questions, please discuss them with your supervisor.

I hope that this summer's experience with First Chicago will be a personally rewarding one for you!

BPB

BPB:rld

Attachment

APPENDIX E

CONTROL TREATMENT

CONTENT GROUP

Objectives

1. To provide participants with information about the financial services industry.

2. To provide participants with information regarding their jobs.

3. To provide participants with an awareness of career opportunities in the bank.

4. To design a group treatment, didactic in nature, which provides the framework for achieving the above objectives.

Content Session One
"Entry Level Positions"

Objectives

1. To describe the overall functions of a bank.

2. To familiarize participants with entry level positions.

3. To describe the content and use of job descriptions.

Activities

I. Introduction and overview.
   A. Description of the purpose of the workshops and their overall objectives.
   B. Summary of objectives for the session.

II. Show the video "This is Your Bank: A Good Place to Work," which highlights the functions performed by a bank. [Bank Administration Institute. (1983). This is your bank (Videotape). Park Ridge, IL: (author).]

III. Tanya Reed, Employment Representative, describes entry level career paths by:
   - presenting an overview of entry level clerical positions.
   - describing functions and skill requirements of entry level positions.
   - discussing her career background.

IV. Your job description.
   A. Definition.
   B. Uses of job descriptions:
      - describing jobs on a bank-wide basis.
      - describing job requirements.
      - setting job performance standards.
   C. Familiarize participants with their individual job descriptions.
      - Describe format.
      - Distribute copies of job descriptions (Handout #1).
      - Review job descriptions.

Handout #1

JOB DESCRIPTION FOR GENERAL CLERK

FIRST CHICAGO CORPORATION/FIRST NATIONAL BANK OF CHICAGO

___ OFFICER
___ NON-OFFICER EXEMPT
_X_ NON-EXEMPT

JOB NO. 4780

JOB TITLE: General Clerk IV DATE 6/83

DEPARTMENT: Generic MAS # ____ APPROVED BY: P. Varley

UNIT: ____ HUMAN RESOURCE MGR.: ____

____ NEW JOB _X_ REVISION OF JOB # 4780

JOB SUMMARY:

Under the direction of Supervisor, performs some or all of the entry level clerical duties as shown below.

DIVERSITY: (Indicate specific responsibilities and estimate percentage of time spent on each. If additional space is needed, attach page(s) to this description).

SPECIFIC RESPONSIBILITIES	PERCENT OF TIME
May post entries or prepare lists of repetitive nature.	30%
May process one-format material under prescribed set of instructions.	25%
May have contact with employees outside immediate area to give or obtain routine information.	20%
May use a variety of office machines including typewriter, duplicator, microfilm equipment.	20%
Performs other related duties.	5%

HUMAN RELATIONS: General Clerk IV-4780

Internal Contacts	Percent Of Time
Banking personnel	100%

External Contacts	Percent Of Time

AUTHORITY FOR LEADERSHIP:

Please Check

Authorizes	Recommends	
___	___	Hiring
___	___	Firing
___	___	Performance Evaluations
___	___	Promotions
___	___	Salary Increases

___Has Supervisory Responsibility
___Assists with training

Percent of Time_______%

DIMENSIONS:

Assignments are of repetitive nature and performed under close supervision.

JUDGEMENT:

Must be able to understand the inter-relationship of general office procedures.

KNOWLEDGE AND SKILL:

1. Ability to perform general clerical duties of a standardized and repetitive nature.

Handout #1

JOB DESCRIPTION FOR MESSENGER

FIRST CHICAGO CORPORATION/FIRST NATIONAL BANK OF CHICAGO

__ OFFICER
__ NON-OFFICER EXEMPT
X NON-EXEMPT

JOB NO. 6676

JOB TITLE: Messenger II   DATE 6/83

DEPARTMENT: Generic   MAS # ____ APPROVED BY: P. Varley

UNIT: ________   HUMAN RESOURCE MGR.: ________

____ NEW JOB   X REVISION OF JOB # 6676/9005

JOB SUMMARY:

Under the direction of Supervisor, transports non-time sensitive materials both within and outside of the Bank in accordance with specific instructions.

DIVERSITY: (Indicate specific responsibilities and estimate percentage of time spent on each. If additional space is needed, attach page(s) to this description).

SPECIFIC RESPONSIBILITIES	PERCENT OF TIME
Typical duties could include:	
Making outside deliveries and pickups, by request, to and from banks, corporations, customers, brokers and other financial institutions, of items which are not time sensitive.	60%
Collecting and delivering mail, interoffice correspondence, wire messages and transfers, checks, etc. to and from various areas of the Bank.	30%
Sorting and posting mail.	5%
Miscellaneous duties as assigned.	5%

HUMAN RELATIONS: Messenger II-6676

Internal Contacts	Percent Of Time
Bank employees, to pick up or deliver materials	60%

External Contacts	Percent Of Time
Financial institutions, corporations and employees at brokerage houses, other banks, to pick up or deliver materials.	40%

AUTHORITY FOR LEADERSHIP:

Please Check

Authorizes	Recommends	
___	___	Hiring
___	___	Firing
___	___	Performance Evaluations
___	___	Promotions
___	___	Salary Increases

___Has Supervisory Responsibility
___Assists with training

Percent of Time______%

DIMENSIONS:

10-25 deliveries per day.

JUDGEMENT:

Sufficient judgement to order stops by priority and take reasonable care of negotiable items.

KNOWLEDGE AND SKILL:

1. Demonstrated knowledge of the financial district, Downtown and Midtown areas of Chicago.

Handout #1

JOB DESCRIPTION FOR CLERK TYPIST

FIRST CHICAGO CORPORATION/FIRST NATIONAL BANK OF CHICAGO

___ OFFICER
___ NON-OFFICER EXEMPT
X NON-EXEMPT

JOB NO. 6365

JOB TITLE: Clerk Typist III DATE 6/83

DEPARTMENT: Generic MAS # ____ APPROVED BY: P. V [illegible]

UNIT: ____________ HUMAN RESOURCE MGR.: ____________

____ NEW JOB X REVISION OF JOB # 6365

JOB SUMMARY:

Under the direction of Immediate Supervisor, performs a combination of clerical and typing duties of simple, repetitive and routine nature.

DIVERSITY: (Indicate specific responsibilities and estimate percentage of time spent on each. If additional space is needed, attach page(s) to this description).

SPECIFIC RESPONSIBILITIES	PERCENT OF TIME
Types unit forms, labels and simple reports. Proofreads typed materials or reports of others.	40%
May sort, code or file unit data. May post or balance unit items of repetitive and routine nature. May have limited telephone contact of routine nature with customers or Bank personnel. Performs related duties as assigned.	60%

Clerk Typist III-6365

HUMAN RELATIONS:

Internal Contacts	Percent Of Time
Unit/Bank personnel	90%

External Contacts	Percent Of Time
Misc. customer contact	10%

AUTHORITY FOR LEADERSHIP:

Please Check

Authorizes	Recommends	
___	___	Hiring
___	___	Firing
___	___	Performance Evaluations
___	___	Promotions
___	___	Salary Increases

___Has Supervisory Responsibility
___Assists with training

Percent of Time_______%

DIMENSIONS:

This is an entry level position requiring training in unit routines performed under close supervision.

JUDGEMENT:

Little independent judgement or reasoning required as assignments are varied only within a set of routine procedures monitored and/or verified by the Supervisor or unit staff.

KNOWLEDGE AND SKILL:

1. Ability to type 35 wpm.
2. Average spelling, grammar and punctuation skills.
3. Ability to file, sort and label standardized material.

Content Session Two
"Personal Banking Services"

Objectives

1. To describe the history and evolution of money.

2. To provide an overview of Personal Banking services.

3. To provide an employee's personal view of selecting a career path.

Activities

I. Summary of objectives for the session.

II. Show the video "The Money Connection," which describes the history of money from bartering to electronic funds transfer. [Bank Administration Institute. (1983). This is your bank (Videotape). Park Ridge, IL: (author).]

III. Show the video "This Is Your Bank: Bank Services." [Bank Administration Institute. (1983). This is your bank. (Videotape). Park Ridge, IL: (author).]

IV. Veronica Rhodes, Loan Representative, describes specific services: checking accounts, savings accounts, loans and brokerage services.

V. Jeffrey Roberts, Affirmative Action Coordinator, describes his personal experience in selecting a career path.

Content Session Three
"From Teller to Teller Manager"

Objectives

1. To describe movement on the primary Personal Banking career path.

2. To provide a snapshot of the responsibilities and requirements for each position on this career path.

Activities

I. Summary of objectives for the session.

II. Ronald Bradley, Customer Service Representative, discusses customer contact positions: Universal Teller, Sr. Universal Teller and Head Teller.
- Each position is described from the perspective of responsibilities, daily activities, personal requirements and skills.

III. Edward Jagiello, Manager, Teller Operations, describes managerial positions: Assistant Teller Manager and Teller Manager.
- Each position is described from the perspective of responsibilities, daily activities, personal requirements and skills.

Content Session Four
"Service Products Department: Operational Functions and Careers"

Objectives

1. To provide an overview of the bank's operational functions.

2. To describe entry level positions in the Service Products Department.

Activities

I. Summary of objectives for the session.

II. Show the video "This Is Your Bank: Bank Organization and Operations." [Bank Administration Institute. (1983). This is your bank. (Videotape). Park Ridge, IL: (author).]

III. Leo McFarland, Human Resource Specialist:
- provides an overview of the functions and products of the Service Products Department.
- discusses how standards are measured on various jobs thru daily feedback systems.

IV. Ruth Keazirian, Human Resource Specialist, provides:
- an overview of entry level positions.
- a description of each position from the perspective of responsiblities, daily activities, personal requirements and skills.

Content Session Five
"Support Staff Careers"

Objectives

1. To create an awareness of the performance appraisal process.

2. To describe support staff positions into which entry level employees can progress.

Activities

I. Summary of objectives for the session.

II. Discussion of the bank's performance appraisal process.
- Describe the form which is used to evaluate performance.
- Describe the rating scale from 1 to 7.
- Distribute a copy of the form to each participant (Handout #2).
- Describe the performance appraisal interview conducted by the supervisor.

III. Describe support staff positions to which entry level employees can aspire:
- Diane Gruszka, Employment Representative, describes the career path for secretaries.
- Lolita Flowers, Receptionist, describes the responsibilities and skills of a receptionist.
- Verdia Allen, Word Processing Specialist, describes the responsibilities, daily activities, skills and personal requirements for the word processing specialist position.
- Mary Kline, Word Processing Coordinator, describes the career path associated with word processing skills.

Handout #2

FIRST CHICAGO
The First National Bank of Chicago

NON-EXEMPT EMPLOYEE PERFORMANCE EVALUATION

CONFIDENTIAL

Employee Name	Job Title	Job No.	Salary Grade

Responsibility Area Number and Name	Bank Entry Date	Rating Period FROM TO

Evaluation Instructions

1. List employees job responsibilities or performance objectives using *job description* or *past period performance objectives* as guide.
2. For each responsibility or objective, appraise the actual performance in writing and indicate a performance rating by checking the appropriate column.
3. Indicate the overall performance rating by circling the appropriate number in the overall rating box.
4. Complete the remaining sections on the form.
5. Obtain the necessary approvals.
6. Discuss the written performance evaluation with the employee and provide the individual with the opportunity to comment on both the evaluation and performance rating.

Performance Appraisal Ratings

1. Performance and results for the rating period consistently exceeded position requirements / objectives.
2. Performance and results for the rating period frequently exceeded position requirements / objectives.
3. Performance and results for the rating period sometimes exceeded position requirements / objectives.
4. Performance and results for the rating period consistently met position requirements / objectives.
5. Performance and results for the rating period met some but not all position requirements / objectives.
6. Performance and results for the rating period met only a few position requirements / objectives. Additional and reasonable time to meet standards will be provided.
7. Performance and results for the rating period did not meet position requirements / objectives.

Approvals (Please do not discuss with rated employee until these approvals have been obtained.)

Rating Supervisor's Signature	Rating Supervisor's Name (Print or Type)	Rating Supervisor's Title	Date
Supervisor's / Unit Head's / Signature	Supervisor's / Unit Head's Name (Print or Type)	Supervisor's / Unit Head's Title	Date

This appraisal has been discussed with me. My signature does not necessarily mean that I agree with the rating.	Employee Signature	Date

Evaluation

Job Responsibilities / Performance Objectives	Evaluation of Past-Period Performance	1	2	3	4	5	6	7
I. Job Performance								
ACCURACY								
1. Processes material under prescribed set of instructions								
2. Tabulates and analyes data from records for reports or schedules to be prepared by higher level personnel								
3. Answers routine correspondence								
4. Computes or compiles expenses, payments, fees or balances								
5. Uses a variety of office machines including typewriter, duplicator, microfilm equipment								
6. Performs other related duties								
II. Efficiency								
1. Uses time efficiently								
2. Uses materials efficiently								
III. Volume Produced								
• Maintains production level consistent with unit standards								
IV. Initiative								
• Sees that things need to be done and does them without being told								
V. Responsibility								
• Performs job requirements independently								
VI. Interaction Skills								
1. Demonstrates a businesslike manner over the telephone with bank personnel and customers								
2. Demonstrates a businesslike manner in face-to-face interactions with bank personnel and customers								
3. Demonstrates respect and consideration for others (courtesy)								
4. Demonstrates ability to work with supervisor (cooperation)								
5. Demonstrates ability to work with co-workers (Cooperation)								

Job Responsibilities / Performance Objectives	Evaluation of Past-Period Performance	1	2	3	4	5	6	7
4. Demonstrates ability to work with supervisor (cooperation)								
5. Demonstrates ability to work with co-workers (cooperation)								
6. Demonstrates ability to respond to changes or new situations (flexibility)								
VII. Attitude								
• Approaches job tasks with a positive frame of mind								
VIII. Conformity to Bank/Unit Standards								
1. Maintains à clean, neat, businesslike appearance								
2. Arrives at work on time								
3. Returns from lunch and breaks on time								
4. Daily Attendance								
	Overall Rating	1	2	3	4	5	6	7

A. Times Absent during rating period ________ Comments ________________________________

Times Tardy during rating period ________ Comments ________________________________

B. STRONG POINTS:

C. AREAS FOR IMPROVEMENT:

D. SUPERVISOR'S SUMMARY COMMENTS:

E. EMPLOYEE'S SUMMARY COMMENTS:

Content Session Six
"Department Overviews: U.S. Banking, ALCO and Systems/Management Information Services"

Objectives

1. To provide an overview of two line banking departments.
2. To provide an overview of the data processing function.
3. To identify entry level career paths in these departments.

Activities

I. Summary of objectives for the session.

II. Diana Buwolda, Staff Officer, U.S. Banking, provides:
- an overview of the department's functions.
- a description of the loan process.
- a description of the responsibilities and skills required for the administrative career path which supports the loan process:
  - o Loan Division Assistant
  - o Senior Loan Division Assistant
  - o Administrative Coordinator.

III. Patricia Wells, Human Resource Officer, ALCO, provides:
- an overview of the Asset and Liability Management Committee.
- a description of the bank's funding process.

IV. Michael Lightfoot, Systems Officer, S/MIS, provides:
- an overview of the functions of the bank's Computer Center.
- a description of the responsibilities and skills required for two entry level data processing positions: computer operator and programmer.

Content Session Seven
"Career Path Pioneers"

Objectives

1. To provide employees with successful role models who began their careers in entry level positions and have progressed along various career paths.

2. To describe the factors associated with their individual success.

Activities

I. Summary of objectives for the session.

II. The following employees discuss their individual career development in terms of interests/skills/ values; educational background/training; and personal factors neccessary for success:
- Brenda Peters, Human Resource Officer, Personal Banking Department.
- Curtis Williams, Operations Team Leader, Credit Strategy.
- Elverage Allen, Production Officer, Service Products Department.
- Sandra McGaughey, Vice President, Bond Department.
- Nancy Leases, Administrative Coordinator, U.S. Banking Department.
- Patricia Winans, Investment Advisor, Trust Department.

Content Session Eight
"Resources for Career Development"

Objectives

1. To create an overall awareness of the various opportunities in banking.

2. To describe specific career development programs and services available at First Chicago.

Activities

I. Summary of objectives for the session.

II. Show the video "This Is Your Bank: Your Future in Banking." [Bank Administration Institute. (1983). This is your bank. (Videotape). Park Ridge, IL: (author).]

III. The following individuals describe the programs and services available in their areas:
- Jerrold Jaselski, Career Development Counselor, Career Development Unit.
- Charles Persil, Training Specialist, Supervisory Training.
- Sheila Gustafson, Training Specialist, Office Skills Training Center.

IV. Tour of the Word Processing Center and the Office Skills Training Center.

V. Susan Krueger, Employment Representative, describes the bank's "Internal Mobility Program."

APPENDIX F

EXPERIMENTAL TREATMENT

PROCESS GROUP

Objectives

1. To identify and define each of the seven organizational entry tasks.

2. To develop participants' awareness and skills for completing the tasks associated with organizational entry.

3. To design a semi-structured group process treatment consisting of large and small group activities which provides the framework for achieving the above objectives.

4. To design the activities of each session with a focus on the development of effective relationships in the work environment.

Process Session One
"Developing Interpersonal Relationships"

Objectives

1. To introduce the concept of organizational entry.

2. To describe the format of the workshop sessions.

3. To begin developing interpersonal relationships.

Activities

I. Introduction and overview.
   A. Describe the needs of new workers and the concept of organizational entry.
   B. Describe the seven organizational entry tasks.
   C. Describe the purpose of the workshops:
      - focus on each of the organizational entry tasks.
      - participants will act as resources to help one another.
   D. Describe "open flipchart method."
      - Purpose is to help keep workshop flexible so that special or unique situations can be addressed.
      - Flipchart will be available at beginning of each session. If you have a problem you would like the group to address, write a few words describing it together with your initials. Group will then discuss it.
      - Ask the group what they think of the open flipchart method.

II. Getting acquainted and working in a group.
   A. Lecturette on how people get to know each other.
      - Describe how the group has become acquainted to this point: initial group meetings, working together, attending same school, etc.
      - Ask the group how many feel that they know at least one other person in the group. Ask what they know about that person.
      - Discuss the fact that people get acquainted by learning about each others' roles. A "role" is what people do. Example, when people first meet, they usually ask:
         o What do you do?
         o Where do you work?
         o Where do you go to school?
      - Ask the group what the problem is with learning about people in this way.

III. Getting acquainted exercise.
[Adapted from Pfeiffer, J.W. & Jones, J. E. (Eds.). (1980). The 1980 Annual Handbook for Group Facilitators. San Diego, CA: University Associates.]

A. Distribute large pieces of paper, colored markers and tape, together with the adjective checklist (Handout #3) from the above exercise.

B. Instructions:
   - On one side of the paper draw a visual representation of yourself. This can be a caricature, cartoon, animal, etc.
   - Select one adjective from each column of the adjective checklist which describes you and write it on the backside of the paper. Work alone. You have ten minutes.
   - When everyone is finished, ask the participants to tape the visual side of the paper to their chests. Ask them to silently walk around the room looking at each visual for about a minute.
   - Ask each person to choose another individual to spend some time with. After they have studied the visual and asked some questions, ask them to select one adjective from each column on the adjective checklist to describe their partner's visual. Ask them to write the words on the visual.
   - Tell the participants to return to their small groups. Ask them to compare the adjectives they selected with those selected by their partners. Tell them to take turns sharing as much as they want with the other members of their group.
   - Ask the following questions:
      o How many had adjectives that were similar? different?
      o What does it mean when the adjectives are different?
      o How can you relate this to your job?

IV. Summary.

A. Ask each participant to indicate on a sheet of paper, one or two significant learnings from the session.

B. Collect the information and read it aloud to the group.

Handout #3

ADJECTIVE CHECKLIST

active	passive	colorful	optimistic
adult	man	woman	mature
father or mother	husband or wife	brother or sister	son or daughter
White	Black	American	religious
growing	happy	competent	secure
deliberate	impulsive	adventuresome	compulsive
aggressive	creative	conscientious	obedient
warm	restrained	introverted	romantic
brilliant	sparkling	intense	persistent
rigid	determined	flexible	indecisive
aesthetic	practical	intellectual	worldly
in the group, I accept authority	in the group, I fight authority	in the group, I run from authority	in the group, I am authority
in the group, I am an integral member	in the group, I am a marginal member	in the group, I am an alienated member	in the group, I am an angry member

Process Session Two
Work Values

Objectives

1. To enable participants to define job involvement behavior which can be demonstrated on the job.

2. To explore the different opinions and attitudes which exist in the work environment.

Activities

I. Open flipchart.

II. Overview of session.

III. Determining job involvement.
   A. Show the film on job involvement. [Ramic Productions. (1981). The Joy of Involvement (Film). Newport Beach, CA: (author).]
   B. Ask the following process questions and discuss with the group:
      - What was the purpose of showing the driving in the film? (Doing the things you do everyday better.)
      - What is meant by the statement "You don't really know it unless you show it"?

IV. Discussion of job involvement.
   A. Ask the following process questions (record responses on flipchart):
      - What does involvement in your job mean to you?
      - How would you define job involvement?
      - What are some of the behaviors that show you are not involved in your job?
      - What are some of the behaviors that show you are involved in your job?
      - What are some of the personal benefits to job involvement?
   B. Model for job involvement.
      - Involvement is very fuzzy unless you are able to demonstrate it through your actions. Saying you are involved is not enough.
      - There are different levels of involvement that you can put into action on your job. These are:
        Level 0 - Those who try to avoid responsibility.
        Level 1 - Those who accept responsibility, but grumble.
        Level 2 - Those who accept responsibility.
        Level 3 - Those who ask for responsibility.
        Level 4 - Those who seek out and initiate responsibility.

- Think about situations in which you have responded to responsibility. At what level do you usually find yourself?
- A model for involvement might look like this (use flipchart):
  - o Situation
  - o What you did to show involvement
  - o Results.
- Ask the group for examples of situations in which they have shown their involvement.
- Divide the group into subgroups. Ask them to brainstorm how they can demonstrate the important element of involvement in their jobs. Have each subgroup report to the larger group.

V. Expressing opinions in the work environment.

A. Discuss the fact that there are many important issues that confront workers and their managers. There are also a variety of opinions that exist around these issues due to differences in people.

B. "People on the Job" exercise. [Adapted from Pfeiffer, J.W. & Jones, J. E. (Eds.). (1981). The 1981 Annual Handbook for Group Facilitators. San Diego, CA: University Associates.]

- Have the group complete the exercise "People on the Job: Expressing Opinions." (Handout #4.)
- After the group completes the exercise, divide into five subgroups. Assign five items to each subgroup for discussion. Instruct the members to discuss the assigned items and their responses. They may change any of their responses as a result of the discussion in their groups.
- Reassemble the total group and have the members share their reactions to the experience using the following questions:
  - o On which items was there a significant difference of opinion?
  - o Did the group's discussion cause any members to change their opinions?
  - o Did members defend their opinions?
  - o Did members try to convince others to change their opinions?
  - o Ask the group what implications the issues they discussed have for them on their jobs. Elicit responses.
- Summarize by stating that all of the questions represent important issues that supervisors have to consider. Knowing or gaining a feel for your supervisor's point of view on issues like these can help you determine how to behave on the job.

VI. Summary
   A. Ask each participant to indicate on a sheet of paper, one or two significant learnings from the session.
   B. Collect the information and read it aloud to the group.

Handout #4

PEOPLE ON THE JOB WORK SHEET[1]

1. It is only human nature for people to do as little work as they can get away with.
   Agree .... *Undecided* .... *Disagree*

2. If employees have access to any information they want, they tend to have better attitudes and behave more responsibly.
   Agree .... *Undecided* .... *Disagree*

3. One problem in asking for the ideas of employees is that their perspective is too limited for their suggestions to be of much practical value.
   Agree .... *Undecided* .... *Disagree*

4. If people do not use much imagination and ingenuity on the job, it is probably because relatively few people have much of either.
   Agree .... *Undecided* .... *Disagree*

5. People tend to raise their standards if they are accountable for their own behavior and for correcting their own mistakes.
   Agree .... *Undecided* .... *Disagree*

6. It is better to give employees both the good and the bad news because most people want the whole story, no matter how painful it is.
   Agree .... *Undecided* .... *Disagree*

7. Because a supervisor is entitled to more respect than those below him in the organization, it weakens his prestige to admit that a subordinate was right and he was wrong.
   Agree .... *Undecided* .... *Disagree*

8. If you give people enough money, they are less likely to be concerned with such intangibles as responsibility and recognition.
   Agree .... *Undecided* .... *Disagree*

9. If people are allowed to set their own goals and standards of performance, they tend to set them higher than management would.
   Agree .... *Undecided* .... *Disagree*

10. The more knowledge and freedom a person has regarding his job, the more controls are needed to keep him in line.
    Agree .... *Undecided* .... *Disagree*

11. When people avoid work, it is usually because their work has been deprived of its meaning.
    Agree .... *Undecided* .... *Disagree*

12. If employees have access to more information than they need to do their immediate tasks, they will usually misuse it.
    Agree .... *Undecided* .... *Disagree*

[1]Adapted from *Every Employee a Manager* by M. Scott Myers. Copyright © 1970, McGraw-Hill Book Company. Used with permission of McGraw-Hill Book Company.

13. Asking employees for their ideas broadens their perspectives and results in the development of useful suggestions.

Agree .... *Undecided* .... *Disagree*

14. Most people are imaginative and creative but may not show it because of limitations imposed by supervision and the job.

Agree .... *Undecided* .... *Disagree*

15. People tend to lower their standards if they are not punished for their misbehavior and mistakes.

Agree .... *Undecided* .... *Disagree*

16. It is better to withhold unfavorable news about business because most employees really want to hear only the good news.

Agree .... *Undecided* .... *Disagree*

17. Because people at all levels are entitled to equal respect, a supervisor's prestige is increased when he supports this principle by admitting that a subordinate was right and he was wrong.

Agree .... *Undecided* .... *Disagree*

18. If you give people interesting and challenging work, they are less likely to complain about such things as pay and supplemental benefits.

Agree .... *Undecided* .... *Disagree*

19. If people are allowed to set their own goals and standards of performance, they tend to set them lower than management would.

Agree .... *Undecided* .... *Disagree*

20. The more knowledge and freedom a person has regarding his job, the fewer controls are needed to ensure satisfactory job performance.

Agree .... *Undecided* .... *Disagree*

Process Session Three
"Develop Interpersonal Relationships"

Objectives

1. To describe the process of communication.

2. To define the non-verbal aspects of communication.

3. To practice active listening skills.

Activities

I. Open flipchart.

II. Overview of objectives for session.

III. Lecturette on communication.
   A. Ask group to define communication. Record responses on flipchart.
   B. Define communication.
      - Process which involves a sender and a receiver with the intent of being understood.
      - Receiver must respond in order for sender to know that receiver understands.
      - Difficulties can arise because the receiver may not respond in a way that is clear to the sender, or the sender may not be clear in giving the message.
      - Problems can also arise because both sender and receiver have "feelings" about what is being communicated. The way in which things are stated can help or hinder the process.
      - Learning about what hinders and helps communication is a first step for developing effective communication skills.
   C. Ask group to think about experiences they have had that have blocked communication. Record on flipchart as list is generated.
   D. Non-verbal blocks to communication.
      - Define as things people do in a physical way to block communication. (Point out examples from list generated above e.g., posture, facial expressions, eye contact, etc.)
      - Ask group to pair-off, one person being "A" and the other "B." Person A will talk while person B displays negative non-verbal behaviors. Switch roles. Elicit and process reactions from group.
      - Repeat above exercise using positive non-verbal behaviors. Elicit and process reactions from group.

E. Verbal blocks to communication.
   - Describe verbal blocks as things people say to hinder communication. Elicit examples from group.
   - Define the following verbal blocks using flipchart and role-playing examples with co-facilitator: advice-giving, diagnosing, prying question, warning, preaching, ordering, judging, agreeing, name calling, reassuring, distracting and interrogating. [Adapted from Gordon, T. (1977). Leader Effectiveness Training. USA: Wyden Books.]

IV. Lecturette on active listening.
   A. Communication involves a sender and a receiver. The sender gives a message to the receiver.
   B. Message sent has two parts: a content part and a feeling part.
      - Provide example and describe content/feeling parts.
   C. One important way of opening up communication is to use active listening.
      - In active listening the receiver tries to understand what the sender is feeling or what the message means.
      - Then the receiver puts the message into his/her own words, and sends it back to the sender for verification.
      - The receiver says only what he/she feels the sender's message meant and does not add to it or subtract from it.
      - Demonstrate an example.
   D. Listening in-the-round exercise.
      - Provide each participant an opporunity to use active listening by presenting a problem and having each participant respond.
   E. Active listening exercise.
      - Distribute the "Active Listening Work Sheet" (Handout #5) [Pfeiffer, J.W. & Jones, J. E. (Eds.). (1980). The 1980 Annual Handbook for Group Facilitators. San Diego, CA: University Associates.].
      - Read instructions to group.
      - Allow time for each participant to complete the exercise individually.
      - Review responses with the group.

V. Summary.
   A. Ask each participant to indicate on a sheet of paper, one or two significant learnings from the session.
   B. Collect the information and read it aloud to the group.

Handout #5

ACTIVE LISTENING WORK SHEET

Instructions: People communicate much more than words or ideas. Behind the words often lie feelings. These *feelings* often are communicated through nonverbal means, even while conflicting *ideas* are communicated verbally. Trying to look and listen for feelings, write an active-listening response for each situation and message on this sheet.

The employee will begin by reading Statement 1, and the supervisor will give an active-listening response. The supervisor will then read Statement 2, and the employee will give an active-listening response. This process will continue, with the employee reading all odd-numbered statements and the supervisor reading all even-numbered statements.

As each member gives a response, it should be noted in the space provided.

Example

Situation and Message:	*Active-Listening Response:*
Supervisor sets policy that he or she will sign all letters. Employee says: "I want to sign my own letters. I wrote them, didn't I?"	The supervisor responds: "You feel frustrated (resentful) when you are not allowed to sign letters that you have written."

Situation and Message:	*Active-Listening Response:*
1. Supervisor says a report is not thorough enough. Employee says: "Now I have to write this report over. You never tell me what you expect until it is written."	1. The supervisor responds:
2. Supervisor must meet a report deadline. Supervisor says: "We have got to be better organized."	2. The employee responds:
3. Employee is not implementing supervisor's ideas. Employee says: "I was on this job long before you came here. I don't need you to tell me how to do it."	3. The supervisor responds:

Situation and Message:	*Active-Listening Response:*
4. Regular staff meeting never starts on time. Supervisor says: "I get tired of waiting for some people every week before we can start these meetings."	4. The employee responds:
5. Supervisor has just made a project-team assignment. Employee says: "I don't want to work with Bill on any more assignments. He never meets his deadlines."	5. The supervisor responds:
6. An employee has not turned in the last two monthly progress reports. Supervisor says: "Can't you be as professional as the rest of the staff and turn in your report on time?"	6. The employee responds:
7. Supervisor has initiated a new work procedure. Employee says: "We tried something like this three years ago and it didn't work then."	7. The supervisor responds:
8. Supervisor recognizes that some employees' talk is so loud it is interfering with other employees' writing a report. Supervisor says: "Can't you be more considerate while others are trying to work?"	8. The employee responds:

Situation and Message:	*Active-Listening Response:*
9. Supervisor has passed on a change in work priorities from the top office. Employee says: "You give us too much unscheduled work. I never can get it all done."	9. The supervisor responds:
10. Employee has refused to work overtime on a project. Supervisor says: "Young people today are lazy!"	10. The employee responds:

ACTIVE LISTENING FEEDBACK SHEET

This sheet provides some possible responses for each situation; it is not intended to identify "correct" responses. A response may well be influenced by the way in which you perceive the situation and the intonation that accompanies the verbal message you receive. In some of these situations, the speaker appears to be more defensive than in others. If the listener resists evaluative statements or solutions, active listening and observation skills can be used effectively to deal with such interactions.

Sample Answers:

1. a. You are uncertain and puzzled about what is expected.
   b. You probably feel frustrated or discouraged about revising this report.
2. a. You are concerned about finishing the report by the deadline.
   b. You are feeling bogged down by all the work.
3. a. You are frustrated when I offer suggestions because of your experience with this job.
   b. You think that I distrust you when I give ideas on how to do your job.
4. a. You feel irritated that our meetings always start late.
   b. You are anxious to start our meetings on time.
5. a. You feel that Bill will not do his share if he is assigned to this project.
   b. You feel disappointed that I did not consult with you before the assignment.
   c. You feel afraid that your performance might be jeopardized as a member of this team.
6. a. You think that I am not responsible when I do not turn in my progress reports.
   b. You are irritated when my progress reports are late.
7. a. You are concerned that this new procedure will not work.
   b. You feel impatient when procedures that failed once are implemented again.
8. a. You are angry that our talking is disturbing others.
   b. You are afraid that our talking will keep others from doing their work.
9. a. You feel frustrated when your work load appears to change constantly.
   b. You feel discouraged because there is too much to do.
10. a. You are angry because you think that young people today are not as dedicated as you are.
    b. You feel discouraged about the lack of interest in this project.

Process Session Four
"Developing Interpersonal Relationships"

Objectives

1. To define the elements of assertive communication.

2. To differentiate among assertive, non-assertive and aggressive behavior.

3. To practice assertive communication skills.

Activities

I. Open flipchart.

II. Overview of objectives for session.

III. Importance of interpersonal relationships.
   A. State that in the work setting there is more to be learned than just the job itself. Ask the group "What do you think this statement means?"
      - As they respond, push the question with "What really irritates you?" Try to get statements that reflect the people issues.

IV. Lecturette on assertive communication.
   A. Focus of the session is related to looking at ways of dealing with people on the job.
      - Ask the group "What might be considered some inappropriate behaviors in relating to others?" Record responses on flipchart.
      - Ask the group "What might be considered some appropriate behaviors in relating to others?" Record responses on flipchart.
   B. Describe assertive communications.
      - Define assertiveness as a direct way of expressing one's wants, beliefs, etc.
      - Define the elements of assertive communication (use flipchart):
         1 - Constructive not destructive.
         2 - Based on facts not hearsay.
         3 - Uses "I" messages.
         4 - Allows the other person to communicate his/her feelings.
         5 - Non-blaming and not exaggerated.
         6 - Polite, but not wishy-washy.
         7 - Uses active listening.
         8 - Aware of non-verbal aspects of communication.
         9 - Focuses on what you can observe, hear or verify, not labels or interpretations about another's thoughts, feelings, behavior.

C. Assertive statements.
- Basic assertive statement is defined as a simple expression of an individual's wants, beliefs, feelings, etc. Example: " I'd like you to finish the typing and then deliver this document."
- Empathic assertive statement is defined as a statement which includes the element of "sensitivity" to the other person, in addition to expressing one's wants, beliefs, etc. Example: "I realize that you are under time pressures, but I must have this document delivered today. Would you please deliver it by 4:00 p.m.?"

D. Practicing assertive responses.
- Distribute the exercise "What Do You Say? What Do You Do?" (Handout #6) [Susman Sugar, M. (1980). Responsible Assertiveness Training Handbook. Developed for The First National Bank of Chicago.].
- Read instructions to group and allow group to complete.
- Divide group into dyads to critique each other's responses.
- Process a few situations with the group.

E. Assertive, non-assertive and aggressive behavior.
- Distribute the worksheet "A Comparison of Non-Assertive, Assertive and Aggressive Behavior" (Handout #7) [Susman Sugar, M. (1980). Responsible Assertiveness Training Handbook. Developed for The First National Bank of Chicago.].
- Describe the differences among the three types of communication styles using the handout.

V. Practicing assertive responses.

A. Video practice situations.
- Indicate to the group that they will see a series of video situations in which employees are relating to one another. [Basten, P. (Producer). (1982). Assertiveness training role plays (Videotape). Chicago, IL: First Chicago Telemedia.]
- Following each situation ask them to write a response they would give in that particular situation. (Because the situations are very brief, they should be played twice.)

- Divide the group into subgroups.
- Play the video situations twice.
- Ask the group to write their responses.
- Ask the subgroups to discuss their responses.
- Facilitator processes responses with total group.
- Repeat steps for each video situation.

VI. Summary.

A. Ask each participant to indicate on a sheet of paper, one or two significant learnings from the session.

B. Collect the information and read it aloud to the group.

Handout #6

WHAT DO YOU SAY? WHAT DO YOU DO?

Choose one of the following work situations. Determine an assertive response and write it down exactly the way you would say it. Also indicate the person to whom you would communicate it.

1. There is a new position being created in your department. You think you might want it but you don't know for sure. You don't really know what the job involves. Outsiders are being interviewed for it.

2. You're sick of your job. You can't stand it anymore.

3. A co-worker is shirking his/her work load and making errors that affect your work.

4. You do a good job and have been with your employer longer that an employee who was just promoted.

5. You are given a special project that you don't feel qualified to handle. You do the work as well as you can but are not sure that it is good enough.

6. You have been in your area for the past two years. You want advancement in your area but are not sure of what is available.

Handout #7

A COMPARISON OF NON-ASSERTIVE, ASSERTIVE, AND AGGRESSIVE BEHAVIOR

Characteristics of the behavior	Emotionally dishonest, indirect, self-denying, inhibited	Emotionally honest, direct, self-enhacing, expressive when appropriate	Inappropriately emotionally honest, direct, expressive and self-enhancing at others expense
Your feelings when you engage in this behavior	Hurt, anxious, disappointed in self at the time and possibly angry later	Confident, self-respecting, feels good about self at the time and later	Angry, then righteous, superior, depreciatory at the time, possibly guilty later.
The other person's feelings about his/herself when you engage in this behavior	Guilty, superior or angry .	Valued respected	Hurt humiliated
The other person's feelings about you when you engage in this behavior	Irritated Pity Disgusted	Generally respected	Angry Vengeful

Modified from Robert E. Alberti and Michael L. Emmons, Your Perfect Right: A Guide to Assertive Behavior. San Luis Obispo, California, Impact, 1970.

Process Session Five
Determine Performance Expectations

Objectives

1. To enable participants to assess their job performance.

2. To develop strategies for determining the supervisor's performance expectations.

Activities

I. Open flipchart.

II. Overview of session.

III. Discussion of job performance.
   A. Discuss the fact that a frequent concern of new employees is "How well am I doing?"
      - Some of you receive feedback from supervisors and co-workers and feel that you know how well you are doing. Others of you may need more information.
      - Ask the group "How many of you know exactly how well you are doing?"
      - Ask the group, "How many feel they need to know more?"
      - Ask the group, "For those of you who feel you know exactly how well you are doing, would you please share with the group some of the ways you received this information?" (Use flipchart to record responses.)
      - Add to the list generated by the group the following tips for staying informed about job performance (list on flipchart):
         1. You are responsible for keeping your supervisor informed about what you are doing. (You can do this by asking your supervisor to spend some time with you to discuss you work actvities.)
         2. Communicate positive results. (Let your supervisor know what is going well.)
         3. Alert your supervisor to potential problems. Describe the steps you are taking to correct them. (Supervisors prefer to know about problems in advance rather than have them suddenly spring up without warning. But you must also accept responsiblitiy and describe what you are doing to correct the problem.)

4. Confirm work priorities with your supervisor. (This means that you and your supervisor agree on the work activities that you perform and the order in which you perform them.)
5. Ask for your supervisor's views on your job performance. (This is the easiest and often the most overlooked thing you can do. If you are not sure about how you are doing, the best way to find out is to ask directly.)

- Tell the group to try and use these tips on their jobs and report at the session next week on what they found out.

IV. Describe the elements of performance appraisal.

A. Show the film on performance appraisal. [Smith, I. (Producer and Director). (1978). Performance appraisal and human dynamics (Film). NY, NY: McGraw Hill, Inc.]

- Discuss the fact that in the film it was determined that the most successful performance evaluation system was based on joint involvement of both employee and supervisor. This is how the bank's performance evaluation system works.
- In order to prepare you for your part of the evaluation, you need to answer the following questions (list on flipchart):
    1. What are the things that are going well for you on your job?
    2. What are some of the things that need improvement or in which you can become even more effective?
    3. What can you do to improve the things listed in #2? Describe the specific actions that you can take.
- Divide the group into subgroups and instruct them to write their answers to the above questions. Participants can get help from their group if they need it. Facilitators circulate to assist also.
- Tell the group to bring their completed list to the next session.

V. Summary.

A. Ask each participant to indicate on a sheet of paper one or two significant learnings from the session.

B. Collect the information and read it aloud to the group.

Process Session Six
"Attain Performance Objectives"

Objectives

1. To describe the bank's performance appraisal process.

2. To complete a self-appraisal of one's job performance.

3. To practice the performance appraisal interview.

Activities

I. Open flipchart.

II. Overview of objectives for session.

III. Discussion of job performance feedback.
   A. Ask the group to respond to their use of the tips for gaining information about their job performance discussed in the last session. Ask the following questions:
      - How did it go?
      - Did you find out anything more about how you are doing?
   B. Summarize the group's reactions.

IV. Preparing for your performance appraisal.
   A. Even though your actual performance appraisal will not occur until your last week on the job, it is important for you to start thinking about it now.
      - Ask the question "Why do you think your performance appraisal is important?"
      - Process responses and emphasize that how well you do on a job follows you in terms of obtaining a future job in the bank.

V. Describe the bank's performance appraisal process.
   A. Discuss the purpose of the job description.
      - Describe jobs on a bank-wide basis.
      - Describe the specific tasks and requirements of a job.
      - Describe how job descriptions help to set job performance standards.
   B. Distribute job descriptions (Handout #1) to participants.
      - Describe format.
      - Review information it contains.

C. Complete the self-appraisal.
- Distribute performance appraisal forms (Handout #2).
- Review process steps described in the form.
- Ask participants to use the self-evaluation information from the previous session to complete the self-appraisal.

VI. Performance appraisal interviews.

A. Discuss the steps in the appraisal process.
- Employeee completes self-appraisal.
- Supervisor completes appraisal.
- Employee and supervisor meet for discussion.

B. Show the videotape on the performance appraisal process [Zenger-Miller, Inc. (1981). Supervision program (Administrative series): The performance appraisal interview (Videotape). Cupertino, CA: (author).].

Ask the following questions:
- o What did the employee do that was effective during the interview?
- o Are there any areas she could have improved upon? What are they? Process responses.

C. Discussion of supervisory interview styles.
- Supervisors have different styles of appraising.
- Some supervisors may first tell you what your strong points are, and then indicate areas for improvement. This is a "direct" style.
- Other supervisors may begin the appraisal by asking you what you see as your strong points, and in turn what you see as areas for improvement. Then the supervisor will give his/her feedback. This is called an "indirect" style.
- You won't know what approach your supervisor will take. Be prepared and listen.

VII. Tips for preparing for the appraisal interview.

A. The main thing to remember is to be flexible and listen. You can do this in the following ways (Use flipchart):

1. Know your job and what you do well and where you need to improve. Always use specific examples, e.g., "My typing has improved. I now type 50 wpm with 1 error rather than 3 errors."

   or

   "I need to improve my typing accuracy. I usually have 3 errors per page. My goal is to have zero errors."

2. Accept constructive criticism. Don't blame things on others or try to explain things away. State your point of view and listen for feedback. Even though it's difficult to hear negative things about yourself, try not to take it personally. Look upon criticism as a way of getting feedback that you can use to make you more effective in your job.
3. Use active listening by repeating and paraphrasing to make sure you have heard correctly and understand. Ask questions.
4. Suggest solutions you can try and goals you can set.

VIII. Appraisal role plays.

A. Summarize activities to this point. Indicate that the group will have some experience in practicing and observing an appraisal.

B. Set-up the role plays.
- Ask for two volunteers from the group.
- Each volunteer will play the role of himself/herself using the completed performance evaluation.
- Facilitators play the roles of the supervisor.
- Instruct the group that they will observe the interview not only for their own learning, but also to help their co-workers by giving them feedback. Explain that this is a new experience and that perfection is not expected. When giving feedback to the volunteers, make certain that it is constructive and very specific.
- Facilitators conduct two interviews: one using the direct style, and the other in the indirect style.
- Process each interview with the group, using the following questions;
  - What style did the supervisor use?
  - What did the employee do that you thought was effective? (Be specific.)
  - In what areas do you think the employee could become more effective? (Be specific.)

IX. Summary.

A. Ask each participant to indicate on a sheet of paper, one or two significant learnings from the session.

B. Collect the information and read it aloud to the group.

Process Session Seven
"Managing Internal Conflict and Outside Life Conflict"

Objectives

1. To identify the types of internal conflict that may exist for new employees.

2. To identify the types of conflicts that may exist between work commitments and outside life commitments.

Activities

I. Open flipchart.

II. Overview of session.

III. Lecturette on internal conflict.
   A. Define job expectations as things employees want from their job, e.g., money, benefits, certain working conditions, etc.
   B. Define other, less tangible expectations, e.g., recognition, satisfaction, etc. Use flipchart to elicit other examples of expectations.
   C. Have participants complete the "Work Related Needs Inventory" (Handout #8) [Adapted from Hagberg, J. & Leider, R. (1978). _The inventurers_. Reading, MA: Addison-Wesley.].
      - Ask for items which were ranked as very important ("5" or "4"). Discuss participants' ratings of the availability of those items.
      - Ask the following questions and process responses:
         o "What factors were considered in determining availability?"
         o "Where were the greatest differences between importance and availability?"

IV. Lecturette on the cycle of job acceptance from high to low to acceptance.
   A. Discuss how internal conflicts emerge when "ideal" and "real" job situations are different.
      - Discuss options new employees have when faced with internal conflict: accept status quo, revise expectations or become disillusioned and leave.

B. Group discussion on how to deal with internal conflict.
   - Ask the following questions and process responses:
     - o How do you cope with internal conflict?
     - o What options do you have in dealing with internal conflict?
     - o Which options are most appropriate for you and why?

V. Lecturette on external conflict.
   A. Describe pressures that may arise on the job from personal life, home, family, friends, etc.
      - Number of pressures increase as one gets older. Answers on how to handle it are not always clearcut. Useful to discuss the problems and how to deal with them.
   B. Complete the "Energy Expenditure Inventory" (Handout #9) [Adapted from Hagberg, J. & Leider, R. (1978). The inventurers. Reading, MA: Addison-Wesley.].
      - Discuss results in small groups. Discuss in total group.

VI. Summary.
   A. Ask each participant to indicate on a sheet of paper, one or two significant learnings from the session.
   B. Collect the information and read it aloud to the group.

Handout #8

Work-Related Needs Inventory
(Adapted from Hagberg, J. & Leider R.
The Inventurers,
Reading, MA: Addison-Wesley, 1978)

Listed below are 13 work-related needs. Please use the columns on the right to make two separate ratings of these needs. The first rating is of the relative importance of these needs, with 1 = not important to 5 = very important. After you have rated each of the needs in terms of importance, then rate the needs a second time based on your perception of how you have met each need in your present job.

	Importance					Availability				
	Not Important			Very Important		Not Available			Very Available	
Recognition and Approval (self and work known and approved by others	1	2	3	4	5	1	2	3	4	5
Variety (new and different things)	1	2	3	4	5	1	2	3	4	5
Socio-economic status (meet standards with respect to material matters)	1	2	3	4	5	1	2	3	4	5
Dependence (work guided by others)	1	2	3	4	5	1	2	3	4	5
Economic security (assurance of continuing income)	1	2	3	4	5	1	2	3	4	5
Interpersonal relations (acceptance and belongingness with other people)	1	2	3	4	5	1	2	3	4	5
Mastery, Skill and Achievement (do a task well according to one's own standards)	1	2	3	4	5	1	2	3	4	5
Independence (direct one's own behavior)	1	2	3	4	5	1	2	3	4	5
Service and Social Welfare (have one's efforts result in benefits to others)	1	2	3	4	5	1	2	3	4	5

	Importance					Availability				
	Not Important			Very Important		Not Available			Very Available	
Creativity and Challenge (meet new problems, produce new and original work)	1	2	3	4	5	1	2	3	4	5
Adventure (situations with risk and change)	1	2	3	4	5	1	2	3	4	5
Self-expression (behavior consistent with self-concept)	1	2	3	4	5	1	2	3	4	5
Moral value (behavior consistent with moral code)	1	2	3	4	5	1	2	3	4	5

Handout #9

Energy Expenditure Inventory
(Adapted from Hagberg, J. & Leider, R.
The Inventurers
Reading, MA: Addison-Wesley, 1978)

Each of the activities listed below respresents one of the ways in which you direct your energy. The first column allows you to rate yourself on your actual energy expenditure with 1 = low to 5 = high. The second column is designed for you to rate your energy expenditure preferences; the third column allows you to rate your perceptions of the preferences about your energy expenditures held by significant others in your life. Based on these ratings identify the three areas where you currently experience the most conflict.

	Energy expenditure Actual					Energy expenditure Preferred					Energy expenditure Others				
	Low				High	Low				High	Low				High
Career	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Friends	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Social	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Spouse/ Significant Other	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Sports	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Hobbies	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Self-growth	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Community Service	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Personal Time	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Spirituality	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Adventure	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Process Session Eight
"Attain Personal Career Goals"

Objectives

1. To describe the meaning and purpose of goal setting.

2. To enable participants to set meaningful short-term and long-term career goals.

Activities

I. Open flipchart.

II. Overview of objectives for session.

III. Lecturette on goal setting.
   A. Define a goal as a statement that indicates what you will do to attain something you want. Setting goals is important because it can help shape and direct your life and your career.
   B. In order to be successful in achieving your goals, they should have the following characteristics (Use flipchart):
   - Conceivable: You need to have a clear idea of what you want to do.
   - Believable: You need to have the self-confidence that you can reach the goal.
   - Achievable: You need to have the skills, abilities and time needed to reach the goal.
   - Controllable: Reaching the goal must depend on you and not others or conditions outside you. If reaching the goal depends on others, you must involve them in the process.
   - Measurable: The goal must be measurable in time and quantity. You must be specific.
   - Desirable: Your goal must be something you really want to do, not something you think you should do. [Adapted from Ford, G. A. & Lippett, G. L. (1972). Planning your future. (Workbook). San Diego, CA: University Associates, Inc.]

IV. Procedures for setting goals.
   A. You are more likely to actually achieve your goals if you follow certain guidelines (use flipchart):
   - State your exact goal.
   - State the exact day for achieving it.
   - Determine what you will give up to reach your goal.

- State your plan of action in very specific terms.
- Write your plan on paper.
- Read your plan daily.
- Ask the group what past experiences they have had that have helped them to set and reach their goals. Add these to the list.

V. Setting short-term goals.
   A. Discuss the difference between short-term and long-term goals.
   B. Ask the group to think about what they most want in their careers one year from today. Tell them to write down their goal using the following format:
      - Specific goal statement.
      - What you will give up to achieve this goal.
      - Your specific plan of action to achieve your goal.
   C. Participants work individually while facilitators assist them.
   D. After group has worked for thirty minutes, ask members to share their short-term goal plans.

VI. Setting long-range goals.
   A. Ask the group to think about what they want most in their careers five years from today.
   B. Repeat the short-term goal exercise described above.

VII. Summary.
   A. Ask each participant to indicate on a sheet of paper, one or two significant learnings from the session.
   B. Collect the information and read it aloud to the group.

APPENDIX G

School Form

CDI

Developed by Drs. Donald E. Super, Albert S. Thompson,
Richard H. Lindeman, Jean P. Jordaan, and Roger A. Myers
at Teachers College, Columbia University

Career Development Inventory

DIRECTIONS

The Career Development Inventory asks you about school, work, your future career, and some of the plans you may have made. Answers to questions like these can indicate what kind of help may be useful to you in planning and preparing for a job after graduation, for vocational and technical school training, or for going to college before pursuing your occupational career.

The Inventory consists of two parts. The person who administers it will indicate whether you should complete the first part, the second part, or both parts. Part I (Career Orientation) begins on the next page and Part II (Knowledge of Preferred Occupation) begins on Page 11.

All your answers to the CDI go on a special answer sheet which should accompany this booklet. Make no marks of any kind on this booklet. Record your answers by blackening the appropriate lettered boxes on the answer sheet, using a #2 lead pencil. **Do not use a pen.** If you change an answer, please erase thoroughly.

Before opening the test booklet, fill in your name and the other information requested on the upper third of the answer sheet, following any special instructions of the person administering the inventory. Fill in the name boxes carefully.

When directed to do so, open this booklet and begin. Please answer every question. If you are not sure about an answer, guess; the first answer that comes to you is often the best one. Work rapidly, but be careful to make your marks in the right boxes for each question.

Consulting Psychologists Press, Inc., Palo Alto, California

PART I. *Career Orientation*

A. CAREER PLANNING

How much thinking and planning have you done in the following areas? For each question below choose the answer that best tells what you have done so far.

1. Finding out about educational and occupational possibilities by going to the library, sending away for information, or talking to somebody who knows.
   A. I have not yet given any thought to this.
   B. I have given some thought to this, but haven't made any plans yet.
   C. I have some plans, but am still not sure of them.
   D. I have made definite plans, but don't know yet how to carry them out.
   E. I have made definite plans, and know what to do to carry them out.

2. Talking about career plans with an adult who knows something about me.
   A. I have not yet given any thought to this.
   B. I have given some thought to this, but haven't made any plans yet.
   C. I have some plans, but am still not sure of them.
   D. I have made definite plans, but don't know yet how to carry them out.
   E. I have made definite plans, and know what to do to carry them out.

3. Taking classes which will help me decide what line of work to go into when I leave school or college.
   A. I have not yet given any thought to this.
   B. I have given some thought to this, but haven't made any plans yet.
   C. I have some plans, but am still not sure of them.
   D. I have made definite plans, but don't know yet how to carry them out.
   E. I have made definite plans, and know what to do to carry them out.

4. Taking classes which will help me in college, in job training, or on the job.
   A. I have not yet given any thought to this.
   B. I have given some thought to this, but haven't made any plans yet.
   C. I have some plans, but am still not sure of them.
   D. I have made definite plans, but don't know yet how to carry them out.
   E. I have made definite plans, and know what to do to carry them out.

5. Taking part in school or out-of-school activities which will help me in college, in training, or on the job.
   A. I have not yet given any thought to this.
   B. I have given some thought to this, but haven't made any plans yet.
   C. I have some plans, but am still not sure of them.
   D. I have made definite plans, but don't know yet how to carry them out.
   E. I have made definite plans, and know what to do to carry them out.

6. Taking part in school or after-school activities (for example, science club, school newspaper, volunteer nurse's aide) which will help me decide what kind of work to go into when I leave school.
   A. I have not yet given any thought to this.
   B. I have given some thought to this, but haven't made any plans yet.
   C. I have some plans, but am still not sure of them.
   D. I have made definite plans, but don't know yet how to carry them out.
   E. I have made definite plans, and know what to do to carry them out.

Go on to the next page.

7. Getting a part-time or summer job which will help me decide what kind of work I might go into.
   A. I have not yet given any thought to this.
   B. I have given some thought to this, but haven't made any plans yet.
   C. I have some plans, but am still not sure of them.
   D. I have made definite plans, but don't know yet how to carry them out.
   E. I have made definite plans, and know what to do to carry them out.

8. Getting money for college or for job training.
   A. I have not yet given any thought to this.
   B. I have given some thought to this, but haven't made any plans yet.
   C. I have some plans, but am still not sure of them.
   D. I have made definite plans, but don't know yet how to carry them out.
   E. I have made definite plans, and know what to do to carry them out.

9. Working out problems that might make it hard for me to get the kind of training or the kind of work I would like.
   A. I have not yet given any thought to this.
   B. I have given some thought to this, but haven't made any plans yet.
   C. I have some plans, but am still not sure of them.
   D. I have made definite plans, but don't know yet how to carry them out.
   E. I have made definite plans, and know what to do to carry them out.

10. Getting the kind of training, education, or experience I will need to get the kind of work I would like.
    A. I have not yet given any thought to this.
    B. I have given some thought to this, but haven't made any plans yet.
    C. I have some plans, but am still not sure of them.
    D. I have made definite plans, but don't know yet how to carry them out.
    E. I have made definite plans, and know what to do to carry them out.

11. Getting a job once I have finished my education and training.
    A. I have not yet given any thought to this.
    B. I have given some thought to this, but haven't made any plans yet.
    C. I have some plans, but am still not sure of them.
    D. I have made definite plans, but don't know yet how to carry them out.
    E. I have made definite plans, and know what to do to carry them out.

12. Doing things that will help me be a good worker, one who is most likely to be sure of a job.
    A. I have not yet given any thought to this.
    B. I have given some thought to this, but haven't made any plans yet.
    C. I have some plans, but am still not sure of them.
    D. I have made definite plans, but don't know yet how to carry them out.
    E. I have made definite plans, and know what to do to carry them out.

The next questions concern the kind of work you would like to do when you complete your education. At this stage, you probably have not definitely decided on a specific occupation, but you probably can think of a field of work or type of job you would like to work at. *Keeping in mind the type of job you think you might like to be in after you finish your schooling,* choose the one best answer which tells the amount of knowledge you already have about these jobs.

13. What people really do on the job.
    A. *Hardly any* knowledge.
    B. A *little* knowledge.
    C. An *average amount* of knowledge.
    D. A *good deal* of knowledge.
    E. A *great deal* of knowledge.

14. The abilities needed for the occupation.
    A. *Hardly any* knowledge.
    B. A *little* knowledge.
    C. An *average amount* of knowledge.
    D. A *good deal* of knowledge.
    E. A *great deal* of knowledge.

Go on to the next page.

15. The working conditions on such jobs.
    A. *Hardly any* knowledge.
    B. A *little* knowledge.
    C. An *average amount* of knowledge.
    D. A *good deal* of knowledge.
    E. A *great deal* of knowledge.

16. The education or training needed to get such a job.
    A. *Hardly any* knowledge.
    B. A *little* knowledge.
    C. An *average amount* of knowledge.
    D. A *good deal* of knowledge.
    E. A *great deal* of knowledge.

17. The need for people on that kind of job in the future.
    A. *Hardly any* knowledge.
    B. A *little* knowledge.
    C. An *average amount* of knowledge.
    D. A *good deal* of knowledge.
    E. A *great deal* of knowledge.

18. Different ways of getting into that occupation.
    A. *Hardly any* knowledge.
    B. A *little* knowledge.
    C. An *average amount* of knowledge.
    D A *good deal* of knowledge.
    E. A *great deal* of knowledge.

19. The chances of advancing in that kind of job or occupation.
    A. *Hardly any* knowledge.
    B. A *little* knowledge.
    C. An *average amount* of knowledge.
    D. A *good deal* of knowledge.
    E. A *great deal* of knowledge.

20. What sort of working day and work week I might have in the occupation.
    A. *Hardly any* knowledge.
    B. A *little* knowledge.
    C. An *average amount* of knowledge.
    D. A *good deal* of knowledge.
    E. A *great deal* of knowledge.

B. CAREER EXPLORATION

Questions 21 through 30 have four possible answers. Choose the *one best* answer for each question to show whether or not you would go to the following sources for information or help in making your plans for work or further education.

21. Father, mother, uncles, aunts, etc.
    A. Definitely not.
    B. Probablv not.
    C. Probably.
    D. Definitely.

22. Brothers, sisters, or cousins.
    A. Definitely not.
    B. Probably not.
    C. Probablv.
    D. Definitely.

23. Friends.
    A. Definitely not.
    B. Probably not.
    C. Probably.
    D. Definitely.

24. Coaches of school or other teams.
    A. Definitely not.
    B. Probably not.
    C. Probably.
    D. Definitely.

25. Teachers.
    A. Definitely not.
    B. Probably not.
    C. Probably.
    D. Definitely.

26. School counselors.
    A. Definitely not.
    B. Probably not.
    C. Probably.
    D. Definitely.

27. Other adults who know things and can help people.
    A. Definitely not.
    B. Probably not.
    C. Probably.
    D. Definitely.

28. College catalogues, books, guidance materials, etc.
    A. Definitely not.
    B. Probably not.
    C. Probably.
    D. Definitely.

29. People in the occupation or at the institute or college I am considering.
    A. Definitely not.
    B. Probably not.
    C. Probably.
    D. Definitely.

30. TV shows, movies, or magazines.
    A. Definitely not.
    B. Probably not.
    C. Probably.
    D. Definitely.

Go on to the next page.

Questions 31 through 40 also have four possible answers. This time choose the *one best* answer to show how much useful information the people or sources listed below have already given you or directed you to in making your plans for the future.

31. Father, mother, uncles, aunts, etc.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

32. Brothers, sisters, or other relatives.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

33. Friends.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

34. Coaches of school or other teams.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

35. Teachers.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

36. School counselors.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

37. Other adults who know things and can help people.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

38. College catalogues, books, guidance materials, etc.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

39. People in the occupation or at the institute or college I am considering.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

40. TV shows, movies, or magazines.
    A. *No* useful information.
    B. *Some* useful information.
    C. A *good deal* of useful information.
    D. A *great deal* of useful information.

C. DECISION-MAKING

What should each of the following students do? Choose the *one best* answer for each case.

41. E.R. took some tests which show some promise for clerical work. This student says, "I just can't see myself sitting behind a desk for the rest of my life. I'm the kind of person who likes variety. I think a traveling job would suit me fine." E.R. should:
    A. disregard the tests and do what he or she wants to do.
    B. do what the tests say since they know best.
    C. look for a job which requires clerical ability but does not pin one to a desk.
    D. ask to be tested with another test since the results of the first one are probably wrong.

42. J.D. might like to become a computer programmer, but knows little about computer programming, and is going to the library to find out more about it. The most important thing for J.D. to know now is:
    A. what the work is, what one does on the job.
    B. what the pay is.
    C. what the hours of work are.
    D. where one can get the right training.

Go on to the next page.

43. A.M. is very good with skilled handiwork and there isn't anybody in the class who has more mechanical aptitude or is better at art. A.M.'s best grades are in math, but A.M. likes all of these things. What should A.M. do?

A. Look for an occupation which will use as many of these interests and abilities as possible.
B. Pick an occupation which uses math, since there is a better future in that than in art or in working with one's hands.
C. Decide now on one of these activities because of ability or interest, and then pick an occupation which uses that kind of asset.
D. Put off deciding about the future and wait until interest in some of these activities declines.

44. B.R. gets very good science grades but doesn't care too much about this subject. The subject B.R. liked best is art even though grades in it are only average. This student is most likely to do well in a future occupation if he or she:

A. forgets about interest in art since achievement is so much better in science.
B. doesn't worry about the achievement in art, because if you like something you can become good at it.
C. looks for an occupation which uses both art and science, but more science than art.
D. looks for an occupation which involves both science and art, but more art than science.

45. L.F. seems not to really care what kind of work is available on leaving school as long as it is working with people. If this is all this student cares about, he or she is likely to make a bad choice because:

A. this kind of work usually requires a college degree.
B. employers usually hire people with definite interests and objectives.
C. people look down on those who work with people because such work usually doesn't pay as well as technical work.
D. occupations in which one works with people can be very different from each other in the abilities and interests which are needed.

46. R.A. has good grades in all high school courses, wants to go to college, has parents' approval for going to college, but has no occupational plans. What is the best next step for R.A.?

A. Delay college until occupational plans emerge.
B. Choose a college major that is very difficult.
C. Choose a college where exploring several majors is encouraged during the first two years.
D. Find out about graduate and professional school requirements.

47. A.K. can't decide whether to become an air-conditioning and refrigeration technician or an engineer. In making the choice, to which of the following should A.K. pay the most attention?

A. How much money A.K. wants to earn.
B. How much education and training A.K. is likely to be able to get.
C. What A.K.'s parents would prefer.
D. Which occupation people respect most.

48. P.T. is a high school junior with no education or vocational plans beyond high school. What would you recommend that P.T. do first?

A. A thorough search of colleges to attend.
B. An analysis of relevant personal characteristics such as abilities, interests, and values.
C. An intensive study of information about occupations.
D. A matching of P.T.'s abilities with job requirements.

49. E.B. is a ninth-grader with excellent school grades and very high scores on all ability tests, but has no educational or vocational plans. What is the best advice to give to E.B.?

A. Arrive at a definite goal as soon as possible.
B. Not to be concerned about a goal or a plan because success is almost certain.
C. Concentrate on selecting the right college.
D. Find out when important choices will have to be made and get the needed information.

Go on to the next page.

50. An uncle has just told T.H. that his company is always looking for tool and die makers, pays them well and keeps them on the payroll even in bad times. T.H. is interested and wants to learn more about the occupation. What is the most important thing for T.H. to learn?

A. Where tool and die makers work.
B. How much training is required.
C. What is the work tool and die makers do.
D. What tool and die makers actually are paid.

51. L.M. has good school grades and looks forward to studying engineering in college. What is the best advice to help L.M. plan a tenth-grade course schedule?

A. Be sure to schedule college preparatory math and science.
B. Get all of the shop courses it is possible to take.
C. Take a light load because in college it will be hard work.
D. Allow time for a part-time job to learn what engineers do.

52. J.M., who has always dreamed of being either a lawyer or a business executive, cannot plan for college because of the cost. J.M.'s grades and test scores show good promise for college. What should be recommended for J.M. after high school?

A. Find a job in a law office and go to law school at night.
B. Get a job in a business concern that offers on-the-job training and other educational opportunities.
C. Forget about law and business and work in a field that requires no education.
D. Find a rewarding hobby.

53. M.J. is considering becoming either a research chemist or a lawyer. In choosing between the two, which of the following should be given the most weight?

A. Whether M.J.'s ability in science and grades in science courses are good enough.
B. Whether M.J. can afford to go to college.
C. Whether M.J. can get admitted to college.
D. Whether M.J.'s friends think the choice is a good one.

54. After careful thought, E.K. has decided on business training for a year or two after high school. However, deciding between majors in accounting and sales remains a problem for E.K. In exploring this problem, to what should be given the most weight?

A. The difference in training time required by the two majors.
B. The chances of being admitted for training in the major.
C. Which major requires the most work.
D. Which major best fits E.K.'s abilities and interests.

55. J.F. is the best all-around artist in the class, winning art competitions consistently. But academic subject matter comes hard to J.F., who will probably graduate in the bottom fifth of the senior class. Which is the most realistic educational plan for J.F.?

A. Seek admission to a university where one can combine art and regular college subjects to earn a Bachelor of Fine Arts.
B. Forget about any education beyond high school.
C. Forget about art and concentrate on college preparatory subjects.
D. Seek admission to an art school where poor academic grades will not be a handicap.

56. L.D. wants to be a newspaper reporter. Which of the following paths might lead to becoming a qualified newspaper reporter?

A. Working full-time on a newspaper and continuing education on a part-time basis.
B. Earning a bachelor's degree in Journalism.
C. Taking a liberal arts degree first, followed by a graduate degree in Journalism.
D. Any of the above.

57. B.D.'s interest in and skill at helping others have become the most important part of B.D.'s self-picture. Which occupation should B.D. probably *not* be considering?

A. Nurse's aide.
B. Recreation worker.
C. Sales person.
D. Teacher's aide.

Go on to the next page.

58. R.R. gets B's in math and science but has failed ninth-grade English twice, and gets D's in social studies courses. Which occupation makes the most sense for R.R.?

    A. Engineering technician.
    B. Veterinarian.
    C. Civil engineer.
    D. Science and math teacher.

59. R.J. has high ability, excellent grades and the money to go to college. R.J.'s only clear future goal is to make a great deal of money. What should R.J. do?

    A. Pursue a career in medicine because that's where the money is.
    B. Arrive at an appropriate vocational goal and the money will take care of itself.
    C. Change goals because wanting a lot of money is not a good thing.
    D. Find out what wanting to make a lot of money really means.

60. A.S. has good tested ability but has poor high-school grades. The counselor advises that A.S. will not be admitted to any college because of the high school record. A.S. thinks the problems that caused the low grades are now solved and wants to get more education. What is A.S.'s best course of action?

    A. Forget about college and seek a satisfying job.
    B. Repeat courses in high school in order to improve the grades.
    C. Find out about junior colleges and community colleges whose admission standards are less demanding.
    D. Get private tutoring in the weak subjects.

D. WORLD-OF-WORK INFORMATION

Choose the *one best* answer to each of the following questions about career development and the world of work.

61. Tenth graders should be expected to know

    A. exactly what occupation they want to go into.
    B. the kind of work but not necessarily the specific occupation they want.
    C. where to get the job they want.
    D. the different occupations a person with their interests and abilities could go into.

62. When a teacher or counselor encourages students to explore themselves and the world about them, what he or she wants them to do is to

    A. be active in school affairs.
    B. go on field trips.
    C. try themselves out in a variety of situations and activities.
    D. take some aptitude tests.

63. Exploring interests, abilities and opportunities is something which people should be encouraged to engage in

    A. throughout their lives.
    B. when they become dissatisfied with the way things are.
    C. when they lose their jobs.
    D. when things start to go wrong.

64. Which of the following will help high school students most in thinking about a career?

    A. Making the right contacts.
    B. Setting an occupational goal early and sticking to it.
    C. Finding out where the best opportunities for employment are.
    D. Finding out what activities and courses they like most and are best at.

Go on to the next page.

65. The reason why many young people change jobs frequently between the ages of 18 and 25 is that they

    A. don't know when they are well off.
    B. received wrong advice from their parents and teachers.
    C. are the first to be fired when business is bad.
    D. don't know enough about themselves or work to make good choices.

66. Suppose you know what *kind* of work you would like to do and also know about the many different occupations which can be found in that field. What information would you need to be able to pick out those occupations which are at the right *level* for you? (By *field* is meant the kind of work you would like to do, for example, scientific work, social service work, work involving machines and tools; by *level* is meant the amount of education and training you would need to get, and the amount of responsibility you would have to carry on the job.)

    A. Information about your abilities.
    B. Information about educational and training requirements.
    C. Information about what it would cost to get the needed training and education.
    D. All of the above.

67. The most important thing about the courses you take at college or the jobs you take after you leave school is

    A. what the courses or jobs tell you about your interests and abilities.
    B. whether the courses or jobs are easy or difficult.
    C. whether your parents approve of the choice of courses or jobs.
    D. what your instructors or employers think of you.

68. Being happy in a job is mostly a matter of

    A. being paid well.
    B. having interesting things to do when your day's work is done.
    C. knowing what you want from a job and getting it.
    D. receiving promotions and pay increases.

69. Students who want to go to college or to seek a particular kind of job when they leave high school can improve their chances most by

    A. being active in school affairs.
    B. choosing appropriate high school courses.
    C. getting along with their teachers and counselors.
    D. choosing courses in which they know they will get good grades.

70. A student who, on leaving high school, takes a semi-skilled factory job at a good wage instead of a learner's job or apprenticeship

    A. gives up a better future for a better present.
    B. should work his way up to a more skilled job easily enough.
    C. is probably following the school counselor's advice.
    D. is probably giving in to pressure from parents.

71. Family doctors (physicians) usually learn their jobs in

    A. high schools.
    B. community colleges or technical schools.
    C. four-year colleges or universities.
    D. graduate or professional schools.

72. Mail carriers usually learn their jobs in

    A. high schools.
    B. apprenticeships or on-the-job training.
    C. community colleges or technical schools.
    D. four-year colleges or universities.

Go on to the next page.

73. Medical laboratory technicians are most likely to use

A. levels.
B. log tables.
C. tongue depressors.
D. microscopes.

74. A stock broker is most likely to use

A. a calculator.
B. calipers.
C. forceps.
D. a micrometer.

75. Bookkeepers are most likely to use

A. lathes.
B. calculators.
C. ledgers.
D. slide rules.

76. Which of the following workers is most likely to be able to forget about work after leaving the workplace?

A. Administrative assistant
B. Secretary
C. Typist
D. Credit clerk

77. Waiters and waitresses are usually paid

A. weekly salaries.
B. hourly wages.
C. wages and tips.
D. tips only.

78. In starting a new job, it is most important to

A. make sure the other workers like you.
B. show that you are your own boss.
C. be aware of how others feel about things.
D. hide your own feelings from others.

79. In dealing with customers, clients, or other outsiders with whom your work brings you in contact, it is most important to

A. show them you know more about your work than they do.
B. understand what they want and see if you can help them get it.
C. make sure that you do only as you are told.
D. do whatever brings in the most money.

80. Which of the following is most important in a job application interview?

A. Telling the interviewer you will do any work so long as the job is a good one.
B. Knowing what salary or pay to ask for.
C. Finding out whether you and the job are right for each other.
D. Being introduced by a mutual friend.

End of Part I.

PART II. *Knowledge of Preferred Occupation*

One of the kinds of information required in career planning is knowledge of the occupational world, particularly of the occupations being considered as possible career goals.

This section is designed to help you determine how much you know about the occupational area you are currently moving toward in your career planning, even though you may not have definitely decided on a specific occupation.

INSTRUCTIONS

***First,* turn to the back of your answer sheet to the *Occupational Group Preference Form* and follow the instructions there. Use the form to select one of the Occupational Groups (A to T).**

Next, fill in the information requested on the answer sheet if you have not already done so. Follow the instructions of the person administering the inventory. **Be sure to mark your chosen Occupational Group (A to T) on the front of the answer sheet.** Make all the marks for the following questions in the lower third of the answer sheet labeled "Part II," using a #2 lead pencil only.

All your answers to the remaining questions should be in terms of the Occupational Group you selected when filling out the Preference Form on the back of your answer sheet. Please answer every question. If you are not sure about an answer, guess.

Characteristics of Preferred Occupation: These five questions below deal with the kind of work involved. They should be answered in terms of the *Occupational Group* you selected when filling in the *Occupational Group Preference Form.* Be sure that you have marked the letter of your Preferred Occupational Group on the answer sheet.

Duties: Most occupations involve some combination of working with *words, numbers, people,* and *things.* In your Preferred Occupational Group the:

1. most important is:	A. words.	B. numbers.	C. people.	D. things.
2. next most important is:	A. words.	B. numbers.	C. people.	D. things.
3. least important is:	A. words.	B. numbers.	C. people.	D. things.

4. *Tools and Equipment:* The Occupational Group you selected requires the use of

   A. no special tools or equipment.
   B. hand-tools, without real precision.
   C. hand-tools, with real precision.
   D. equipment, with simple handling or adjustments.
   E. complex equipment requiring technical knowledge and skill.

5. *Physical Requirements:* In this Occupational Group the work is generally:

   A. *sedentary;* done sitting down and lifting only light objects.
   B. *light;* one may stand or walk but does not have to lift heavy objects.
   C. *moderately heavy;* things to be lifted never weigh more than 50 pounds and usually less than 25.
   D. *heavy;* with much standing, walking, and lifting objects weighing up to 100 pounds in loading or moving equipment.

Go on to the next page.

Ability Requirements: Occupations differ in the abilities required to learn and do the work. Following is a list of these abilities. Think of how people differ in these abilities and rate your Occupational Group to show how much of each of the abilities is typical of workers in the Occupational Group.

6. *Verbal ability* (understanding and working with words). On this ability, this Occupational Group is typically made up of
   A. the bottom 10% of people in general.
   B. below average people.
   C. average, middle third of people in general.
   D. above average people.
   E. the top 10% of people in general.

7. *Non-verbal reasoning* (ability to find relationships among objects, patterns and designs). On this ability, this Occupational Group is typically made up of
   A. the bottom 10% of people in general.
   B. below average people.
   C. average, middle third of people in general.
   D. above average people.
   E. the top 10% of people in general.

8. *Numerical ability* (working with numbers and using them in solving problems). On this ability, this Occupational Group is typically made up of
   A. the bottom 10% of people in general.
   B. below average people.
   C. average, middle third of people in general.
   D. above average people.
   E. the top 10% of people in general.

9. *Clerical ability* (ability to check combinations of letters and numbers quickly and accurately). On this ability, this Occupational Group is typically made up of
   A. the bottom 10% of people in general.
   B. below average people.
   C. average, middle third of people in general.
   D. above average people.
   E. the top 10% of people in general.

10. *Mechanical ability* (ability to understand mechanical principles and equipment and to apply the laws of everyday science). On this ability, this Occupational Group is typically made up of
   A. the bottom 10% of people in general.
   B. below average people.
   C. average, middle third of people in general.
   D. above average people.
   E. the top 10% of people in general.

11. *Spatial ability* (ability to see objects in relation to each other, to judge sizes and shapes, and to think in three dimensions). On this ability, this Occupational Group is typically made up of
   A. the bottom 10% of people in general.
   B. below average people.
   C. average, middle third of people in general.
   D. above average people.
   E. the top 10% of people in general.

Go on to the next page.

12. *Motor coordination* (ability to move body accurately, quickly and smoothly). On this ability, this Occupational Group is typically made up of

    A. the bottom 10% of people in general.
    B. below average people.
    C. average, middle third of people in general.
    D. above average people.
    E. the top 10% of people in general.

13. *English skills* (knowledge of use of correct grammar, punctuation and capitalization). On this ability, this Occupational Group is typically made up of

    A. the bottom 10% of people in general.
    B. below average people.
    C. average, middle third of people in general.
    D. above average people.
    E. the top 10% of people in general.

14. *Reading ability.* On this Occupational Group, workers must be able to

    A. read and remember complex passages involving special vocabularies.
    B. understand the meanings of words in general literary use.
    C. read ordinary newspapers and carry on conversations.
    D. understand simple instructions and answer simple questions.

Interests: Consider the interests involved in your Preferred Occupational Group.

15. Here are 9 types of *interests* which people may have. Choose the one which is *most typical* of the occupations in the group you selected. Mark the corresponding letter on the answer sheet for Question 15.

A. Verbal	—working with words, stories, ideas
B. Numerical	—working with numbers, arithmetic, calculators, etc.
C. Clerical	—detail work calling for accuracy and neatness with words or figures
D. Mechanical	—working with things, machines, equipment
E. Scientific	—experimenting, laboratory research, understanding the how and why of things
F. Artistic/ Musical	—enjoying design, color, shape or enjoying listening to or playing music
G. Promotional	—influencing others personally or in writing
H. Social	—helping people who are in need or in trouble
I. Outdoor	—activities involving being outdoors

16. Now choose the one from the above list (A to I) which is *second most typical* of the occupations in your Occupational Group Preference. Record that letter in the box on the Answer Sheet for Question 16.

Go on to the next page.

Values: Occupations differ in the extent to which they permit workers in the occupation to *find what they want in life*. In the following 14 questions, indicate how well the Occupational Group you picked provides opportunities for satisfying the values listed.

Values	Opportunities for satisfying		
17. Achievement (feeling you have really accomplished something):	A. Poor	B. Average	C. Good
18. Altruistic (helping people):	A. Poor	B. Average	C. Good
19. Artistic (enjoying beauty):	A. Poor	B. Average	C. Good
20. Companionship (having pleasant people to work with):	A. Poor	B. Average	C. Good
21. Creative (making new things or creating new ideas):	A. Poor	B. Average	C. Good
22. Economic (making plenty of money and having good things):	A. Poor	B. Average	C. Good
23. Independence (being free to do things your way):	A. Poor	B. Average	C. Good
24. Intellectual (working with ideas and solving problems):	A. Poor	B. Average	C. Good
25. Managing (planning work and supervising people):	A. Poor	B. Average	C. Good
26. Prestige (having the respect of others):	A. Poor	B. Average	C. Good
27. Security (being sure of a job):	A. Poor	B. Average	C. Good
28. Variety (changing activities or location):	A. Poor	B. Average	C. Good
29. Way-of-life (living a good life in a nice place):	A. Poor	B. Average	C. Good
30. Working Conditions (having a good place to work in):	A. Poor	B. Average	C. Good

Other Characteristics:

31. Select the response below which shows the amount of education required by your Preferred Occupational Group.
    A. postgraduate degree (M.A. or Ph.D.) from a graduate school.
    B. professional degree (M.D., LLB., etc.) from a professional school.
    C. B.A. or B.S. from a college or university.
    D. A.A. or certificate from a two-year college.
    E. diploma from a business or technical school after high school.
    F. high school diploma.
    G. none of the above.

32. In your Preferred Occupational Group one needs
    A. no specialized training.
    B. special courses (for instance, commercial or vocational) in high school.
    C. an apprenticeship or more than a few days of on-the-job training.
    D. one or more short courses in business or technical school.
    E. a particular major in college.
    F. a postgraduate or professional degree in a special field.

Go on to the next page.

33. The best single way to get one's first job in this Occupational Group is through
    A. direct application to the employer.
    B. an examination that puts one on the eligible list.
    C. the union.
    D. one's school, or college, or professional school.
    E. an employment agency.

34. Occupations vary in their social and economic levels, that is, in how well the people working in them can live. How does the Occupational Group you have in mind compare with others in this way? It is
    A. among the lowest.
    B. below average.
    C. about average in how people can live.
    D. above average.
    E. among the highest level occupations.

35. The work in some occupational fields is likely to change considerably as a result of future developments in technology and science. The Occupational Group you are rating is likely to
    A. require quite different knowledge and skills.
    B. change somewhat.
    C. stay pretty much the same.

36. How steady is the work in this Occupational Group?
    A. Even in bad times, workers are usually sure of a job and a regular income.
    B. Except in bad times, workers are usually sure of a job and a regular income.
    C. There is some risk of brief periods of unemployment.
    D. Employment is affected by economic changes and the risk of unemployment is great.

37. How steady is the income from this kind of work?
    A. Income goes up and down with worker performance, as in piece-work, or commission, or fee-charging jobs.
    B. Income varies from week to week with overtime pay or temporary lay-offs.
    C. Income is steady, based on a fixed salary.

38. Annual income differs from one occupation to another. How well does this Occupational Group pay? It is
    A. one of the lowest paying fields.
    B. below average.
    C. about average in how well it pays.
    D. above average.
    E. one of the highest paying fields.

39. Most people in this Occupational Group work for
    A. government agencies: federal, state, municipal, etc.
    B. private companies, organizations, or institutions.
    C. both governmental and private organizations.
    D. themselves.

40. The hours of work in these occupations are generally
    A. regular, daytime hours fixed by the organization.
    B. shift work, involving no change of shift.
    C. shift work, involving changing shifts at times.
    D. irregular, changing from day to day or week to week, as the situation demands.
    E. irregular, but under control of the individual.
    F. fixed, but under the control of the individual.

End of Part II.

APPENDIX H

Hoppock Job Satisfaction Questionnaire

The statements below have been included in order for you to describe your overall feelings about your job.

66. Check the statement which best describes how you like your job.

    1 I hate it.
    2 I dislike it.
    3 I don't like it.
    4 I am indifferent to it.
    5 I like it.
    6 I am enthusiastic about it.
    7 I love it.

67. Check the statement below which best describes how much of the time you are satisfied with your job.

    1 All of the time
    2 Most of the time
    3 A good deal of the time
    4 About half of the time
    5 Occasionally
    6 Seldom
    7 Never

68. Check the statement below which best describes how you feel about changing your job.

    1 I would quit this job at once if I would get anything else to do.
    2 I would take almost any other job in which I could earn as much as I am earning now.
    3 I would like to change both my job and my occupation.
    4 I would like to exchange my present job for another job.
    5 I am not eager to change my job, but I would do so if I could get a better job.
    6 I cannot think of any job for which I would exchange my present job.
    7 I would not exchange my job for any other.

69. Check the statement below which most accurately describes how you think you compare with other people.

    1 No one likes his job better than I like mine.
    2 I like my job much better than most people like theirs.
    3 I like my job better than most people like theirs.
    4 I like my job as well as most people like theirs.
    5 I dislike my job more than most people dislike theirs.
    6 I dislike my job much more than most people dislike theirs.
    7 No one dislikes his/her job more than I dislike mine.

APPENDIX I

minnesota satisfactoriness scales

Vocational Psychology Research

UNIVERSITY OF MINNESOTA

Employee Name ______________________ Job ______________________

Rated by ______________________ Date ______________________

Please check the best answer for each question

Be sure to answer all questions

Compared to others in his/her work group, how well does the employee . . .	*not as well*	*about the same*	*better*
1. Follow company policies and practices?	☐	☐	☐
2. Accept the direction of his/her supervisor?	☐	☐	☐
3. Follow standard work rules and procedures?	☐	☐	☐
4. Accept the responsibility of his/her job?	☐	☐	☐
5. Adapt to changes in procedures or methods?	☐	☐	☐
6. Respect the authority of his/her supervisor?	☐	☐	☐
7. Work as a member of a team?	☐	☐	☐
8. Get along with his/her supervisors?	☐	☐	☐
9. Perform repetitive tasks?	☐	☐	☐
10. Get along with his/her co-workers?	☐	☐	☐
11. Perform tasks requiring variety and change in methods?	☐	☐	☐

Compared to others in his/her work group . . .	*not as good*	*about the same*	*better*
12. How good is the quality of his/her work?	☐	☐	☐
13. How good is the quantity of his/her work?	☐	☐	☐

If you could make the decision, would you . . .	*yes*	*not sure*	*no*
14. Give him/her a pay raise?	☐	☐	☐
15. Transfer him/her to a job at a higher level?	☐	☐	☐
16. Promote him/her to a position of more responsibility?	☐	☐	☐

Please check the best answer for each question

Be sure to answer all questions

Compared to others in his/her work group, how often does the employee . . .	*less*	*about the same*	*more*
17. Come late for work?	☐	☐	☐
18. Become overexcited?	☐	☐	☐
19. Become upset and unhappy?	☐	☐	☐
20. Need disciplinary action?	☐	☐	☐
21. Stay absent from work?	☐	☐	☐
22. Seem bothered by something?	☐	☐	☐
23. Complain about physical ailments?	☐	☐	☐
24. Say 'odd' things?	☐	☐	☐
25. Seem to tire easily?	☐	☐	☐
26. Act as if he/she is not listening when spoken to?	☐	☐	☐
27. Wander from subject to subject when talking?	☐	☐	☐

28. Now will you please consider this worker with respect to overall competence, the effectiveness of job performance, proficiency, and general overall value. Take into account all the elements of successful job performance, such as knowledge of the job and functions performed, quantity and quality of output, relations with other people (subordinates, equals, superiors), ability to get the work done, intelligence, interest, response to training, and the like. In other words, how closely does he/she approximate the ideal, the kind of worker you want more of? With all these factors in mind, where would you rank this worker as compared with the other people whom you now have doing the same work? (or, if he/she is the only one, how does he/she compare with those who have done the same work in the past?)

In the top ¼ .... ☐

In the top half but not among the top ¼ .... ☐

In the bottom half but not among the lowest ¼ .... ☐

In the lowest ¼ .... ☐

APPENDIX J

NAME: ______________________________

FIRST CHICAGO
The First National Bank of Chicago

ORGANIZATIONAL ENTRY SURVEY

The statements listed below describe issues and experiences which you may have encountered as a new employee at The First National Bank of Chicago. The scale to the right of each statement is designed for you to indicate the degree to which you agree with each statement. The scale ranges from "Strongly Disagree" to "Strongly Agree."

You will note that the statements are organized according to seven tasks. The last three statements under each task provide an opportunity for you to indicate (a) the importance of the task. (b) amount of difficulty you have experienced with the task and, finally, (c) the degree to which you have completed the task to your own satisfaction.

The last four items on the survey have been included so that you may describe your satisfaction with your job at this time.

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree or Disagree	Mildly Agree	Moderately Agree	Strongly Agree
TASK 1: Obtain Information About The Organization							
1. I am familiar with the bank's goals as an organization................	1	2	3	4	5	6	7
2. I know the history of this bank.........	1	2	3	4	5	6	7
3. I am familiar with the bank's policies concerning salary, transfers and promotions................	1	2	3	4	5	6	7
4. It is important for me to obtain information about the organization......	1	2	3	4	5	6	7
5. I have found it difficult here to obtain information about the organization...........................	1	2	3	4	5	6	7
6. I have completed the task of obtaining information about the organization to my own satisfaction...........................	1	2	3	4	5	6	7

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree or Disagree	Mildly Agree	Moderately Agree	Strongly Agree
TASK 2: Determine the Organization's Performance Expectations							
7. I understand the major functions of the department in which I work.......	1	2	3	4	5	6	7
8. I understand the way in which my department fits in with the rest of the bank............................	1	2	3	4	5	6	7
9. I clearly understand what is expected from me in this job............	1	2	3	4	5	6	7
10. I know how much work I am supposed to do.........................	1	2	3	4	5	6	7
11. I know the quality of work expected from me.......................	1	2	3	4	5	6	7
12. I understand the limits or boundaries of my job responsibilities.......................	1	2	3	4	5	6	7
13. I know who to contact in order to get the information I need to do my job...........................	1	2	3	4	5	6	7
14. My co-workers pretty much agree on what I am supposed to be doing................................	1	2	3	4	5	6	7
15. I understand why things happen the way they do in my department............................	1	2	3	4	5	6	7
16. It is important to me to have a clear understanding of what is expected of me in this job...........	1	2	3	4	5	6	7
17. I have found that it is diffcult to determine what is expected of me in this job......................	1	2	3	4	5	6	7
18. I have completed the task of determining what is expected of me to my own satisfaction............	1	2	3	4	5	6	7

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree or Disagree	Mildly Agree	Moderately Agree	Strongly Agree
TASK 3: Attain The Organization's Performance Objectives							
19. The people who can provide the information I need to do my job are usually available..................	1	2	3	4	5	6	7
20. In my job I am able to predict fairly accurately what is going to happen on a day-to-day basis........	1	2	3	4	5	6	7
21. I am satisfied with the progress I've made in developing the skills I need to do my job...................	1	2	3	4	5	6	7
22. I have established good working relations with people in other departments who directly effect me in carrying out my job responsibilities......................	1	2	3	4	5	6	7
23. I am able to accept and work with people who have different levels of competence..................	1	2	3	4	5	6	7
24. If I had an idea about improving the way work was done in my department, I think I could get action on it..........................	1	2	3	4	5	6	7
25. It is important to me to meet the organization's expectations of my job performance.................	1	2	3	4	5	6	7
26. It has been difficult to meet the bank's expectations of my job performance......................	1	2	3	4	5	6	7
27. I have completed the task of meeting the bank's expectations of my job performance to my own satisfaction......................	1	2	3	4	5	6	7

TASK 4: Develop Interpersonal Relationships

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree or Disagree	Mildly Agree	Moderately Agree	Strongly Agree
28. I believe that I am sure to work well with my co-workers...............	1	2	3	4	5	6	7
29. I have become an accepted member of my work group......................	1	2	3	4	5	6	7
30. My co-workers have given me a lot of help in learning how to do my job..........................	1	2	3	4	5	6	7
31. My supervisor has provided me with a clear understanding of what is expected of me in this job.................................	1	2	3	4	5	6	7
32. I receive sufficient feedback from my supervisor regarding my work.............................	1	2	3	4	5	6	7
33. I have established what I believe is an effective working relationship with my supervisor........	1	2	3	4	5	6	7
34. I believe that my supervisor and I would agree in an evaluation of my performance..........	1	2	3	4	5	6	7
35. In general, I am able to obtain the kind of feedback I need about my job performance.....................	1	2	3	4	5	6	7
36. I feel I have a lot of influence in my department......................	1	2	3	4	5	6	7
37. It is important for me to develop relationships with the people with whom I work.....................	1	2	3	4	5	6	7
38. It has been difficult for me to establish relationships with the people with whom I work...............	1	2	3	4	5	6	7
39. I have completed the task of developing good relationships with the people with whom I work...........	1	2	3	4	5	6	7

TASK 5: Attain Personal Career Goals	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree or Disagree	Mildly Agree	Moderately Agree	Strongly Agree
40. This job is very similar to what I am looking for in a job...............	1	2	3	4	5	6	7
41. I am increasingly able to make the kind of contribution I had hoped to make in this job....................	1	2	3	4	5	6	7
42. At the present time, I am not giving any thought to quitting this job................................	1	2	3	4	5	6	7
43. This bank is a good place to work....................................	1	2	3	4	5	6	7
44. Based on my experiences so far, I believe that the opportunities here for my career growth and development will meet or exceed my expectations........................	1	2	3	4	5	6	7
45. I believe that I can have considerable control over the direction my career can take in this organization......................	1	2	3	4	5	6	7
46. This job is consistent with my long-range career plans................	1	2	3	4	5	6	7
47. It is important to me to attain my personal career goals...............	1	2	3	4	5	6	7
48. So far, it has been difficult for me to attain my personal career goals in this job..............	1	2	3	4	5	6	7
49. I have completed the task of attaining my personal career goals in this job to my own satisfaction...........................	1	2	3	4	5	6	7

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree or Disagree	Mildly Agree	Moderately Agree	Strongly Agree
TASK 6: Manage Internal Conflict							
50. There are significant differences between what I thought this job would be like and what I have actually experienced in this job.......	1	2	3	4	5	6	7
51. There are some major differences between what I am currently doing in this job and what I would like to be doing............................	1	2	3	4	5	6	7
52. There are conflicts between the work-related values I developed prior to taking this job and the work related values of the people with whom I work......................	1	2	3	4	5	6	7
53. I miss what I used to do prior to taking this job....................	1	2	3	4	5	6	7
54. I experience conflict between what I am expected to do in this job and what I think I should be doing in this job..........................	1	2	3	4	5	6	7
55. Managing the types of internal conflict described in items 50 to 54 is important to me..............	1	2	3	4	5	6	7
56. Managing these types of internal conflict has been difficult for me in this job........................	1	2	3	4	5	6	7
57. I have completed the task of managing these internal conflicts to my own satisfaction................	1	2	3	4	5	6	7

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Neither Agree or Disagree	Mildly Agree	Moderately Agree	Strongly Agree
TASK 7: Manage Outside Life Conflict							
58. My involvement with people outside work (e.g. spouse, friends, children) demands a great deal of my time and energy............................	1	2	3	4	5	6	7
59. The relationships that I am involved in outside work are supportive of my working............................	1	2	3	4	5	6	7
60. I am active in one or more social groups outside my job (e.g. voluntary organizations, political action, church)......................	1	2	3	4	5	6	7
61. I am quite involved in one or more of the following activities: hobbies, sports or educational programs.........	1	2	3	4	5	6	7
62. My commitments outside work conflict with my job responsibilities..........	1	2	3	4	5	6	7
63. Managing the conflicts between my life outside work and my job responsibilities is important to me................................	1	2	3	4	5	6	7
64. Managing the conflicts between my life outside work and my job responsibilities is difficult for me..............................	1	2	3	4	5	6	7
65. I have completed the task of managing conflict between my commitments outside work and my job responsibilities to my own satisfaction...........................	1	2	3	4	5	6	7

APPROVAL SHEET

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

12-5-86
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