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A TWO-SIDED STUDY OF JOB SATISFACTION

By

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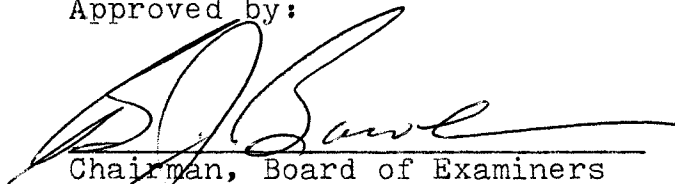
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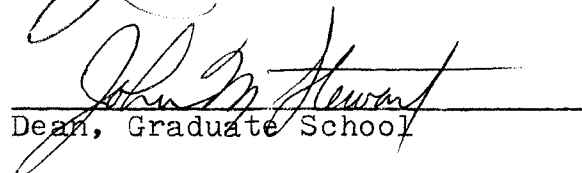
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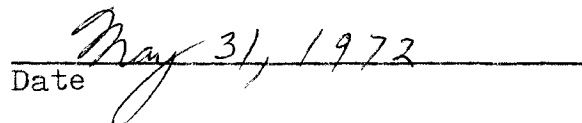
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TABLE OF CONTENTS

Chapter

I. INTRODUCTION.	1
Purpose of Study	
Scope and Limitations of this Study	
Overview of the Topic Area	
Organization of the Study	
II. A GENERAL DISCUSSION OF SATISFACTION.	5
III. FOUR VARIABLES OF JOB SATISFACTION.	17
Job Content	
Supervision	
Work Groups	
Payee	
IV. THE EFFECTS OF JOB SATISFACTION	55
Absenteeism	
Turnover	
Performance	
Summary	
V. CONCLUSION.	70
APPENDIX I.	76
APPENDIX II.	96
BIBLIOGRAPHY	112

CHAPTER I

INTRODUCTION

Purpose of the Study

Some of the theories of motivation related to selected variables which contribute to job satisfaction and certain behavior that the employee manifests on the job are examined in this paper. It is contended that this objective will be fulfilled by:

1. Analyzing differing theories which have contributed to the various company policies that have been and are being practiced to motivate the employees to accomplish the objectives set forth by management. The various inherent points of satisfaction and dissatisfaction are covered.
2. The questionnaire which has been taken of three different companies in the Great Falls area. This survey has been limited to testing responses on job content, supervision, work group relations, and pay as they are related to satisfaction and degrees of importance to the rank and file employees. The questionnaire was given to both male and female employees. The males were all blue

collar production workers and the females were all white collar workers. The results of this survey are explained in a separate section.

3. Examining the impact of employee satisfaction in relation to job absenteeism, turnover, and performance.

Scope and Limitations of this Study

This study is essentially limited to rank and file employees. It will cover those variables listed above. The analysis of the returns from the questionnaire have been subdivided into male and female and by company. The companies involved in this study are General Mills, ConAgra, and Montana Bank. This includes two companies engaged in manufacturing of a product and one which produces a service.

Overview of the Topic Area

After the turn of the century and especially in the last twenty years, there have been impressive developments in management theory and practice. Much of this development is due to the contribution from the various expanding behavioral sciences. The traditional theories of motivation have been greatly changed by new evidence. It has shown man to be a reactive animal when presented with various stimuli. Due to the findings of these disciplines an employee is no longer regarded as a passive instrument, motivated only by fear and economic reward.

A large share of behavioral research has tried to determine how people behave and what motivates their behavior. The research has expanded in many directions; however, one of particular significance for management is concerned with the subarea of behavioral research--human motivation and satisfaction. The majority of this work has produced recognition of the fact that human behavior is primarily directed toward the satisfaction of individual needs. These needs have been broken down into a hierarchy. These concepts applied to management have shown the complexity of behavior and how certain work variables will affect the employee's behavior.

Job content, supervision, work group relations, and pay have all been identified as critical components in employment and the resulting satisfaction of the worker. Also considerable evidence has been gathered to show the relationship of employee satisfaction to absenteeism, turnover, and inept performance. In light of this, it is evident that there is a need to discuss some of the factors which lead to job satisfaction.

Organization of the Study

The purpose of this study with its scope and limitations and an overview of the subject area is presented in the first chapter. Chapter II contains a general discussion of various theories of ways to motivate the employee to accept and accomplish the company aims. The various advantages and disadvantages are presented with the aim of showing what

management was trying to work with in the past and is working with at this time. Some of the relevant literature which bears upon selected work variables and the impact they may have in the development of employee satisfaction is reviewed in Chapter III. This is further supplemented by the reference to the results obtained from the questionnaire. All reference to the questions may be found in Appendix I and all references to the results from these questions may be found in Appendix II. The objective of this chapter is to show several areas where positive and negative attitudes may develop on the job. Chapter IV covers the relationship of absenteeism, turnover, and performance to job satisfaction with reference to pertinent literature and the questionnaire. The conclusions are presented in Chapter V.

CHAPTER II

A GENERAL DISCUSSION OF SATISFACTION

The motivation of the employee is multifaceted. There are a variety of means to obtain an acceptable output from an employee, each with its own ramifications.

First some of the fundamentals will be covered. To begin one must delve into why people do things. They perform in order to satisfy their needs--hunger, pride, lust, desire for advancement. These are the motivating factors behind every purposeful human act, either conscious or subconscious, that prompts the individual to try to satisfy some need.

The basic problem of management is to induce their employees, each with his individual needs and personality, to work together toward the objectives of the company. The question is then how can this best be accomplished. The best way is to convince the employees that the better he does his job, the better he will be able to satisfy his own needs.¹

The various needs can be broken down into three basic areas, physical and security needs, social needs, and egoistic needs. The physical and security needs relate to the

¹George Strauss and Leonard R. Sayles, The Human Problems of Management, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960), p. 1.

satisfaction of bodily functions such as hunger, thirst, shelter, and the like, as well as the need to be secure in the enjoyment of these needs. For the most part, thanks to a rise in the real income of employees, and the activities of the union, these needs are fairly well fulfilled.

The social needs are much more rarely sated. Since human beings are dependent on each other, there are some needs which can be satisfied only by interaction between human beings. Humans must be helped by others in the attainment of their needs.

Egoistic needs relate to a person's desire to be independent, to do things on his own, and to have a sense of accomplishment.²

These needs for food, security, love, egoistic, and self actualization are listed in the order of priority.³ Once a particular need has been satisfied, the individual will attempt to satisfy the next need in order. The basic concept for management is that as long as the employee's lower order needs are unsatisfied, it will be difficult to motivate them with those of a higher order. However, once those lower needs are reasonably well satisfied, management will have to shift its emphasis to the higher needs if it is to provide continued motivation. This is not to advise

²Leonard R. Sayles and George Strauss, Human Behavior in Organization, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960), p. 1.

³Ibid., p. 18.

that a firm should purposely keep the employees only partly satisfied at his lower level needs thus avoiding the necessity of shift to fulfilling the higher level needs which are more difficult to adequately satisfy in our modern society.

It can be derived from the above information that people are motivated to do things which they feel have a high probability of helping them obtain a satisfaction which they consider valuable. When an employee states that he is satisfied with his job, he is in effect saying that his various needs are satisfied as a result of having his job.⁴ The employees are satisfied with their work to the extent to which their employment provides them with what they want, and they perform effectively in it to the extent that effective performance leads to the attainment of what they desire.

There are various areas which provide different types of satisfaction to the employee. These can be divided into three general areas, each satisfying a particular need area and each with its own consequent problems. Satisfaction can be obtained off the job, around the job, and/or through the job.

Off the job satisfaction is provided mainly via the pay check for pay can be used to purchase food, clothing, and the other physical necessities of life. Naturally the employee is interested not only in the amount of his pay check, but they are also interested in how long it will continue--or in other

⁴Victor H. Vroom, Work and Motivation, (New York: John Wiley and Sons, Inc., 1964), p. 246.

words, in security. One aspect of advancement in one's job is obtaining higher wages thus providing for the various need satisfactions that money can purchase.

The factor of money provided by wages can be used to fulfill a multitude of needs at various levels. It is an easily identified item and can be readily used for comparison with one's fellow workers. There is probably no other single factor which can provide more negative results. Pay differential can lead to the break down of morale, create individual dissatisfaction, encourage absenteeism, increase labor turnover, and hamper production. The difference of even a cent an hour between two employees where either one of them feel that their jobs are equal in difficulty or responsibility can lead to dissatisfaction. If one asks an employee why he works, his first answer is frequently money. The money itself is not really important. What is important is that money will provide in the way of need satisfaction. It provides a standard of living which has increased both in actuality and expectation. People are not satisfied with the standard of living which their parents were. The concept of an acceptable standard of living is partially dependent upon one's peer group and on one's neighbors. If a close friend or neighbor buys a new car, one's older model car may no longer be satisfactory. Wages also provide a means of obtaining status. In our culture, being successful is often measured by income. It is used as an indicator of our achievement, success, social position. Frequently to be

successful means to have a high income. Unfortunately, the payment of wages as a means to satisfaction connects the money to the concept of providing a reward for enduring the punishment of working. This concept will be expanded upon below.

Advancement can be examined as an aspect of off the job satisfaction. It is the inherent dream of the American worker to achieve, to advance, to gain the "Horatio Alger" dream of unlimited occupational mobility--of rags to riches. This desire had a greater possibility of success in an earlier day. There are entrance requirements into the competition that are harder to obtain today than existed previously. Today one must have a college degree to enter into the management realm, even for the menial job of washing dishes, a high school diploma is frequently required. Many young men look at the high (to them) wages that their peers are obtaining so they cease their educational efforts and begin on unskilled jobs fully expecting that they will be only temporary jobs sufficient to enable them to purchase a car and they will eventually return to go to college or even start a business of their own. As their time and money become committed through marriage, their dreams begin to fade away. Most accept these limitations. However, some become frustrated with their lot and attempt to obtain their need satisfaction. This can lead to union activity or antimanagement attitudes as a substitution. Unfortunately, the unions have done much to reduce an employee's chances of advancement based on his own merit and

ability. They emphasize seniority rather than capabilities and, unfortunately, management has been forced to concur with them.

The second area of job satisfaction to be considered is that obtained around the job. These are man's social needs which are satisfied when the individual is helped or recognized by other people. Man is basically a social animal. He will crave the companionship of his fellow man. In ancient China, the extreme punishment visited upon a fellow human was not the death penalty but the holding of a funeral service for him while he was still alive. After the service the wrong-doer would be completely ignored; to his fellow man he did not exist. The net result was that the person usually was driven insane and he killed himself. The practice of ostracism from a community is widely practiced among eskimos for serious offenses. A lesser offense receives ridicule. An employee derives much of his need fulfillment from those around him. It is the social intercourse that aids in making the job bearable. If there is not anything of importance to discuss, trivia will be magnified and boredom will be relieved by complaining and the circulation of rumors. These all contribute to the feeling of belonging to an identifiable group. These groups may serve the purpose of a "we/they" concept, with the "they" being management. Here is where unions play a big part. One of the main problems that arises with this form of satisfaction is that the group will set the limits of its

members as to performance. Unfortunately, this is usually at a lower level than management would like. If the member violates the group standards, the group will discipline the individual. The employee's conformance and resulting satisfaction is due to group standards, not performance of a job.

The factors which fall in the area of social needs include both group needs such as friendship, identification, teamwork, helping others, and being helped; and the supervisory related needs such as fair treatment, praise, acceptance, knowledge of where one stands, and attention. Each of these considerations includes a dependency of the individual on the actions and attitudes of other individuals. This area will be expanded below.

The third area for examination is that of need satisfaction through the job. It is toward this area that management should direct its greatest emphasis in order to obtain the highest level of performance from their employees. This falls in the area of egoistic needs which have a higher independency than do social needs. These needs can be tied directly to performance of the job. In this area one can include, accomplishment with its feeling for the importance of the job, the knowledge of the overall mission, the skill improvement, progress, and completion of a task, as well as autonomy and knowledge. The sense of desire for accomplishment and for importance is shown in answers to Questions 12.2, 12.4, 30.2, and 30.4 in the questionnaire. Man likes to feel that what he is doing is important and that he is directly

contributing to the effort. Conversely, he is not happy with the assumption that he can be readily replaced. Also, it is of importance to the individual to be aware of how his job performance fits into and affects the overall company progress. This is borne out by the results obtained from Question 11. One likes to know that one has a skill, something unique, that is, everyone does not possess the same skill at least, not to the same degree of proficiency.

Man enjoys doing. Man likes to have a sense of productiveness and completion. Man is not inherently lazy as was believed in Theory X practiced by older style management.⁵ Both Theory X and Theory Y will be expanded below. Normally, expending mental and physical energy is pleasant, not a painful, experience. When one has accomplished a task, he needs a means of measuring his progress. One needs to know how well one has performed the job. This is shown by the high percentage of replies to Question 10.

There is also a desire for a certain autonomy for the individual. Participation in decision making by the group is the equivalent of autonomy for the individual. The desire for this has been shown in Question 29. Most people want to participate at least partly in decisions which affect them.

In the same vein is the desire for knowledge, especially that which will affect the individual and that which is occurring around him.⁶ This also applies to knowledge

⁵Robert Townsend, Up the Organization, (Greenwich, Conn.: Fawcett Publications, Inc., 1971), pp. 120-122.

⁶Strauss, pp. 7-30.

providing for the improvement of one's self. This was shown in Question 7. Those people who expressed a general dissatisfaction desired to have more education for self improvement than was offered to them.

The process of growing up involves accepting more and more challenge and autonomy and becoming more independent. The employee who is unable to do this (in particular those who are unable to express themselves meaningfully through work) never achieve psychological maturity.⁷

The traditional form of motivation in industry (and the one that seems to come easiest to most supervisors) emphasizes authority. At its crudest, this method consists of forcing people to work by threatening to dismiss them if they do not. The assumption of Theory X states that employees hate to work; they have to be driven and threatened with punishment to make them work toward company objectives; they like security, are not ambitious, want to be told what to do, and dislike responsibility.

This type of management could also be called the "Be Strong" type.⁸ It provides the incentive to work harder than the minimum required to avoid punishment. It tends to discourage any creativity. There is no incentive to produce to the peak of one's potential. In fact, there is an incentive to create problems for management. There is a sense of

⁷Sayles, pp. 1-23.

⁸Sayles, p. 138.

satisfaction derived from putting management in an embarrassing position. As a means of protection from the pressure of the management, the work groups will ally with unions who will act as a buffer zone for some of the pressures. It ignores a basic factor in human behavior. When people are put under too much pressure, they become frustrated which reduces the effectiveness of the organization. It may lead to psychosomatic illness--actual repression of feelings rather than blowing up; scapegoating--the blaming of some innocent person or factor for the trouble; the performance of some useless activity, or a slow down.

Another management concept for motivating the employee was paternalism.⁹ The company tried to raise employee morale by providing good working conditions, fringe benefits, employee services, high wages, and decent fair supervision. This was based on the belief that if management was good to the employee, he would willingly perform his duties and work harder out of loyalty and gratitude.

A close version of this is called hygenic management which contends that liberal benefits, good working conditions, and friendly supervision makes satisfied employees and thus they will work harder.¹⁰

These efforts to improve the environment in which the employee exists have been partly due to unions and partly to management's own incentive. It has resulted in better workers

⁹Ibid., p. 141.

¹⁰Ibid., p. 146.

and more harmonious relations on the job. Unfortunately it provides little direct motivation for workers to contribute more than a minimum effort. It still is based on the concept that the work is a punishment, the endurance of which must be rewarded by some means, in this case a better environment and more fringe benefits.

Management has also used the concept of competition for a motivating factor.¹¹ They provide pay increases and promotions to the individuals who do outstanding jobs. Competition does provide several forms of need satisfaction. The idea of earning a promotion or a pay increase provides meaningful goals to work toward. Actually attaining these goals provide economic rewards for material and social need satisfaction as well as a sense of accomplishment and progress. Less supervision is required on the jobs where competition provides a reasonably strong source of motivation, since each employee will try to do the best job that he is able to do.

This is not to say that the introduction of competition will automatically solve all of management's motivational problems. Work group's performance standards and union contacts will negate the use of competition.

Various versions of the approach described above have been attempted with relative degrees of success. Lincoln Electric Company believed that man develops latent talents through crisis and incentive.¹² It was quite successful in

¹¹Ibid., p. 148.

¹²James F. Lincoln, Lincoln's Incentive System, (New York: McGraw-Hill Book Company, Inc., 1946), pp. 1-20.

its motivational program. Although much of it was based on the surface, on economic rewards, there were many egoistic and social needs satisfied in its program. Also it included the concept of success breeds success.

One troublesome behavioral pattern that management must deal with is that people are more likely to attribute the causes of satisfaction to their own achievements and accomplishments on the job.¹³ On the other hand, employees may be more likely to attribute their dissatisfaction, not to personal inadequacies or deficiencies, but to factors in their work environment.

In summarizing some of the concepts being reviewed are the following:

1. Employees prefer self actualization.
2. Those who do not obtain job satisfaction never achieve psychological maturity.
3. The employees who do not obtain job satisfaction become frustrated.
4. The center of a person's life can be his job.
5. The persons without work are unhappy. People wish to work even if they do not have to work.
6. A lack of challenge in a job leads to frustration.
7. Work and leisure patterns spill over into each other.
8. Lack of job satisfaction and alienation from work leads to lower morale, lower productivity, and a psychologically unhealthy society.

¹³Vroom, pp. 127-129.

CHAPTER III

FOUR VARIABLES OF JOB SATISFACTION

Terms for need satisfaction in relation to the job have been job morale, job attitude, and job satisfaction. They have been used interchangeably throughout the literature. These terms all refer to the employee's cognitive orientation to the employment roles that he is performing. Job satisfaction or dissatisfaction is a function of the perceived characteristics of a job in relation to an employee's frame of reference. A particular job condition on the basis of this theory can be a satisfier, dissatisfier, or irrelevant, depending on conditions in comparable jobs, conditions of other people, of the qualifications and past experience of the employee, as well as on numerous situational variables of the present job. Thus, job satisfaction is not an absolute phenomena, but is relative to the alternatives available to the employees.¹

In relation to the individual employee, the presence of the satisfying factors would act to increase an individual's satisfaction, but their absence would not make him actively

¹Robert J. House and Lawrence A. Wigdor, "Herzberg's Dual-Factor Theory of Job Satisfaction and Motivation: A Review of the Evidence and a Criticism," Personnel Psychology, 20 (1967), pp. 369-389.

dissatisfied, only apathetic.² Similarly, the presence of the dissatisfying elements makes the employee feel dissatisfied, that he has a bad job, but the absence of these dissatisfying elements does not automatically make it a good job. Some of the considerations with which job satisfaction is usually connected are achievement, recognition, the work itself, and various forms of satisfaction outside the area of work. The areas of dissatisfaction are usually found in interpersonal relations, company policy, working conditions, and the job environment.

Basically the idea is that a positive attitude toward the job is equivalent to job satisfaction, negative attitude toward the job is equivalent to job dissatisfaction and to describe a person as satisfied with his work would be tantamount to saying he is receiving adequate satisfaction of his prepotent needs, or to use Maslow's theory that he has a positive cathexis for his job.³

To aid in achieving satisfaction from a job, it is better if it can be arranged so that the employee receives intrinsic rewards which are subject to fewer disturbing influences and thus are likely to be more directly related to good performance. Probably the best example of an intrinsic reward is the feeling of having accomplished something worthwhile. Actually any of the rewards that satisfy

²Sayles, p. 144.

³A. H. Maslow, "A Theory of Human Motivation," Psychological Review, 50 (1943), pp. 370-396.

self-actualization needs or high order growth needs are good examples of intrinsic rewards. The basis is whatever the individual feels that he should receive as a result of his job performance, not solely the actual amount or whether it is used or not. Thus, an employee's satisfaction is a function both of the frequency and amount of the rewards he receives as well as what he considers to be a fair level of reward. An employee will be satisfied with a small amount of reward if he feels that it is fair for the work that he does.⁴

Job Content

The concept of job content in relation to job satisfaction has many aspects. Each area will have varying degrees of importance, dependent on the attitude and expectations of the individual employee. However, there are general trends implied by the questionnaire's results. In the case of physical location as shown by the result to Question 1, more females stayed in one location for long periods and they generally preferred it that way; whereas, the males preferred more movement than they had in their jobs. It has been contended that females are better physically suited to longer periods of sitting than males.

⁴Edward E. Lawler, III and Lyman W. Porter, "The Effect of Performance on Job Satisfaction," Industrial Relations, A Journal of Economy and Society, (October, 1967), pp. 20-28.

Frederick W. Taylor has set down the rules for scientific management.⁵ He felt that each man must learn how to give up his own particular way of doing things, adapt his methods to the many new standards, and grow accustomed to receiving and obeying directions covering details, large and small, which in the past have been left to his individual judgement. The effect of this approach has been to strip many jobs of every opportunity for spontaneity and creativity.

This trend for simplification of the job has the advantage of allowing the hiring of employees with minimal qualifications and keeping their training cost to a minimum. It also reduces the possibility of errors that result in rejects.⁶

Modern industry has a need for simplification to aid in automation and turnover of personnel to reduce costs.⁷ It is subject to constant change. The very fact of change creates problems since everything must be coordinated. Less can be left to routine; careful planning, deliberate orders and elaborate communications are essential. Since personal experience and tradition are valued less, there is a correspondingly greater need for rules and regulations. Unfortunately people normally resist change, particularly when it

⁵Frederick W. Taylor, The Principles of Scientific Management, (New York: Harper and Brothers, 1914), pp. 113-114.

⁶Melvin Sorcher and Herbert H. Meyers, "Motivating Factory Employees," Personnel, (January-February, 1968), pp. 22-28.

⁷Sayles, p. 6.

is imposed on them with no consultation. Consequently the problem of motivating people to work together has grown more complex.

Extreme specialization has deprived the employee of any real sense of skill. Work has been subdivided into its lowest possible components which has resulted in less advancement in learning the job or security in retaining it than if there had been a feeling that the employee could have been readily replaced.

Satisfaction is much greater on a job having variety than one without variety.⁸ One experiment showed the high satisfaction content at 41 percent with variety and low satisfaction content at 8 percent without variety. This contention has been amply borne out with the results of the questionnaire. Both Question 2 and 3 refer to the degree of detail, variety, or specialization which a position includes. In both questions employees, both male and female, had fairly detailed jobs, which they considered fairly important, and were quite satisfied with this aspect of their jobs. A study of the automobile assembly line found a high correlation between the number of operations which a worker's job required and his level of interest in the job.⁹

The knowledge of the importance of the employee's action was checked in Question 11. There were no major

⁸Donald A. Laird and Eleanor C. Laird, The New Psychology for Leadership, (New York: McGraw-Hill Book Company, Inc., 1956), pp. 121-123.

⁹Sayles, p. 35.

differences between male and female. The majority did not receive any feedback concerning the results of their actions but would have liked to know the results. However, this was not a vital issue to them and they were reasonably well satisfied with the situation at that time. Employees need to see the whole picture, not just the small portion that he is doing with no knowledge of how it affects the overall objectives.

As mentioned above, an employee likes to feel his job is vital and that he cannot be replaced easily. This was shown in Question 12. There was no noticeable difference between male and female. They both preferred and wanted a job in which their replacement would be expensive and difficult. They considered this relatively important and were quite satisfied with the present importance and difficulty of replacement of themselves in their jobs. There is a desire for autonomy by the employee. Unfortunately modern methods, the complexity of today's industrial world, and the inheritance of Taylor's ideas, mentioned above, do not allow for a large share of autonomy. Workers have a preference for exercising some control over the work situation, yet these opportunities for discretion and judgement, or even for determining one's work methods are at a minimum. Regrettably, this is a waste of human resources and destructive to morale. Question 5 covers a portion of this aspect of satisfaction. Both male and female had and wanted some degree of autonomy. There were more males who wanted more flexibility than females

who already had a large percentage of flexibility. They both considered this fairly important as an aspect of satisfaction. The majority were satisfied. However, what dissatisfaction occurred was among the males who desired to have more flexibility.

Another section under autonomy is that of an employee's natural work pace.¹⁰ This pace will vary with the individual by age, sex, and individual metabolism. Under our machine age the employee's pace is frequently set by the pace of the assembly line. He is unable to take a break except when it is scheduled and then only for a set time. Some employees tend to build up a back log on the line where possible by speeding up. He can then relax while the line catches up to him. The employees surveyed indicated in Question 6 that they had some choice in the pace of their work, although they would like more. They considered this aspect fairly important but since the majority were able to control the pace of their work to some extent, they were fairly satisfied. It was felt that this ability to control the pace would result in less fatigue and the employee would enjoy his work more when he worked at his own rhythm.

A lack of autonomy results in few chances to exercise judgement which in turn lessens the chance for development of the individual. Thus, his potential for advancement into high technical positions or into the managerial ranks is reduced. The employee's desire to demonstrate his initiative

¹⁰ Strauss, p. 41.

must be sublimated, possibly into union activities. The potential for advancement to technical positions or to management positions was covered in Questions 19 and 20. All these employees were rank and file. They showed a greater interest in advancement to a technical position. They considered their opportunity to advance quite important to them and their degree of satisfaction was fairly widespread. It is believed that for the most part, none of those in the organizations evaluated had sufficient opportunity to advance. The supervisory positions were desired but not to as great an extent as the technical ones since there was less probability of this occurring. This was of moderate importance and those who felt that there should be a greater opportunity for advancement have expressed more dissatisfaction with the situation.

An important determinant of job satisfaction is the length of the job cycle. It is important that the job cycle be fairly long. For an instructor in college the work cycle may be a semester; for a skilled employee, it may be several days or weeks. Unfortunately for the man on the assembly line the work cycle may last less than a minute. He has to do the same task several hundred times a day. This results in boredom, a lack of any form of job satisfaction, and daydreaming. When there is an opportunity for a longer cycle of work, the employee usually prefers it. The responses to Question 4 have shown that most employees have a long indeterminate job cycle and prefer it that way. This was quite important to the majority of the employees.

Closely related to the possibility of advancement is the desire for self improvement.¹¹ Training unfortunately costs money and company's are all trying to keep their expenses down. In general, the less training employees had received, the lower was their productive motivation, and employees in the low quality output sections were more likely to have received minimal job training. The support for this point came from Question 7. The existing opportunities were less among males than females. The desire for more opportunities had a greater increase among the males than the females. The satisfaction factor was fairly good and the degree or importance varied with the individuals concerned.

The complexity or challenge on a job is a fairly important facet of job satisfaction.¹² The group that is satisfied with relatively routine work appears to be deriving satisfaction from other aspects of the work situation rather than from the work content itself. The results from Question 8 have shown that the males have a greater desire for an increase in the complexity and challenge of their jobs than do the females. However, a great increase is not desired. Conversely more females considered this important than males. They were both, however, relatively satisfied with their situation as it then was.

¹¹Sorcher, p. 24.

¹²Nancy Morse, Satisfaction in White Collar Jobs, (Ann Arbor: Mich. Institute for Social Research, University of Michigan, 1953), p. 65.

A feeling of performing interesting, worthwhile work (work itself, job responsibility, and advancement) was the most important factor for a lasting attitude improvement.¹³

An experiment was done for the Office of Naval Research concerning the feeling of importance and worthwhileness of a job in relation to the dissatisfaction with the job.¹⁴ The job was concerned with making artistic patterns with bricks. Each of the two groups had exactly the same work. One group was told that they had the best and most important job, the other group was told that the best jobs had been given to others. The net result was that the discontent expressed by the second group was three times as great as that expressed by the first group. Also, the second group had a tendency to talk more about non-related topics than did the first group. They were trying to avoid thinking about topics that caused anxiety. Question 30 was directed toward obtaining information about worthwhileness and a chance for advancement. The majority of the employees were working for money, but would rather have been able to contribute something worthwhile or have a better chance for advancement. This area was quite important to both males and females. However, even considering the desire for change, they were fairly well satisfied with the existing conditions.

¹³House, p. 123.

¹⁴Laird, pp. 124-125.

A goal common to practically all work groups is to move upward by improving their job status or prestige. Employees want to receive distinction for their jobs. They want their friends and relatives to think what they do is important. It has been shown before that there is a direct relation between the prestige of the armed forces and the ease of recruiting. When the service man is favored, recruitment will become easy. When we are in an unpopular war or the people in the military are considered second-class citizens, then there will be much more difficulty in filling the recruitment quotas. Questions 24, for females, and 25, for males, were directed at this aspect. Females were generally satisfied although they desired a higher status than they had. The relative importance of advancement to the respondents covered all levels of the scale. The males wanted a definitely higher status and considered this aspect more important than the females. The degree of satisfaction for males covered a wider range than for the females. The surprising result was that some females considered their job in equal status to a graduate nurse, both under existing conditions and as a practical ideal. A few males would have liked their status to be equal to that of a doctor, however, none considered that it did under the existing conditions. Based on the questionnaire responses and a review of the pertinent literature, there are several areas management can emphasize for increased job satisfaction in the realm of job content. The basic idea

is to provide opportunity for need satisfaction through doing the job itself and thus internalize motivation so that people enjoy doing their jobs. Also, there is the idea that the greater the amount of work, the greater the resulting satisfaction. The concept that the individual is to be rewarded for performing objectionable tasks must be discarded. The emphasis needs to be placed on providing need satisfaction through the job rather than away from or around the job. There are several areas which can be looked into for possible change. The job itself can be redesigned to include greater detail, longer cycles, and additional complexities. All of this falls under the heading of job enlargement. After the position has been enlarged, which may also include job rotation, sub goals need to be implemented to provide the employee feedback so he can have a knowledge of his accomplishment. As a possibility for enlargement as well as group needs, teams can be set up to do block work. More than the minimum training can be provided plus sufficient instruction to be able to perform another job in case of need. The job should allow movement wherever possible at least in the work area. It should also insure that responsibility is assigned to the lowest possible level in keeping with ability.

Supervision

The importance of supervision regarding employees satisfaction has been a point of debate among the various researchers in this field. It was contended by Uris that

because of higher education levels and a greater sophistication, workers are less susceptible to and require less authoritarian supervision.¹⁵ Included in this consideration of higher educational levels is the fact that many more employees have technical training so that they can handle specialized work situations and problems as well as the routine. Schools have continued to teach a non acceptance of authority view. They have been taught to question and attempt to verify everything prior to accepting it. This has led to a different requirement for supervision.

In the Hawthorne experiment at Western Electric, Putnam concluded from interviewing sixteen hundred of the people participating in the experiment that the single most important determinant of worker attitude is supervision.¹⁶ Putnam wrote "Finally, the comments from employees have convinced us that the relationship between first line supervisors and the individual workman is more important in determining the attitude, morale, and general happiness and efficiency than any other single factor."¹⁷

Unfortunately, this concept was not universally held by Putnam's fellow researchers. Chant and Jurgensen did not conclude that the impact of supervision was that vital to satisfaction. Jurgensen interviewed well over twelve hundred

¹⁵Auren Uris, Mastery of Management (Chicago, Illinois: Playboy Press, 1968), pp. 128-130.

¹⁶M. L. Putnam, "Improving Employee Relations," Personnel Journal, 8 (1929-1930), pp. 314-325.

¹⁷Ibid., p. 325.

applicants to test the relative impact of ten factors upon employee satisfaction--supervision was ranked seventh. Security, advancement, type of work, company pride, pay, and co-workers were all rated above supervision in terms of satisfaction.¹⁸ Chant, in an earlier study of 250 men between the ages of 17 and 21 years, found that supervision was sixth, being less important than opportunity for advancement, steady work, use of one's own ideas, educational opportunities, and a chance to be of public service.¹⁹ Both Baehr²⁰ and Ash²¹ discovered that particular elements of the job had a greater bearing on the level of satisfaction than others. They concluded that economic reward, adequacy of immediate supervision, effectiveness of the organization as a system, satisfaction with the job itself, and work group compatibility were the majority contributors to a general level of satisfaction. No one factor had any greater weight than any other one in contributing to satisfaction.

Sayles accepts as a basic assumption that the type of

¹⁸Clifford E. Jurgensen, "Selected Factors Which Influence Job Preferences," Journal of Applied Psychology, 31 (1947), pp. 553-564.

¹⁹S. N. F. Chant, "Measuring the Factors that Make a Job Interesting," Personnel Journal, 11 (1932-1933), pp. 1-4.

²⁰Melany E. Baehr, "A Factorial Study of the S.R.A. Employee Inventory," Personnel Psychology, 7 (1954), pp. 310-336.

²¹Philip Ash, "The S.R.A. Employee Inventory--A Statistical Analysis," Personnel Psychology, 7 (1954), pp. 337-364.

supervision has a definite effect on the level of satisfaction.²² He concluded that it is important to know how to use authority. The manner in which authority is used will make a difference between whether resentment or acceptance results. The effective supervisor maintains good communication with his employees so that he can readily indicate to them that he accepts and values them as individuals. Although he may make decisions which his subordinates do not like, he endeavors to consult with them to listen to their suggestions, to provide them with wanted information, and to treat them fairly. Even the handling of mistakes may give them an opportunity to strengthen supervisory-subordinate communication. This point will be expanded upon later in this section by an analysis of the results from the questionnaire.

Townsend contrasts Theory X and Y as methods of supervision.²³ Under the first theory, it is concluded that people hate to work, have to be driven and threatened with punishment to get them to perform at minimally accepted standards, and that they are not ambitious. Under Theory Y he concluded that men feel that work is as natural as rest or play, that they can drive themselves much more effectively than can anyone else, and that people do things to satisfy their ego and development needs.

No matter which position one wishes to take concerning the importance of supervision on job satisfaction, there is

²²Sayles, p. 207.

²³Townsend, pp. 120-122.

ample evidence that it does have some effect on the employee's attitude. Supervision, as it is covered in this study, is more than the legitimate exercise of power by virtue of position and delegation from higher levels of management. It is to include that aspect of supervision derived from the individual's abilities to be a leader. Student defines it as incremental influence; that is the ability of one man to influence another, not because of any higher level authority, but on the basis of his personal attributes.²⁴ Bower and Seashore divided it into four dimensions of supervisory incremental influence on employee satisfaction.²⁵ They were, (1) Support: Behavior that enhances someone else's feelings of personal worth and importance, (2) Interaction Facilitation: Behavior that encourages members of the group to develop close mutually satisfying relationships, (3) Goal Emphasis: Behavior that stimulates an enthusiasm for meeting the group's goal or achieving excellent performance, and (4) Work Facilitation: Behavior that helps achieve goal attainment by such activities as scheduling, coordination, planning, and providing resources such as tools, materials, and technical knowledge.

²⁴Kurt R. Student, "Supervisory Influence and Work Group Performance," Journal of Applied Psychology, 52 (1968), pp. 188-194.

²⁵David G. Bower and Stanley E. Seashore, "Predicting Organizational Effectiveness with a Four Factor Theory of Leadership," Administrative Science Quarterly, 11 (1966), pp. 396-424.

At this point there is a need to examine various types of supervision as discussed by various researchers. Uris divides the types of supervision into three different categories; autocratic, democratic, and free rein.²⁶ The first apparent difference is the degree of direct control exercised by the supervisor. Under the autocratic category the supervisor is the one man source of all control, decision and policy. The employee is not considered. Under the democratic supervision the supervisor obtains ideas and suggestions from his group. The supervisor will still make the decision but it is based on the needs of the group. Under the free rein or laissez faire type of supervision, the supervisor is just a focal point of information. He exercises a minimum of control. Each of these types can be used as management tools. Which one to select will depend on the circumstances of the situation. Each one has to be used correctly or the result will be inefficiency.

Strauss discusses general versus specific supervision.²⁷ He believes that for the most part the most effective supervisor is the one who delegates authority, supervises by results, gives minimal details in an order, uses low pressure, adequately trains subordinates, does different work than his subordinates, and spends his time more on long run problems than short range ones. This is not to say that if all supervisors did all these listed suggestions that optimum supervision would result.

²⁶Uris, pp. 172-175.

²⁷Strauss, pp. 128-143.

The concept of delegation of authority to the lowest possible level has become more popular in the past year in industry.²⁸ Employees who are given the freedom to regulate themselves are far more capable of making sound decisions when emergencies arise. Since they make the decisions by themselves, there is less need for them to bring every problem to the supervisor. As a consequence he can concentrate on long range planning and handling relations with other departments. When employees are given the necessary freedom they often do an impressive job of working out their own methods of scheduling, quality control, and other related responsibilities. They may even set production goals for themselves and discipline those who fail to live up to expectation. Frequently these goals are surprisingly high.

Along these same lines a supervisor will only give minimal orders when necessary. He will give general directions with explanation and suggestions, leaving details of method and sequence up to the employee.²⁹

The restrictive versus the permissive supervisor's effect on satisfaction was researched by Tannenbaum.³⁰ He discovered that in parallel operating sections, one of which was permissive and the other was restrictive, that there was a definite difference in degrees of satisfaction by the

²⁸Ibid., pp. 166-168.

²⁹Sayles, pp. 170-175.

³⁰F. Massarik, et al., "Sociometric Choice and Organizational Effectiveness, a Multi-Dimensional Approach," Sociometry, 16 (1953), pp. 211-238.

employee with his work. Under the permissive approach, morale, socializing, and production were better, and there was less hostility and gossiping.

A supervisor must be sensitive to the subtle differences in the manner in which his behavior, however well intended, is interpreted. He should try to adjust his behavior patterns to his subordinate's individual personality needs. Most of his subordinates will react in a manner which they feel will be in line with the supervisor's desires. Before a supervisor issues an order that will have a major impact on his subordinates or an order that they are likely to resist, it is better for him to discuss it with them than to impose it unilaterally with no opportunity for questions or objections. Even if the supervisor may wish to make the final decision himself, he may desire to increase the employee's sense of involvement through considering his suggestions.³¹ This is not to contend that the supervisor should always comply with the desires of his employees, nor should he always listen but never act on their desires, for they soon see that he is only paying lip service to the communication and interest concept.

There is a definite desire for action on the supervisor's part in this area as shown by Question 29. There was a preference for consultation on solving problems, both by the female and by the male workers. There was an increased

³¹Sayles, pp. 186-192.

percentage ratio for the males who preferred that the supervisor go by their recommendations, whereas the females wanted to be consulted, however, they were more willing to let the supervisor make the final decision. The degree of importance covered the whole range of the scale with no definite trends. However, the degree of satisfaction was less among males than females.

Employees want to know how well they are performing. If goals or subgoals are set for which they have to strive to achieve, they are given a sense of satisfaction when informed of their success. If they are unable to obtain their established goals they want to know it and also they wish to know what has happened that caused them to be unable to perform to the standards. This brings up the concept of placing blame. By placing blame, supervisors often defeat their own purpose. It makes employees so tense and insecure that they make even more mistakes. Also it motivates them to cover up errors and spend their time trying to avoid appearing incompetent. Communication is impaired. When mistakes are excessively punished by severe criticism, employees learn not just to avoid the specific action, but to avoid any situation where such a mistake is possible.

Any criticism that the supervisor has should be given in private and in a matter-of-fact manner. It should be focused on the job operation and should avoid, where possible, placing of personal blame. After it has been covered the matter should be dropped. Also it should be only part of the

communication and not over emphasized. It should be equally balanced where possible with praise.

Question 28 showed that employees definitely wanted to know when they had done a good job as well as when they had made a mistake. The importance of this covered a fairly wide range. For the most part, the employees were satisfied with the situation, since most of them were informed as to their performance.

Performance is usually better for the supervisor who has an interest in his employees as individuals. This interest in individual employees aids in increasing their level of satisfaction. This aspect was brought out in Question 26. Employees very definitely wanted a supervisor who generally was fair and square, thoughtful, considerate, and who took an interest in their welfare. They considered it quite important and, since most of the supervisors were that way already, they were satisfied. Question 10 also dealt with this matter. As mentioned above, the attitude a supervisor has when he discovers a mistake is vital. The employee quite definitely had and desired a supervisor who was quite understanding and attempted if possible to correct the situation that caused the error. The workers considered this quite important and were satisfied with the situation that they had.

The speed of feedback is important to an employee. If they have made a mistake, they want to know it fairly soon. The results in Question 9 pointed this out quite definitely.

It was very important that they had this information and since this was the situation in most cases, they were well satisfied. Employees have a preference for wanting to be lead, to do their best because of the leadership ability of a supervisor rather than for the economic rewards involved or for the negative reinforcement that will result if they do not perform their function. This attitude was very apparent in the results to Question 27. Although there was a high percentage who preferred to do their work for the responsibility of it, the percentage who preferred to do it for a good supervisor was much greater. This was quite important to them and they were fairly well satisfied, with this in their situation at that time.

For the most part, general type supervision will produce better results than the traditional more restrictive type. It works best where the work provides intrinsic job satisfaction and where the group accepts the objectives of management. Naturally it needs an area where individual discretion is possible and where the employee desires the responsibility. It is also helpful to have consistent management policies throughout the company.

As additional evidence that proper supervision can pay premiums, Japanese management is an excellent example.³² The employees consider that they are on the same team as management and thus are working toward the same goals.

³²"Behind Japan's Huge Boost in Output," U.S. News and World Report, LXXI, October 4, 1971, p. 28.

Supervision is performed in a general manner and faith and trust are rightfully placed in the employee to perform his job to the best of his ability. Supervisors are interested in why a problem occurs and try to correct the basic cause, rather than treat the symptoms as often happens in American industry.

Work Groups

Man is a highly social animal. There have been disagreements as to whether he is born with a need for socializing or whether he acquires it early in life; yet the need for relationships and interaction with his fellow man is an extremely strong and consistent drive.

A hundred years ago those in management in this country frequently knew the first names of all the employee's children. Now, in today's complex, automated world, all too frequently the employee is a unit of labor, a figure on an accounting sheet or a body filling a slot.

In this section a variety of group related factors will be covered. It must be pointed out, however, that many of the group conditions covered here will not have equal effect on all employees. Indeed there are employees who would prefer work situations which limit the amount of interaction they have with fellow employees. Whyte, in exploring this problem states, "There are some individuals who are accustomed to interacting almost constantly, whereas there are others who feel at ease only when they are alone most of

the time.³³ He goes on to point out that some people seem to look primarily to their superiors for approval, whereas others look primarily to their peers, and that group members who are peer oriented and are more cohesive than when members are oriented toward organizational superiors. He sums up his argument by stating that, "The individual who grows up under the firm (and accepted) control of his parents and who has little peer group experience will tend to be vertically oriented. The individual who does not experience such parental control and has led an active peer group life will tend to be horizontally oriented."³⁴

This habit of horizontal comparison is reasonably understandable since an individual would wish to have some possibility of fair result in this comparison. Studies were performed by both Zander and Havelin,³⁵ and Berkowitz, Levy and Harvey.³⁶ These studies involved groups of military personnel of equal rank. It was hypothesized that each individual had a need to evaluate his opinions and abilities, and that, in making such evaluation, he compares himself with

³³William Foote Whyte, Men at Work (Homewood, Illinois: The Dorsey Press, Inc., 1961), pp. 529-530.

³⁴Ibid., p. 543.

³⁵Alvin Zander and Arnold Havelin, "Social Comparison and Interpersonal Attraction," Human Relations, 13 (1960), pp. 21-32.

³⁶Leonard Berkowitz, Bernard I. Levy and Arthur R. Harvey, "Effects of Performance Evaluations on Group Integration and Motivation," Human Relations, 10 (1957), pp. 195-208.

others. Thus, given a range of possible persons for comparison, the person will tend to choose someone similar to himself. Results confirmed that persons have a desire for self evaluation, and that they choose to compare themselves with persons who are most like themselves. It was also found that persons will choose to associate with others who are similar to themselves and will avoid those whose competence differs greatly from their own.

There is some evidence to suggest that the employee's satisfaction with his job is also related to his opportunity to converse with other group members.

Bavelas created groups in which it was necessary for members to solve problems through the exchange of information between group members. The results showed a high degree of employee satisfaction due to communication interchange.³⁷

Research has shown that employees who have no opportunity for close social contact find their jobs less satisfying, and this lack of satisfaction often reflects itself in lower production, increased turnover, and absenteeism. Several years ago Elton Mayo noted that workers in textile mills who worked at isolated jobs were highly dissatisfied and consistently failed to meet production standards.³⁸

³⁷Alex Bavelas, "Communication Patterns in Task-Oriented Groups," Group Dynamics, Research and Theory, (3rd edition), pp. 503-511.

³⁸Elton Mayo, The Human Problems of an Industrial Civilization, (Boston: Graduate School of Business Administration, Harvard University, 1946), pp. 42-52.

They attempted staggered rest periods which aided the situation a little. However, when the company permitted these workers to take rest periods as a group, production and satisfaction both increased.

A concern employing females who worked in small, isolated sections had a similar experience. When management put glass partitions between the booths, the amount of turnover and grievances dropped sharply. This was due to the females considering each other on a peer level and their desire for communication. If the difference between status levels is too great the individual, particularly the lower status individual, may feel uncomfortable. Research in hospitals discovered that maids feel uncomfortable when they work only in association with high-status personnel such as nurses or doctors with whom they have little in common.³⁹ The problem was solved by grouping the maids into teams. Turnover dropped and better performance resulted.

The work frequently satisfies other social needs besides the need for companionship. Inclusion in a group provides employees with a sense of identification and belonging and they insist on forming informal groups even in the face of management opposition. If they are unable to achieve such identification, the work no longer is as desirable or satisfactory. It has been shown that integrated work groups have higher morale than those who either work

³⁹ Temple Burling, Edith Lentz and Robert Wilson, The Give and Take in Hospitals, (New York: Putnam, 1956), pp. 181-192.

alone or in large impersonal groups. There have been experiments with assembly line workers who have been grouped together to perform a block of work which in the past each has done the same area separately. The net result was an improvement in morale and better performance.⁴⁰

Groups help to protect their members from outside pressures. It is the sense of us against them. Unfortunately, "them" is too often management. Groups often resist management's demands for higher or lower quality. This sense of group protection may be the union or it may be an informal group who happens to work in a particular section. The work group will often discipline its own members who try to earn the supervisor's favor by "squealing on" fellow employees or by turning out too much work (by the group's standards) or failing to help their fellow workers on the job.

This discipline may take the form of ostracism which is normally quite effective as a group discipline for deviant behavior. If this does not bring the errant employee back into group standards, then someone may "accidentally" let management know of the employee's mistakes. This has a different significance than the same act mentioned above since this is group sanctioned. The group will also sabotage him by giving only part of the necessary information or re-adjusting his equipment.⁴¹

⁴⁰Sayles, p. 11.

⁴¹Ibid., pp. 87-94.

An excellent example of group cohesion is found among Japanese rank and file workers. Their management is not an outsider but part of the group. They feel that managers are just fellow employees and cooperation is good for them and the company. Strikes are comparatively rare and a slacker is disciplined by his work mates by their disapproval. Most of the work is performed by work groups rather than by specialization by the individual. There is open communication between management and the employees.⁴²

An American example of this improved performance through use of team cooperation and drive was studied by Van Zelst.⁴³ He worked with a contractor for large tracts of homes. The work groups had been previously composed on a random basis. Dr. Van Zelst used sociometric means to select members for the work groups. The result was that with the savings they could now build every twenty-ninth house entirely free. Also the morale and satisfaction were increased.

The incentive that is most urgent in all employees is the ability to develop self respect and respect from their contemporaries.⁴⁴ The employee wants most of all to be a man among men. Earning that, as the reward for outstanding performance, is one evidence of this ability.

⁴²U.S. News and World Report, p. 28.

⁴³R. H. Van Zelst, "Sociometrically Selected Work Teams Increase Production," Personnel Psychology, 5 (1952), pp. 175-186.

⁴⁴Lincoln, p. 46.

Advancement in his position and responsibility is another. He wants the feeling that he is part of the group. He wants to feel that he has been a part in a project that is worthwhile and successful because his ability was needed in it. This point was well brought out in the results to Question 30 which was covered earlier. The employee definitely wanted to feel that his work was worthwhile and this was more important than either a chance to excel or steady pay.

The group fills an important need by providing all its members with a kind of unwritten rule to correct any improper behavior and the knowledge that in case of difficulty there is someone to turn to for help. Frequently the informal leader of the group is looked to for assistance. Each group may have different leaders for different purposes. The informal leader is a very different sort of leader from the supervisor appointed by management. He is appointed and followed because the group members learned that the group will not provide them with the benefits they seek unless they have some established leadership. He is usually the one who initiates action and facilitates a consensus. He also provides a link or liaison with the outside world of managers, other groups, and/or unions.⁴⁵

The group activities are strengthened by group interaction. The sense of belonging, of dependence is encouraged. Question 18 was designed to check whether people could give aid to others and how they felt about it. A high percentage

⁴⁵Sayles, p. 90.

considered it quite important and were also quite satisfied with it. This was borne out by the small change in distribution between the present and the desired situation.

Questions 13 and 14 were designed to check required contact with fellow workers and with management. The employees appeared to be quite satisfied and consider this of medium importance. They showed a tendency to prefer a medium amount of contact with others on this basis.

Questions 15 and 16 were designed to check optimum contact with fellow employees. There was no apparent difference between males and females. Also there was a desire for slightly more contact with their co-workers. Since there was some contact they were quite satisfied and it was of moderate importance to them.

Question 17 was designed to check method of contact. The majority preferred equally to go to others about the same number of times others came to them. This was the present and preferred situation; thus, it was quite satisfactory. It also was moderately important to them.

A good manager must understand the social organization with which he works, just as he must know the tools, machinery, and materials which he has under his control. If he is to avoid mistakes, he must know the status structure of the group, its informal leaders, its standards and values. This knowledge will aid him in the use of the tools of management.

Although not all the returns on the questionnaire have covered the various assumptions put forth in this section, it is plausible to assume that all employees make some interaction with their fellow employees, that they wish to accept and be accepted by them, and that when work conditions prevail which inhibit the achievement of these desires, the individual experiences some measure of dissatisfaction.

Payee

The importance of pay in the determination of employee satisfaction has been at the center of much controversy for several years. Economic wage theory assumes maximization of personal gain as a prime force which moves the system. Personal gains to laborers are measured in wages and fringe benefits. Union demands are frequently couched in terms of monetary benefits or less work for the same pay.

Early in this century, it was the economic theory of wages which was in effect. It was contended that there was a high correlation between employee's paychecks and his level of satisfaction. Thompson, for example, made reference to the primacy of worker's income on satisfaction as a result of his three year investigation of industrial concerns located in a dozen states.⁴⁶ Taylor lent support to this concept when he maintained, "What the workman wants from their employer beyond anything else is high wages."⁴⁷

⁴⁶Bertrand O. Thompson, "Scientific Management in Practice," Quarterly Journal of Economics, 29 (1915), pp. 262-307.

⁴⁷Taylor, p. 10.

Subsequent studies, however, have created some doubt as to the pre-eminence of pay in creating positive satisfaction, although there is reason to believe that it is a major contributor to negative satisfaction. In a survey taken by Haire and Gottsdanker of forty retail grocery store workers, it was concluded that wages were relatively unimportant.⁴⁸ They discovered that an interesting job was the most important factor in their work at that time and any work that they might look for in the future. Only nine percent of the people in the study stated that pay was why they liked their present work. In selecting the most important determinant of a good job, pay came off even worse--only three percent of the people selected pay as the most important determiner of a good job. However, the employees did state for the next job that pay was the most important single factor. Pay is the easiest thing to determine when comparing jobs. This probably accounts for some of the higher percentage in regard to changing jobs.

Herzberg also found that responses to questions regarding conditions which make an employee satisfied or dissatisfied in his work showed pay to be one of the most frequent sources of dissatisfaction but infrequently mentioned as a source of satisfaction.⁴⁹ Also along this same line,

⁴⁸Maison Haire and Josephine S. Gottsdanker, "Factors Influencing Industrial Morale," Personnel, 27 (1951), pp. 445-454.

⁴⁹Fredrick Herzberg, "One More Time: How do you Motivate Employees," Harvard Business Review, 46 (January-February, 1968), pp. 53-62.

Locke and Bryan tried to test the concept that "monetary incentives can effect behavior only through or by means of the effect on the individual goals or incentives."⁵⁰ Results confirmed that unless incentives have some basis for aiding the employee to achieve his goal, his pay will not substantially effect his level of satisfaction.

The above argument is not meant to contend that wages cannot be a source of positive satisfaction. They can be a means to achieve satisfaction away from and around the job. Pay can be said to purchase satisfaction of physiological needs such as food as well as meeting certain safety needs. It can also aid in filling esteem needs off the job. By implication, satisfaction of social esteem and self actualization needs on the job require satisfiers other than money.

To carry further this concept of satisfiers and dissatisfiers coexisting in a job together, according to Herzberg the factors which make for job satisfaction are those related to the job, to events that indicate success in the performance of work, and to the possibility of growth.⁵¹ The factors that make for job dissatisfaction are conditions that surround the job, which include supervision, interpersonal relations, physical working conditions, salary, company policy, and practice,

⁵⁰Edwin A. Locke and Judith F. Bryan, "Goals and Intentions as Mediators of the Effects of Monetary Incentives on Behavior," Organizational Behavior and Human Performance, 3 (1968), pp. 157-189.

⁵¹Fredrick Herzberg, Bernard Mausner, and Barbara B. Snyderman, The Motivation to Work, (New York: Harper and Row, 1959), pp. 58-63.

benefits, and job security. When these latter factors deteriorate, job dissatisfaction ensues and performance suffers. They can be improved but this does not provide job satisfaction, nor does it increase performance beyond the neutral point. This is not to say that an increase in pay will not change performance but it is due to the reinforcing of recognition and achievement, not solely to monetary considerations. Skinner concurred in this view point.⁵² He felt that an employer who relies solely on economic control overlooks the fact that the employee is reinforced in other ways. These added reinforcements will have a substantial effect on his level of performance. Frequently they are lost in automation and mass production in which the employee receives only economic reinforcement for his endeavors. The evidence of the satisfaction or dissatisfaction cannot usually easily be noted in his performance since it is paced by the machines. The employee who is satisfied shows fewer absences and few changes of employment. He is reinforced by coming to work since that is where he receives his satisfaction both from doing the job and from around the job with his fellow employees.

Management is sometimes deceived by the employee's demands for increased pay and benefits, because these have many meanings in terms of need satisfaction.⁵³ If we looked solely at union demands on management and at the overt causes

⁵²B. F. Skinner, Science and Human Behavior, (New York: The Free Press, 1953), pp. 384-401.

⁵³Sayles, pp. 21-22.

of strikes, we might well infer that the employees were solely interested in economic gain. Employees may regard higher pay as a partial compensation for the lack of other forms of need satisfaction. This is based on the concept of a reward for enduring the punishment of the job.

It is believed that as long as pay exists above a certain minimum, therefore satisfying basic economic needs, and so long as increased pay is not instrumental in the satisfying of higher level needs, an increase in earnings will not substantially change employee's levels of satisfaction.

Feelings of dissatisfaction can be generated by a difference in pay scales even of a few cents. The pay is a readily available basis for comparison of how important management thinks the job is to how important the employee believes it is. Homans studied this type of situation in a large firm.⁵⁴ In a section of the billing department of the concern, there were two groups of female clerical workers, cash posters and ledger clerks. One group, the cash posters, did the fairly routine and monotonous task of posting paid bills to the customer's account. The second group, the ledger clerks were required to record address changes, make breakdowns of over and under payment and talk with other employees and customers on the phone. An employee had to be a cash poster for several years prior to becoming a ledger clerk. Although ledger clerks had higher status, they were

⁵⁴George Homans, "Status Among Clerical Workers," Human Organization, 12, (1953, pp. 5-10.

both paid the same. This situation led to some dissatisfaction as noted in an interview. About three-fourths of the ledger clerks said that "the situation was unjust and that they should get a few dollars more because of their seniority and greater skill." Dissatisfaction was not in the pay level, specifically, but rather in the fact that it was the same as the lesser status cash poster.

The results obtained from the questionnaire are quite interesting. They need to be taken in the context that the Great Falls area has a shortage of available employment. Question 21 was designed as a straight pay question. The largest percentage said that they received a pay equal to the least that they required. Two significant groups admitted to receiving \$1000 over and \$1000 under the least that they required. It was significant to note that a higher percentage of females were willing to be satisfied with a pay closer to the least they required than were the male employees. The respondents considered pay as quite important to them. The range of satisfaction was fairly well spread from very satisfied to very dissatisfied.

Question 23 was designed as a comparison question based on the concept of equal pay for equal work. A majority agreed that their pay was equal, however, a significant minority believed they were receiving less than others who had similar responsibility. As a practical ideal a large majority wanted equal pay for equal responsibility. It was interesting to note that some wished for pay above others

with similar responsibility. Even considering these returns, the majority were satisfied with their equal pay and they considered it important to them.

Question 22 was to check the relative importance of pay to having a job and having faith in the company. The majority stated that they had some faith in the company and it was difficult to get another job and they would like to be able to have a little more faith in the company. This was fairly important to them and the majority were satisfied.

The fact that pay was most definitely not the most important characteristic of a good company to work for, was shown by the answers to Question 30.

Pay is not to be neglected in our modern society as an important factor. Pay will aid in satisfying the physiological and safety needs. It will help in fulfilling the esteem needs of the job and it will serve as a relevant reference for rating on a monetary scale along with the idea of equating status with earning power. Pay will not serve as well to fulfill the social and self actualization needs. It will not work as well as an incentive as will other forms of motivators.

There have been four sections and many facets presented that reflect upon employee satisfaction. They have dealt with the rank and file employee, both male and female, and blue and white collar. In the survey, all males were blue collar and all females were white collar. The results from the survey did not always completely agree with the

contentions of the various noted authorities above. The evidence presented in the section, however, does not take into account the concept that different employees react in markedly different ways with the same environmental stimuli. Rather, what has been presented from an authoritative source is representative of the average affects that certain factors have on the employees. The mentioning of differing returns and differing personalities in no way reduces the usefulness of these studies, but rather serves to alert one to the fact that the employee satisfaction is multifaceted. Based on the studies reviewed, it may be concluded that a job most conducive to need satisfaction appears to be one which provides a high degree of control by the employee over a variety of activities, has a considerate and interested supervisor, provides an opportunity for interaction with a worker's peers, and provides equitable pay.

CHAPTER IV

THE EFFECTS OF JOB SATISFACTION

In the preceding chapter, a few of the attributes of a work situation which have an effect on the satisfaction or dissatisfaction of the employee have been discussed. It was contended that these variables of job content, supervision, work groups, and pay create an environment which has an effect on the employee. This effect will depend on the level of satisfaction that he has reached in the hierarchy of needs. Each being satisfied, the employee seeks satisfaction of the next level. As has been stated, most of the first three levels of needs as listed by Maslow have been satisfied in our American culture, leaving the remaining two requiring satisfaction.¹

The point that has not been considered, however, is what effect the employee's satisfaction has on his behavior on the job. This will be covered in Chapter IV. Discussion will be limited, however, to the areas of absenteeism, turnover, and performance on the job. These points will be in conjunction with the earlier mentioned variables, from the viewpoints of literature on the subject, and the questionnaire.

¹Maslow, pp. 370-396.

The measure of performance was provided by the supervisors in the sampled firms. They have also provided the information on turnover and absenteeism.

Absenteeism

Under normal circumstances absenteeism will have a negative relationship to job satisfaction. If the employee has a job from which he derives a high degree of satisfaction, he will have less of a tendency to be absent from his job. This concept was confirmed by Mann and Baumgartel in their investigation of a metropolitan power and light company.² They specially attributed the low absenteeism to the cohesiveness of the group. Absences were fewer where the employee felt he was accepted by his group and where he had a strong sense of belonging.

The lack of acceptance in a group which caused a low level of satisfaction resulted in a higher amount of absenteeism among the excluded according to a study performed in a modern factory by Katz and Kahn.³

Along with the group situation, Mann and Baumgartel also concluded that the climate or environment of the job

²F. C. Mann and H. Baumgartel, "Absences and Employee Attitudes in an Electric Power Company," Survey Research Center, (Survey Research Center, 1952, Ann Arbor, Mich.) pp. 15-18.

³D. Katz and R. L. Kahn, "Some Recent Findings in Human Relations Research," Publication JJ-11, (Survey Research Center, Ann Arbor, Mich, 1952), pp. 22-25.

also had a great effect on the rate of absenteeism.⁴ This included such factors as type of supervision, sense of achievement, and sense of performing something worthwhile.

Along these lines it was also contended by Gibson that the employee who is satisfied with his job will have fewer but longer absences and the employee who is dissatisfied will have shorter but more frequent absences.⁵ This contention was borne out by the information received from the supervisor on the employees who returned their questionnaires. Those who had a tendency for more frequent, shorter absences were also the employees who were more dissatisfied than their peer group. These absences were all counted as sick leave. It was interesting to note the higher percentage of Monday and Friday absences as compared to the other days of the week.

Gibson also contends that women have a higher rate of absences both in frequency and duration.⁶ In general, the concept of identification would lead to this expectation. For many married women, the income from work is simply a supplement to the husband's income. In the case of a single woman, obligations frequently do not make great financial demands upon her. Many single women are working only until

⁴Mann, pp. 15-18.

⁵Oliver R. Gibson, "Toward a Conceptualization of Absence Behavior of Personnel in Organizations," Administrative Science Quarterly, 11 (1967), pp. 107-133.

⁶Ibid., p. 124.

they become married. These circumstances would result in lower work identification than for men. This was the case in the few questionnaires which could be identified as coming from young single females soon to be married. There was a low satisfaction level and no interest or ambition in improving their positions. Also it was found that over thirty percent of the respondents from the bank had been or are either pregnant or undergoing female operations. This large percentage will effect the normal trend of absenteeism and cannot be necessarily related to job satisfaction. The range of age was from 22 to 36 years old (the latter aged one being one of the pregnant women).

Each day an employee makes the decision whether to go to work or whether to stay at home. The deciding factor is which is more important to him and which will better suit the level of his needs. If the work situation is unpleasant, he will do things to avoid it. This will not only take the form of absenteeism, but will also include frequent visits to the dispensary, excessive time spent in the washroom, frequent illnesses, and even quitting if the other means do not work well enough. There is even some argument that an employee of this type will subconsciously seek an accident.⁷ This was also found to be true on the survey. The few that had a high excused absenteeism for doctor, dentist or other similar reasons showed a marked dissatisfaction with the job.

⁷Sayles, p. 46.

There are correlations between short absences and the assembly line type of job. Absenteeism was found to be highest on the jobs that required the least skill, were most repetitive, and gave workers the least chance to express themselves.⁸

According to Patchen there seems to be a high correlation with respect to employees who feel that they have been fairly treated with regard to promotion and the lower amount of absenteeism.⁹ Also there was a connection between those who felt they had not received the proper promotion and the higher amount of absenteeism. He also felt that men who thought that the pay for their present job should be higher had significantly more absences than those who felt that their pay was fair. It is the perceived fairness of the pay, not the actual amount, which counts.

Argyle, Gardner, and Cioffi, in a study of supervisors in several British manufacturing plants, found that supervisors who had low employee absenteeism were found to be more democratic than those with high absenteeism.¹⁰

As has been shown here, there is a negative relation between job satisfaction and absenteeism. If the management

⁸Arthur Turner and Paul Lawrence, Industrial Jobs and The Worker (Boston: Division of Research, Harvard Business School, 1965), p. 35-48.

⁹Martin Patchen, "Absence and Employee Feelings About Fair Treatment," Personnel Psychology, 13 (1960), pp. 349-360.

¹⁰Michael Argyle, Godfrey Gardner, and Frank Cioffi, "Supervisory Methods Related to Productivity, Absenteeism, and Labor Turnover," Human Relations, 11 (1958), pp. 23-40.

of a company is successful in providing employees with on-the-job satisfaction and even around the job satisfaction, they should have a relatively low level of absenteeism.

Turnover

A reasonable assumption is that employees who have a positive level of satisfaction with their jobs will also have a greater tendency to stay with their job. In that same line of reasoning, it can be said those who have a negative satisfaction with their job will not have as great a tendency to remain with it.¹¹

Hulin tested this hypothesis.¹² He wanted to find out if job satisfaction and turnover are related and whether increased levels of job satisfaction among rank and file employees could reduce their turnover. The company where this study took place employed about 400 female clerical workers. The turnover rate was about 30 percent a year. This turnover rate was not only high on an absolute scale but it was also quite high in comparison with a large number of other firms in the same industry. Their turnover rate was about 20 percent. The tested company had had one of the highest turnover rates for the past ten years. Ecological factors which contribute to the high turnover rate

¹¹Vroom, pp. 223-230.

¹²Charles L. Hulin, "Effects of Changes in Job Satisfaction Levels of Employee Turnover," Journal of Applied Psychology, 52 (1968), pp. 122-126.

(i.e., general economic conditions of the area, labor market conditions, and competition for staff from other firms) and the characteristics of females in the work force (age, marital status, previous experience, domestic responsibility, and pregnancy) were uncontrollable but were common to other firms in the industry which had much lower turnover rates. Therefore, it was considered that job satisfaction and job dissatisfaction were a major contributing factor to the higher turnover rate. The returns from the job description Index showed that dissatisfaction occurred with work content, pay, supervision, work groups, and advancement potentiality.

These adverse results motivated the management to make some changes in the job environment. Pay was changed so that it was consistent from one department to another. Previously there had been varied pay between departments for the similar performance of work. A review board was created to periodically check the levels of pay and also have merit pay for those who deserved it. Where it was possible workers were given an opportunity to change or enrich their jobs as possible, preferably so that they have a more responsible job within the limitations of their job classifications. Also interdepartmental transfers were authorized for the employees who felt that they could improve their chances of promotion by transferring.

After the changes had been in effect for about two years, the levels of satisfaction showed a definite increase in four out of the five areas. Only work conditions did not

show a significant increase in levels of satisfaction. However, work conditions did show some increase but not to the degree that the others did.

More important than the change in job satisfaction was the change in the turnover of employees. It decreased from 30 percent to 12 percent, well below the industry average of 20 percent.

Friedlander also had similar results with his studies.¹³ He conducted them with engineers rather than first level employees. Results indicated a definite correlation between levels of satisfaction and turnover.

Ross and Zander did a study on a large number of employees.¹⁴ They selected both personnel remaining on the job and those who had quit. They checked for levels of satisfaction in areas of affiliation, achievement, autonomy, recognition and fair evaluation. The largest and most significant difference in degrees of dissatisfaction occurred in the area of recognition. The employees who quit felt that their effort did not receive the proper amount of recognition. This was closely followed by achievement. There was not sufficient opportunity for the employees who had quit to gain sufficient recognition. Of the employees

¹³Frank Friedlander and Eugene Walton, "Positive and Negative Motivation Toward Work," Administrative Science Quarterly, 9 (1964), pp. 194-207.

¹⁴Ian C. Ross and Alvin Zander, "Need Satisfaction and Employee Turnover," Personnel Psychology, 10 (1957), pp. 333-343.

who remained, a greater desire was expressed to know the needs and objectives of management.

Wickert studied a large number of female employees working for Michigan Bell Telephone Company.¹⁵ The major difference he found between those who stayed with the company and those who left was the greater feeling of ego involvement in the daily operation of the company. This was divided into two areas. The employees wanted an opportunity to make decisions on the job and they wanted to feel that they were contributing something worthwhile to the success of the company.

From the above discussion it should not be concluded that the turnover of employees is solely the result of dissatisfaction. A certain amount is unavoidable due to sickness, disability, retirement, and even death. A certain amount of voluntary turnover is beneficial if it allows the employees to more effectively utilize their talents in other jobs or bring in fresh ideas to the company. This practice is well illustrated in many national companies and in the military with their frequent transfers of key personnel. Also too little turnover may reflect that the employee is too influenced by pension funds, long vacations and other long service benefits. Nevertheless, as the study above indicates, a high turnover is an indication of some type of problem but it does not say exactly where the problem is; some possible causes and the remedies that could be made are suggested.

¹⁵Frederick Wickert, "Turnover and Employee Feelings of Ego Involvement in the Day-to-Day Operations of a Company," Personnel Psychology, 4 (1951), pp. 185-197.

Performance

It is frequently believed that employees will automatically perform better if their level of satisfaction is high, and conversely an employee will produce at a reduced rate when he experiences dissatisfaction. The basis of this concept is that the employee will have high production due to gratitude to management for providing him with a high level of satisfaction. This is the basis for paternalism.

There have been a number of studies which question the validity of this theory. The most frequently quoted study is that of Kornhauser and Sharp, of a mill operated by Kimberly Clark Corporation, in Neenan, Wisconsin.¹⁶ Between two and three hundred females between the ages of 19 and 25 years were employed in various routine repetitive jobs. Questionnaires were used to determine the level of satisfaction with pay, management, job content, and personnel policies and these were related among other things, to performance. The results were summarized in the statement, "Efficiency ratings of the employees showed no relationship to their attitude... In one group of girls three of the four with the most unfavorable attitude were first, second and fourth in production and two with the most favorable attitude were near the bottom in production."¹⁷

¹⁶Arthur W. Kornhauser and Agnes A. Sharp, "Employee Attitudes: Suggestions for a Study in a Factory," Personnel Journal, 10 (1932), pp. 393-404.

¹⁷Ibid., p. 402.

Gadel and Kriedt did a study on 193 male IBM operators which was designed to intercorrelate measures of performance, satisfaction, aptitude and performance. Also there was a correlation between interest and satisfaction but there was no relationship between employee satisfaction and performance.¹⁸

Based on the above study, it would seem that we should only hire those people with a high aptitude for the job to obtain high performance. The question then arises as to what makes the employee work at his maximum efficiency. It seems possible that one's preference for a job is related to maintaining a sufficient level of output to avoid being replaced, but it is difficult to see why the employee would wish to extend his efforts beyond the output that has been set by management. Actually it would seem more reasonable to assume that if an employee's satisfaction in his work is dependent upon his performance, then it may be hypothesized that as satisfaction increases, so productivity will be positively associated with it. This is not to state that when satisfaction falls, production will automatically decline. There may be several other critical factors in this area such as the fear of being unable, during a depression period, to find any other employment. It depends on the close tie satisfaction has with performance. In other

¹⁸Marquerite S. Gadel and Philip H. Kriedt, "Relationships of Aptitude, Interest, Performance, and Job Satisfaction of I.B.M. Operators," Personnel Psychology, 5 (1952), pp. 207-212.

words it is proposed here that under these conditions performance causes satisfaction and not the other way around.¹⁹

Georgopoulos, Mahoney, and Jones sought to explain why some persons tend to be high producers while others who do similar work and have similar backgrounds vary widely in their output.²⁰ Starting with the premise that employees have certain goals in common and that the achievement of these goals satisfies certain needs, these researchers arrived at a "path-goal" approach to relate satisfaction and output. This approach is based on the following two assumptions: (1) Individual productivity is a function of one's motivation to produce at a given level and this motivation depends upon the particular needs of the individual as reflected in the goals toward which he is moving, (2) The individual's productivity is dependent upon his perception regarding the relative usefulness of output or performance, as a path to the attainment of these goals. If a person perceives high productivity as a path to the goals he desires he will be a high producer; if low productivity is seen as a path, he will be a low producer. Therefore if a worker has a need to be liked by his fellow employees and sees high (or low) productivity as a path to the attainment of this goal he will follow this path and become a high (or low) producer.

¹⁹Edward E. Lawler and Paul W. O'Hara, "Effects of Inequity Produced by Underpayment on Work Output, Work Quality, and Attitudes Toward the Work" Journal of Applied Psychology, 51 (1967), pp. 403-410.

²⁰Basil S. Georgopoulos, Gerald M. Mahoney, and Nyle W. Jones, Jr., "A Path-Goal Approach to Productivity," Journal of Applied Psychology, (1957), pp. 345-353.

Data was collected from a questionnaire given to 621 employees at a medium sized, unionized household appliance company. The result obtained showed that those high producers will be found among employees who had a high positive path-goal perception. When a given production rate is set, the percent rate of high producers, between those having a positive and those having a negative (or neutral) path-goal perception, will be greater among workers who have a high rather than a low need for the same goal.

Vroom investigated the relationship between employee ego involvement in a job and the level of the employee performance.²¹ He felt that there was a strong correlation between ego involvement and job performance. This contention was backed by an investigation of 305 rank and file employees. It was found that those who rated high in ego involvement were high producers and those with low ego involvement were low producers. Obviously, those employees who found they received satisfaction from turning in a good performance were producing at a higher rate than those who found little gratification for their needs coming from high production.

In the questionnaires that were returned in this study there was a significant percentage who were quite satisfied overall and who were high producers, according to their top management.

Finally, Locke and Bryan also related performance to

²¹Victor Vroom, "Ego Involvement, Job Satisfaction and Job Performance," Personnel Psychology, 15 (1962), pp. 159-177.

satisfaction in an experimental situation using university graduates.²² Although the primary focus was on the effects monetary incentive had on behavior, they also discovered that when performance was related to the goals and intentions of the individuals, output behavior was enhanced.

On the basis of the investigations presented here, two conclusions may be reached. The first is that there is little evidence to support the commonly held assumption that the increase in employee satisfaction will result in a corresponding improvement in performance. On the contrary, it seems that only when productivity is directly related to the satisfaction of employee needs, and then only when the employee perceives this connection, will satisfaction be positively related to production.

Summary

An attempt has been made in this chapter to explain the negative relationship which exists between job satisfaction and both absenteeism and turnover. This relationship is derived from the proposition that the desirability of the work role to the employee is directly related on the strength of the force acting on him to remain at the job. In other words, employees who are highly attracted to their jobs should be subject to stronger forces to remain in them than those who are less attracted to their job. These stronger forces to remain are reflected in a lower probability

²²Locke, pp. 162-189.

of behavior occurring which will take an employee from his job either temporarily or permanently.

The basis for the relationship between satisfaction and performance are more complex. It has been shown that greater satisfaction will not result in higher productivity or improved performance. On the other hand, when effective performances are related to the attainment of some specific goal then it is expected that performance and satisfaction may be related.

CHAPTER V

CONCLUSION

Although knowledge concerning job satisfaction principles has been growing as a result of psychological experimentation and behavioral research, there has been little systematic application of these disciplines to the specifics of the organization function. In this paper, an attempt has been made to gather together investigations which will join the findings of research to the daily activities of employees in their work place. This has been accomplished through an examination of the relationship employee's job satisfactions have to selected work behaviors. First, a general discussion on the existing concepts of satisfaction was written to attempt to bring out some of the prevailing ideas. Also, covered were certain selected variables and their effect on the positive and negative motivation of employees with supporting evidences from the results of the survey. Finally, the discussion has focused on job satisfaction and certain extrinsic attributes of employee behavior such as absenteeism, turnover, and performance. The contributions which have been discussed will be summarized in this chapter and an attempt will be made to tie together the various chapters into a meaningful unit. In the search for how

employees are motivated, the application of certain fundamental assumptions concerning human behavior has emerged. First of all, there appears to be a good deal of behavior which is goal directed. Moreover, it has been shown by research that individuals are attracted or repulsed by various stimuli as a result of emotional processes. These processes are largely determined by the variety of needs which are conceptualized as existing in the hierarchy or prepotency. In addition, the ideal of organizational behavior proposes that behavior should take place in situations which include both physical and emotional objectives. These objects may be either positively or negatively valued and this determines individual behavior as a result of a summation of various values, referred to as valences, that he assigns to factors which produce certain outcomes. If the valence he has selected has a result which is positive, he will seek to attain that end; if it is negative, he will attempt to find another means to it or avoid the situation completely.

The work must provide sufficient variety, complexity, challenge, and exercise of skill to engage the abilities of the employee if he is to develop a positive attitude toward it. In fact, if there is one confirmed finding in all the studies of employee morale and satisfaction, it is the correlation between the variety and challenge of the job and the satisfaction of the employee. There are instances of people who do not want more responsibility and of people who are highly dissatisfied because of being placed in jobs which

are too difficult for them, but these are exceptions. There was one individual at a surveyed plant who thought he did not have enough responsibility and his superiors thought he did not take enough responsibility. Most people seek gratification of their second level needs at the workplace and this is accomplished by enlargement rather than by fractionalization of the jobs. Where satisfaction with the content of the job is high, absenteeism and turnover are likely to be low.

Another means of satisfaction for employees often results from the approval and support provided by supervisors. The employee has a sense of gratification when management views him as an individual whose rights and feelings should be considered. A manager who also practices a democratic form of leadership will often find the satisfaction of his employees to be positive. Some of the research that has been mentioned in this paper, suggests that where such a style of management exists, absenteeism and turnover tend to be low.

The approval of one's peer group is relatively vital to the development of employee satisfaction. Social support from peers can add to the attractiveness of a job and be a factor in reduction of absenteeism and turnover. It will lead to increased productivity and quality of work, however, only if the standards of the peer group sanction such performance. In many industrial firms, the standard of the peer group sets informal standards for production which are not optimum from the company's point of view. The standards

of the group usually sanction productive cooperation and support actions which protect the firm from disaster. The values of the group rarely approve, however, of the eager young employee who has brilliant suggestions on how to save the company money or of the ambitious employee who wants to upgrade himself through training for a better position.¹

Frequently the approach taken in dealing with employee behavior problems has been oversimplified. Supervisors have either assumed that the organization was like a single individual, or that there was a single problem of satisfaction for the entire organization with a single answer. Unfortunately this attitude has led to a blanket reward to all employees in an effort to improve their satisfaction on the job. However, when rank and file work roles permit only a few psychological rewards, the providing of increased material rewards in the form of wages, bonuses, and the like, only lead to new difficulties, since this solution is by its nature not intended to do anything about the on-the-job situation which is causing the problem, but to pay an employee for his dissatisfaction while at work and his pay is given to him to gain satisfaction outside the work environment. Management therefore helps to create a psychological set which leads the employee to feel that the basic causes of dissatisfaction are built into industrial life, that the

¹Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations, (New York: John Wiley and Sons, Inc., 1966), p. 362.

rewards he receives are pay for dissatisfaction and the employee must seek his satisfaction outside the firm.²

One may be inclined to conclude that the employee whose needs are being fairly well met will be motivated to improve his performance and contribute to greater productivity. This is an unwarranted assumption not well supported by the literature. Quite the contrary, there is strong evidence to suggest that even though an employee's needs are being well met, that he is fairly well satisfied with his job, and the company, and that he has a fairly high level of morale, he may not perform at his best. In fact, he may intentionally restrict his production and actually work against the company goals of increased production.³ The relation between need satisfaction, morale, employee job performance, and productivity is much too complex for one to assume that satisfaction of employee needs will automatically lead to better job performance and increased productivity. It seems that only if an employee views high productivity as the path to the attainment of one or more of his personal goals in the work situation, will he tend toward higher output. Thus, it cannot be assumed without taking into consideration other relevant factors such as work group standards, that positive correlation between need satisfaction and job performance will exist. It is important to recognize, however, that in the long run the chances of good

²Argyle, pp. 23-24.

³Robert A. Sutermeister, People and Productivity, (New York: McGraw-Hill Book Company, 1969), pp. 1-9.

employee performance and higher productivity are greater if employees obtain a reasonable degree of need satisfaction or if they perceive their present activities as leading toward need satisfaction in the future. It might be concluded that a job which has among other things, varied duties, a high degree of control over the work itself, considerate and interested supervision, an opportunity to interact with one's peers, and pay that is equitable, is most conducive to producing employee satisfaction. An assumption of this type could lead one to conclude that the differences in job satisfaction are solely the result of differences in work variables. A conclusion such as this can be dangerous for it suggests that the level of satisfaction experienced by two employees performing similar work is the same. Logic tells one to question such assumptions and as pointed out above, no two employees will react the same, given the same stimulus. In fact, each one's reaction may be considerably different. This is reasonable since employees vary greatly in their motives, views, and abilities. Care must be taken, however, to prevent going to the other extreme and seeking the explanation for employee satisfaction solely through an examination of their personality. Rather in any study which attempts to understand the causes of job satisfaction, one must simultaneously study both factors; that is, variables as they exist in the workplace and the personality characteristics of the employees in the work areas.

APPENDIX I

SAMPLE SURVEY QUESTIONNAIRE

The information on this questionnaire will be used in writing a professional paper for the University of Montana on Job Satisfaction. Please tear off the sheet with your name on it and throw it away. Then fill in the attached questionnaire as accurately as possible. Please answer all of the questions with the best answer provided. When you are completed with it place it in the attached stamped self-addressed envelope and mail it. In this way, you can insure that NO ONE in your company will know what you answered. Also remember there is no "right" answer. The overall general results will be provided to your company. Your help in this project is appreciated. Thank you for cooperating.

The following is a sample question with explanation:

S. The number of miles that I have to drive to work one way.

- | | |
|--------|-----------------|
| A. One | C. Three |
| B. Two | D. Four or more |

S.1. What my job is like now _____.
(If you drive two miles, you would put B in the above space.)

S.2. As a practical ideal, what my job should be like _____.
(If as a practical ideal, you would like to drive only one mile, you would put A in the above space.)

S.3. I am
very satisfied
fairly or
slightly
neither dissatisfied

with this aspect of my job.
(Since you wish to move slightly closer, you might circle fairly satisfied in the above question.)

S.4. As a reason for being satisfied or dissatisfied in my job this aspect is: (Circle one)

Not at all Important	Slightly Important	Fairly Important	Very Important
-------------------------	-----------------------	---------------------	-------------------

(If you felt that this is not a very important factor in your satisfaction in your job, you might circle Not at all Important.)

1. The physical location and posture I must work in to carry out my assigned duties:

A. Sit or stand at the same place for most of the work day (95% of the time).

B. Move in a fixed work place. Do not have to sit or stand all the time--but in a fixed work place.

C. Move most of the time to different work places. No specified single work place.

1.1. What my job is like now _____.

1.2. As a practical ideal, what my job should be like _____.

1.3. I am
 very satisfied
 fairly or
 slightly
 neither dissatisfied

with this aspect of my job.

1.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all Important	Slightly Important	Fairly Important	Very Important
-------------------------	-----------------------	---------------------	-------------------

2. The number of different major operations I must perform in carrying out my job duties.

(For example: calculating, looking-up information, reading, filing, typing, would be instances of separate operations. Your job may require some of the operations listed above, or may require operations not included in the list.)

A. One

D. Six to ten

B. Two

E. More than ten

C. Three to five

- 2.1. What my job is like now _____.
- 2.2. As a practical ideal, what my job should be like _____.

- 2.3. I am
- | | |
|----------|--------------|
| very | satisfied |
| fairly | or |
| slightly | |
| neither | dissatisfied |

with this aspect of my job.

- 2.4. As a reason for being satisfied or dissatisfied in my job this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

3. The degree of specialization in my job. The number of different kinds of assignments I work on as part of my regular duties in my job:

- | | |
|------------------|----------------------|
| A. Only one kind | D. Four kinds |
| B. Two kinds | E. Five kinds |
| C. Three kinds | F. Six or more kinds |

- 3.1. What my job is like now _____.
- 3.2. As a practical ideal, what my job should be like _____.

- 3.3. I am
- | | |
|----------|--------------|
| very | satisfied |
| fairly | or |
| slightly | |
| neither | dissatisfied |

with this aspect of my job.

- 3.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

4. The usual length of time that elapses from when I start on an assignment to when I finish:

- A. A few minutes
- B. Less than an hour
- C. Less than half a working day
- D. More than half a day but less than a day
- E. More than a day but less than a week
- F. More than a week
- G. Most assignments are continuing duties, and hence do not have a clear "start" or "finish"

4.1. What my job is like now _____.

4.2. As a practical ideal, what my job should be like _____.

4.3. I am

very	satisfied
fairly	or
slightly	
neither	dissatisfied

with this aspect of my job.

4.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

5. The choice I have in the methods and procedures I follow in carrying out my job duties:

- A. Detailed and specific methods and procedures are predetermined for the job.
- B. Methods and procedures are predetermined for the job, but there is some flexibility in applying them.
- C. A variety of optional methods and procedures are available; I am free to choose among them, or to modify them to suit the situation.

5.1. What my job is like now _____.

5.2. As a practical ideal, what my job should be like _____.

5.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of my job.

5.4. As a reason for being satisfied or dissatisfied
 in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

6. The choice I have in setting my own pace, or speed, at which I work:
- A. Work pace is determined by a schedule or time table
 - B. I must regulate my work pace to meet the requirements of a schedule 40%-60% of the time.
 - C. Work pace is a matter of personal choice.

6.1. What my job is like now _____.

6.2. As a practical ideal, what my job should be like _____.

6.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of my job.

6.4. As a reason for being satisfied or dissatisfied
 in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

7. The opportunity my job provides to increase my knowledge by providing courses and classroom instruction in topics which help me do my work better, or contribute to my personal development and advancement. The equivalent to a classroom time of about:
- A. None
 - B. One week a year
 - C. Two to four weeks a year
 - D. Five to eight weeks a year
 - E. More than nine weeks a year

- 7.1. What my job is like now _____.
- 7.2. As a practical ideal, what my job should be like _____.
- 7.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither
- with this aspect of my job.
- 7.4. As a reason for being satisfied or dissatisfied in my job this aspect is: (Circle one)
- | | | | |
|------------|-----------|-----------|-----------|
| Not at all | Slightly | Fairly | Very |
| Important | Important | Important | Important |

8. The complexity of choices I must make, the problems I could create for those who subsequently depend upon my work, and how clear the "right way" of doing my job is:
- A. There is not more than one way to go wrong, and there is no doubt about the kind of problem a poor choice would lead to.
- B. Several kinds of problems could result from a poor choice, but by taking a few (1 to 5) things into consideration, and with some thinking, I can easily make the right choice.
- C. A number of factors (5 to 10) have to be taken into consideration, but careful analysis and thinking will indicate the correct choice to insure problems are minimized.
- D. The factors to be considered are numerous (10 or more) and even with careful analysis the consequences may not be clear. Considerable decision making and balancing of conflicting objectives is required.
- E. It is extremely difficult to identify all possible consequences of alternative choices, and the factors to be considered are uncertain. There is no clear cut method of analysis. Decisions are to a large extent based on estimation, judgement and experience.
- 8.1. What my job is like now _____.
- 8.2. As a practical ideal, what my job should be like _____.

8.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of my job.

8.4. As a reason for being satisfied or dissatisfied
 in my job this aspect is: (Circle one)

Not at all Important	Slightly Important	Fairly Important	Very Important
-------------------------	-----------------------	---------------------	-------------------

9. The GREATEST length of time before my superiors would
 learn of my decision if I used poor judgement in dealing
 with a problem on an assignment:

- A. Less than an hour
- B. A day
- C. Less than a week
- D. Less than two weeks
- E. A month at most
- F. More than a month

9.1. What my job is like now _____

9.2. As a practical ideal, what my job should be
 like _____.

9.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of my job.

9.4. As a reason for being satisfied or dissatisfied
 in my job, this aspect is: (Circle one)

Not at all Important	Slightly Important	Fairly Important	Very Important
-------------------------	-----------------------	---------------------	-------------------

10. The attitude my supervisor takes with me when he
 discovers an error I have made:

- A. He is very threatening and gives me to believe my
 job is in danger.
- B. He is very firm and with a no-nonsense attitude

- C. He is firm with some understanding
- D. He is quite understanding and attempts to correct the situation that caused the error if possible
- E. He doesn't really care so long as his supervisors don't find out

10.1. What my job is like now _____.

10.2. As a practical ideal, what my job should be like _____.

10.3. I am
 very satisfied
 fairly or
 slightly
 neither dissatisfied

with this aspect of the job.

10.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all Slightly Fairly Very
 Important Important Important Important

11. The degree to which I see the operational and financial consequences of my work:

- A. I rarely learn of the expenditures, cost savings, or service improvements that depend upon my work, and if I do it is by chance.
- B. I am generally informed of the expenditure, cost saving, or service improvements that depend upon my work, but I have little opportunity to study the implications in detail.
- C. I am always advised of the expenditures, cost savings, or service improvements that depend upon my work, and I have every opportunity to study them carefully as a guide to doing my assignments properly.

11.1. What my job is like now _____.

11.2. As a practical ideal what my job should be like _____.

11.3. I am
 very satisfied
 fairly or
 slightly
 neither dissatisfied

with this aspect of my job.

11.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all Important	Slightly Important	Fairly Important	Very Important
-------------------------	-----------------------	---------------------	-------------------

12. How critical my job is in the work flow of jobs necessary to complete a project:

- A. My job is not essential, and if necessary my job duties could be carried out by other divisions or departments with no difficulty.
- B. It is an important job which could possibly be done by another division or department in an emergency, but only at considerable expense, difficulty and inconvenience.
- C. It is unique and indispensable step in the work flow. Other divisions or departments have neither the knowledge nor ability to perform my job duties.

12.1. What my job is like now _____.

12.2. As a practical ideal, what my job should be like _____.

12.3. I am

very	satisfied
fairly	or
slightly	
neither	dissatisfied

with this aspect of my job.

12.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all Important	Slightly Important	Fairly Important	Very Important
-------------------------	-----------------------	---------------------	-------------------

13. As part of carrying out his job duties, a person must often have face to face contact with others for the exchange of information and instructions. The supervisor, co-worker, and persons in one's own department or adjoining departments would typically be involved in such contacts.

The number of persons with whom I must have such necessary face to face contact in a typical working day is:

- A. None
- B. One or two

- C. Three to six
- D. Seven to fourteen
- E. Fifteen or more

13.1. What my job is like now _____.

13.2. As a practical ideal, what my job should be like _____.

13.3. I am
 very satisfied
 fairly or
 slightly
 neither dissatisfied

with this aspect of my job.

13.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

14. The necessary contacts with other persons (Question 13) typically:

- A. Takes up less than 5% of my working time and in each case are brief and involve little talking.
- B. Take up 5% to 10% of my working time and in each case may last for several minutes, and involve a fair amount of talking.
- C. Take up 10% to 25% of my working time and in each case may last up to a half hour or more.
- D. Take up more than 25% of my working time.

14.1. What my job is like now _____.

14.2. As a practical ideal, what my job should be like _____.

14.3. I am
 very satisfied
 fairly or
 slightly
 neither dissatisfied

with this aspect of my job.

14.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

15. In addition to the necessary person to person contacts required by their jobs, (Question 13 and 14 above), people may often engage in contacts and discussions not strictly required by work. Either job related matters or other topics might be discussed in these optional contacts. Again the supervisor, co-worker, and person in adjoining offices would likely be involved in such optional contacts.

- A. None
- B. One or two
- C. Three to six
- D. Seven to fourteen
- E. Fifteen or more

15.1. What my job is like now _____.

15.2. As a practical ideal, what my job should be like _____.

15.3. I am
 very satisfied
 fairly
 slightly or
 neither dissatisfied

with this aspect of the job.

15.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

16. The amount of time my job gives me to engage in such optional contacts (Question 15) without reprimand:

- A. 0%
- B. Some, but less than 10% of my working time
- C. 10% to 25% of my working time
- D. 25% to 50% of my working time
- E. More than 50% of my working time

16.1. What my job is like now _____.

16.2. As a practical ideal, what my job should be like _____.

16.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of the job.

16.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

17. The nature of my work and the information exchanged in a required or optional face to face contact in my job requires that:

- A. Others always approach me first.
- B. Others approach me most of the time.
- C. Others approach me about the same number of times that I approach others.
- D. I approach others most of the time.
- E. I always approach others first.

17.1. What my job is like now _____

17.2. As a practical ideal, what my job should be like _____.

17.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of the job.

17.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

18. In addition to serving as a means of exchanging instructions and information, person to person contacts on the job may also provide an opportunity to give and receive assistance, support, and encouragement as aids to properly complete an assigned duty.

The opportunity for me to give and receive support and help is available in:

- A. None of my on-the-job contacts with others.
- B. A few of my on-the-job contacts with others.
- C. About half of my on-the-job contacts with others.
- D. Most of my on-the-job contacts with others
- E. All of my on-the-job contacts with others.

18.1. What my job is like now _____.

18.2. As a practical ideal, what my job should be like _____.

18.3. I am
 very satisfied
 fairly or
 slightly
 neither dissatisfied
 with this aspect of the job.

18.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

NOTE: Please read over Questions (19) and (20) before answering Question (19). This may help to clarify the type of information being sought.

19. As an opportunity for technical advancement and promotion, my job can best be described as:

- A. A training position for movement to a technical job at a higher pay grade or rank.
- B. Basically a permanent position with medium chance of movement to a technical job at a higher pay grade or rank.
- C. Basically a permanent job with little or no chance of movement to a technical job at a higher pay grade or rank.

19.1. What my job is like now _____.

19.2. As a practical ideal, what my job should be like _____.

19.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of the job.

19.4. As a reason for being satisfied or dissatisfied
 in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

20. As an opportunity for supervisory and management
 advancement and promotion, my job can best be described
 as:

- A. A training position for movement to a supervisory
 job at a higher pay grade or rank.
- B. Basically a permanent position with medium chance
 of movement to a supervisory job at a higher pay
 grade or rank.
- C. Basically a permanent position with little or no
 chance of movement to a supervisory job at a higher
 pay grade or rank.

20.1. What my job is like now _____.

20.2. As a practical ideal, what my job should be
 like _____.

20.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of the job.

20.4. As a reason for being satisfied or dissatisfied
 in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

21. The amount of pay and benefits my job provides in
 comparison to the minimum I require to provide food,
 clothing, shelter, and other basic necessities of life
 for myself and my family (if applicable) per year:

- A. About \$2,000 less than the least I require.
- B. About \$1,000 less than the least I require.
- C. About equal to the least I require.
- D. About \$1,000 more than the least I require.
- E. About \$2,000 more than the least I require.
- F. About \$3,000 more than the least I require.

21.1. What my job is like now _____.

21.2. As a practical ideal, what my job should be like _____.

21.3. I am
 very satisfied
 fairly
 slightly or
 neither dissatisfied

with this aspect of the job.

21.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

22. If, because of a business setback, your supervisor advised you that it was necessary for everyone to take a cut in pay temporarily until conditions improved, your reaction would be best described as:

- A. Immediately quit since you cannot trust the company to keep its word.
- B. Probably quit since you are not sure how capable the management is to correct the problem.
- C. Probably keep working since the condition is most likely temporary and it is hard to get another job and also the company is as good as any other to work for.
- D. Definitely keep working since the pay will be corrected as soon as possible and more important, you especially like your work and the people you work with are your friends.

22.1. What my job is like now _____.

22.2. As a practical ideal, what my job should be like _____.

22.3. I am
 very satisfied
 fairly
 slightly or
 neither dissatisfied
 with this aspect of the job.

22.4. As a reason for being satisfied or dissatisfied
 in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

23. The amount of my salary and benefits are:

- A. More than other positions of similar responsibility.
- B. About equal to other positions of similar responsibility.
- C. Below what others are being paid for a position of similar responsibility.

23.1. What my job is like now _____.

23.2. As a practical ideal, what my job should be
 like _____.

23.3. I am
 very satisfied
 fairly
 slightly or
 neither dissatisfied
 with this aspect of the job.

23.4. As a reason for being satisfied or dissatisfied
 in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

NOTE: Question 24 should be answered by women only.

Question 25 should be answered by men only.

24. In the opinion of my friends and relatives, the status,
 respect, and prestige associated with my job is about
 the same as for:

- A. A graduate nurse
- B. A buyer for a small department store
- C. Dentist's assistant

- D. A bookkeeper
 E. A hairdresser
 F. A waitress
- 24.1. What my job is like now _____.
- 24.2. As a practical ideal, what my job should be like _____.
- 24.3. I am
 very satisfied
 fairly or
 slightly
 neither dissatisfied
 with this aspect of the job.
- 24.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)
- | | | | |
|------------|-----------|-----------|-----------|
| Not at all | Slightly | Fairly | Very |
| Important | Important | Important | Important |
25. In the opinion of my friends and relatives, the status, respect and prestige associated with my job are about the same as for:
- A. A doctor
 B. A high school teacher
 C. Construction inspector
 D. Television repairman
 E. A sheet metal worker
 F. A Delivery man
- 25.1. What my job is like now _____.
- 25.2. As a practical ideal, what my job should be like _____.
- 25.3. I am
 very satisfied
 fairly or
 slightly
 neither dissatisfied
 with this aspect of the job.
- 25.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)
- | | | | |
|------------|-----------|-----------|-----------|
| Not at all | Slightly | Fairly | Very |
| Important | Important | Important | Important |

26. As a supervisor, mine can be described as:
- A. Generally fair and square; takes an interest in our welfare and is thoughtful and considerate.
 - B. Generally fair and square but our problems are our own.
 - C. About as good as any supervisor that I have worked for.
 - D. Occasionally impatient and has no interest in our problems.
 - E. Shows favoritism and is always disagreeable.
- 26.1. What my job is like now _____.
- 26.2. As a practical ideal, what my job should be like _____.
- 26.3. I am
- | | |
|----------|--------------|
| very | satisfied |
| fairly | or |
| slightly | |
| neither | dissatisfied |
- with this aspect of the job.
- 26.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)
- | | | | |
|------------|-----------|-----------|-----------|
| Not at all | Slightly | Fairly | Very |
| Important | Important | Important | Important |
27. Do people do their jobs in your section because:
- A. The supervisor has the ability to make people want to give their best effort.
 - B. It is a job that needs to be done and that is why you are hired and paid.
 - C. The workers know what will happen to them if they don't do it.
- 27.1. What my job is like now _____
- 27.2. As a practical ideal, what my job should be like _____.
- 27.3. I am
- | | |
|----------|--------------|
| very | satisfied |
| fairly | or |
| slightly | |
| neither | dissatisfied |
- with this aspect of the job.

27.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

28. In considering the relationship between your supervisor and you, it could be best described as:

- A. Leaves you alone to do your job and does not tell you how you are doing.
- B. Leaves you alone to do your job except when you make a mistake.
- C. Lets you know when you have done a good job.
- D. Lets you know when you have done a good job as well as when you have made a mistake.

28.1. What my job is like now _____.

28.2. As a practical ideal, what my job should be like _____.

28.3. I am

very	satisfied
fairly	or
slightly	
neither	dissatisfied

with this aspect of the job.

28.4. As a reason for being satisfied or dissatisfied in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

29. In resolving problems in your section, supervisors:

- A. Arbitrarily decide what is to be done without consulting anyone.
- B. Kick the problem upstairs and do not question their decision.
- C. Asks for suggestions on the problem but makes the final decision.
- D. Is democratic and goes by what the workers want within practicality.

29.1. What my job is like now _____.

29.2. As a practical ideal, what my job should be like _____.

29.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of the job.

29.4. As a reason for being satisfied or dissatisfied
 in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

30. The reason I best like this job is:

- A. I feel that I am contributing something worthwhile.
- B. It offers secure employment with steady pay.
- C. It offers a chance for me to excel and be promoted.
- D. The working conditions (supervisors and work group) are friendly.

30.1. What my job is like now _____.

30.2. As a practical ideal, what my job should be
 like _____.

30.3. I am
 very satisfied
 fairly or
 slightly dissatisfied
 neither

with this aspect of the job.

30.4. As a reason for being satisfied or dissatisfied
 in my job, this aspect is: (Circle one)

Not at all	Slightly	Fairly	Very
Important	Important	Important	Important

APPENDIX II

RESULTS FROM THE SAMPLE SURVEY

The information in the table below is the tallied results from the survey. It is broken down by companies and by male or female and totals. The questions are also labeled as to major and sub areas. The columns are labeled as to company and sex. The letters beside the question number indicate the selection possibilities in the survey.

Area Covered	Question number	General Mills All male	ConAgra Only the females	ConAgra Only the males	ConAgra The totals	Montana Bank All female	All the females Who responded	All the males Who responded	A total of all Who responded
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Job Content Physical Location	1.1A	1	5	1	6	3	8	2	10
	B	3	4	1	5	6	10	4	14
	C	6	0	1	1	0	0	7	7
	1.2A	0	5	0	5	2	7	0	7
	B	0	4	2	6	7	11	2	13
	C	10	0	1	1	0	0	11	11
	1.3VS	3	7	0	7	7	14	3	17
	FS	3	1	2	3	1	2	5	7
	SS	0	0	0	0	0	0	0	0
	N	0	1	0	1	0	1	0	1
	SD	4	0	0	0	0	0	4	4
	FD	0	0	1	1	1	1	1	2
	VD	0	0	0	0	0	0	0	0
	1.4N	1	4	0	4	0	4	1	5
	S	2	2	1	3	2	4	3	7
	F	4	0	2	2	4	4	6	10
	V	3	3	0	3	3	6	3	9

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Job Content Enlarge- ment	2.1A	1	0	0	0	0	0	1	1
	B	0	0	0	0	0	0	0	0
	C	1	0	0	0	1	1	2	3
	D	4	4	1	5	4	8	5	13
	E	4	5	2	7	4	9	6	15
	2.2A	0	0	1	1	0	0	1	1
	B	0	0	0	0	0	0	0	0
	C	3	0	1	1	2	2	4	6
	D	3	6	0	6	3	9	3	12
	E	4	3	1	4	4	7	5	12
	2.3VS	3	5	0	5	6	11	3	14
	FS	3	4	1	5	2	6	4	10
	SS	1	0	1	1	0	1	1	2
	N	0	0	0	0	0	0	0	0
	SD	1	0	1	1	1	1	2	3
	FD	1	0	0	0	0	0	1	1
	VD	1	0	0	0	0	0	1	1
	2.4N	0	2	0	2	0	2	0	2
	S	1	1	1	2	1	2	2	4
	F	5	1	1	2	4	5	6	11
V	4	5	1	6	4	9	5	14	
Job Content Degree of Special- ization	3.1A	2	2	0	2	0	2	2	4
	B	0	0	0	0	0	0	0	0
	C	3	2	1	3	2	4	4	8
	D	0	1	0	1	1	2	0	2
	E	2	1	1	2	0	1	3	4
	F	3	3	1	4	6	9	4	13
	3.2A	1	2	1	3	0	2	2	4
	B	0	0	0	0	0	0	0	0
	C	6	2	0	2	2	4	6	10
	D	0	2	1	3	2	4	1	5
	E	0	0	0	0	1	1	0	1
	F	3	3	1	4	4	7	4	11
	3.3VS	3	8	0	8	4	12	3	15
	FS	1	0	2	2	4	4	3	7
	SS	0	1	1	2	0	1	1	2
	N	0	0	0	0	0	0	0	0
	SD	3	0	0	0	1	1	3	4
	FD	3	0	0	0	0	0	3	3
	VD	0	0	0	0	0	0	0	0
	3.4N	0	2	0	2	2	4	0	4
S	2	1	0	1	1	2	2	4	
F	6	2	1	3	3	5	7	12	
V	2	4	2	6	3	7	4	11	

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Job	4.1A	0	1	0	1	0	1	0	1
Content	B	3	0	0	0	1	1	3	4
Job Cycle	C	0	2	1	3	1	3	1	4
Length	D	2	1	1	2	0	1	3	4
	E	1	0	0	0	0	0	1	1
	F	0	0	0	0	0	0	0	0
	G	4	5	1	6	7	12	5	17
	4.2A	0	1	0	1	0	1	0	1
	B	3	0	0	0	1	1	3	4
	C	0	2	1	3	1	3	1	4
	D	2	1	1	2	0	1	3	4
	E	2	0	0	0	1	1	2	3
	F	0	0	0	0	0	0	0	0
	G	3	5	1	6	6	11	4	15
	4.3VS	3	3	0	3	7	10	3	13
	FS	4	6	3	9	1	7	7	14
	SS	2	0	0	0	0	0	2	2
	N	0	0	0	0	1	1	0	1
	SD	0	0	0	0	0	0	0	0
	FD	1	0	0	0	0	0	1	1
	VD	0	0	0	0	0	0	0	0
	4.4N	2	1	0	1	3	4	2	6
	S	1	4	0	4	0	4	1	5
	F	4	1	1	2	2	3	5	8
	V	3	3	2	5	4	7	5	12
Job	5.1A	1	1	1	2	1	2	2	4
Content	B	7	3	1	4	4	7	8	15
Autonomy	C	2	5	1	6	4	9	3	12
	5.2A	1	1	0	1	0	1	1	2
	B	2	2	2	4	5	7	4	11
	C	7	6	1	7	4	10	8	18
	5.3VS	3	7	2	9	8	15	5	20
	FS	3	1	1	2	1	2	4	6
	SS	0	0	0	0	0	0	0	0
	N	0	1	0	1	0	1	0	1
	SD	4	0	0	0	0	0	4	4
	FD	0	0	0	0	0	0	0	0
	VD	0	0	0	0	0	0	0	0
	5.4N	0	3	0	3	1	4	0	4
	S	3	0	0	0	0	0	3	3
	F	3	2	2	4	4	6	5	11
	V	4	4	1	5	4	8	5	13

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Job Content Choice of Pace	6.1A	5	1	1	2	0	1	6	7
	B	4	3	1	4	6	9	5	14
	C	1	5	1	6	3	8	2	10
	6.2A	2	0	0	0	0	0	2	2
	B	7	2	2	4	6	8	9	17
	C	1	7	1	8	3	10	2	12
	6.3VS	3	6	0	6	7	13	3	16
	FS	2	2	1	3	2	4	3	7
	SS	1	0	0	0	0	0	1	1
	N	1	0	1	1	0	0	2	2
	SD	1	1	0	1	0	1	1	2
	FD	1	0	1	1	0	0	2	2
	VD	1	0	0	0	0	0	1	1
	6.4N	1	1	0	1	1	2	1	3
	S	2	1	0	1	1	2	2	4
F	4	4	2	6	4	8	6	14	
V	3	3	1	4	3	6	4	10	
Job Content Self Improve- ment	7.1A	9	5	3	8	1	6	12	18
	B	0	1	0	1	3	4	0	4
	C	0	2	0	2	1	3	0	3
	D	0	0	0	0	1	1	0	1
	E	1	1	0	1	3	4	1	5
	7.2A	2	3	1	4	0	3	3	6
	B	1	1	0	1	4	5	1	6
	C	4	3	1	4	0	3	5	8
	D	0	1	1	2	2	3	1	4
	E	3	1	0	1	3	4	3	7
	7.3VS	2	1	0	1	5	6	2	8
	FS	2	7	2	9	4	11	4	15
	SS	0	1	0	1	0	1	0	1
	N	1	0	0	0	0	0	1	1
	SD	1	1	0	1	0	1	0	1
FD	0	0	1	1	0	0	2	2	
VD	3	0	0	0	0	0	3	3	
7.4N	1	5	1	6	2	7	2	9	
S	3	2	0	2	2	4	3	7	
F	2	1	1	2	4	5	3	8	
V	4	1	1	2	1	2	5	7	

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Job Content Vital- ness of the Job	8.1A	2	2	0	2	1	3	2	5
	B	6	4	1	5	5	9	7	16
	C	1	2	1	3	2	4	2	6
	D	0	0	0	0	0	0	0	0
	E	1	1	1	2	1	2	2	4
	F	0	0	0	0	0	0	0	0
	8.2A	3	3	2	5	1	4	5	9
	B	4	2	0	2	5	7	4	11
	C	1	3	1	4	2	5	2	7
	D	0	0	0	0	0	0	0	0
	E	2	1	0	1	1	2	2	4
	F	0	0	0	0	0	0	0	0
	8.3VS	3	6	0	6	3	9	3	12
	FS	2	2	2	4	6	8	4	12
	SS	1	0	0	0	0	0	1	1
	N	3	0	0	0	0	0	3	3
	SD	0	0	0	0	0	0	0	0
	FD	0	0	1	1	0	0	1	1
	VD	1	1	0	1	0	0	1	2
	8.4N	2	1	0	1	1	2	2	4
S	3	2	0	2	1	3	3	6	
F	4	1	2	3	3	4	6	10	
V	1	5	1	6	4	9	2	11	
Super- vision Direct- ness of Super- vision	9.1A	4	0	0	0	2	2	4	6
	B	5	3	0	3	2	5	5	10
	C	0	3	1	4	3	6	2	8
	D	0	1	1	2	0	1	1	2
	E	0	2	1	3	0	2	1	3
	F	0	0	0	0	0	0	0	0
	9.2A	4	1	1	2	4	5	5	10
	B	6	2	1	3	3	5	7	12
	C	0	5	0	5	1	6	0	6
	D	0	0	1	1	0	0	1	1
	E	0	1	0	1	1	2	0	2
	F	0	0	0	0	0	0	0	0
	9.3VS	3	3	0	3	5	8	3	11
	FS	3	5	2	7	3	8	5	13
	SS	0	0	1	1	0	0	1	1
	N	3	1	0	1	0	1	3	4
	SD	1	0	0	0	0	0	1	1
	FD	0	0	0	0	1	1	0	1
	VD	0	0	0	0	0	0	0	0
	9.4N	3	0	0	0	0	0	3	3
S	3	4	0	4	3	7	3	10	
F	2	1	1	2	4	5	3	8	
V	2	4	2	6	2	6	4	10	

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Super- vision Attitude Concerning Errors	10.1A	0	0	0	0	0	0	0	0
	B	2	0	1	1	0	0	3	3
	C	0	2	0	2	3	5	0	5
	D	8	6	2	8	5	11	10	21
	E	0	1	0	1	1	2	0	2
10.2A		1	0	0	0	0	0	1	1
	B	0	0	1	1	0	0	1	1
	C	1	1	0	1	1	2	1	3
	D	8	7	2	9	7	14	10	24
	E	0	1	0	1	1	2	0	2
10.3VS		4	7	2	9	7	14	6	20
	FS	2	1	1	2	1	2	3	5
	SS	0	0	0	0	0	0	0	0
	N	2	0	0	0	0	0	2	2
	SD	2	0	0	0	0	0	2	2
	FD	0	0	0	0	1	1	0	1
	VD	0	1	0	1	0	1	0	1
10.4N		1	0	0	0	0	0	1	1
	S	3	0	0	0	1	1	3	4
	F	1	2	0	2	2	4	1	5
	V	5	7	3	10	6	13	8	21
Job Content Knowledge of Results of Work	11.1A	7	6	1	7	4	10	8	18
	B	3	0	2	2	3	3	5	8
	C	0	3	0	3	2	5	0	5
11.2A		1	1	0	1	0	1	1	2
	B	6	3	0	3	4	7	6	13
	C	3	5	3	8	5	10	6	16
11.3VS		3	2	0	2	2	4	3	7
	FS	2	1	2	3	3	4	4	8
	SS	0	2	0	2	1	3	0	3
	N	1	4	0	4	2	6	1	7
	SD	3	1	1	2	0	2	3	5
	FD	1	0	0	0	0	0	1	1
	VD	0	0	0	0	0	0	0	0
11.4N		2	1	0	1	2	3	2	5
	S	4	4	1	5	3	7	5	12
	F	4	2	1	3	2	4	5	9
	V	0	2	1	3	2	4	1	5

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Job	12.1A	1	1	1	2	1	2	2	4
Content	B	4	4	2	6	1	5	6	11
Critical-	C	5	4	0	4	7	11	5	16
ness of									
Job	12.2A	1	1	0	1	0	1	1	2
	B	3	5	3	8	6	11	6	17
	C	6	3	0	3	3	6	6	12
	12.3VS	3	2	0	2	4	6	3	9
	FS	5	3	2	4	4	7	7	14
	SS	0	0	1	1	0	0	1	1
	N	1	3	0	3	0	3	1	4
	SD	0	1	0	1	0	1	0	1
	FD	1	0	0	0	1	1	1	2
	VD	0	0	0	0	0	0	0	0
	12.4N	1	3	0	3	0	3	1	4
	S	2	1	1	2	2	3	3	6
	F	4	2	2	4	4	6	6	12
	V	3	3	0	3	3	6	3	9
Work Group	13.1A	0	0	0	0	0	0	0	0
Personal	B	5	0	0	0	1	1	5	6
Contact	C	3	5	2	7	3	8	5	13
Required	D	1	2	1	3	3	5	2	7
Number	E	1	2	0	2	2	4	1	5
	13.2A	1	0	0	0	0	0	1	1
	B	4	1	1	2	2	3	5	8
	C	3	4	1	5	3	7	4	11
	D	1	2	1	3	2	4	2	6
	E	1	2	0	2	2	4	1	5
	13.3VS	3	5	0	5	6	11	3	14
	FS	6	3	2	5	2	5	8	13
	SS	0	1	0	1	0	1	0	1
	N	0	0	0	0	0	0	0	0
	SD	0	1	0	1	0	1	0	1
	FD	0	0	0	0	0	0	0	0
	VD	0	0	1	1	0	0	1	1
	13.4N	1	3	0	3	1	4	1	5
	S	3	2	1	3	5	7	4	11
	F	6	1	1	2	1	2	7	9
	V	0	3	1	4	2	5	1	6

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Work Group	14.1A	6	1	0	1	5	6	6	12
Personal	B	4	5	2	7	2	7	6	13
Contact	C	0	1	1	2	0	1	1	2
Required	D	0	2	0	2	2	4	0	4
Percentage									
Amount	14.2A	4	1	1	2	5	6	5	11
	B	5	6	1	7	3	9	6	15
	C	1	1	1	2	0	1	2	3
	D	0	1	0	1	1	2	0	2
	14.3VS	3	4	0	4	8	12	3	15
	FS	3	4	3	7	1	5	6	11
	SS	2	0	0	0	0	0	2	2
	N	1	1	0	1	0	1	1	2
	SD	1	0	0	0	0	0	1	1
	FD	0	0	0	0	0	0	0	0
	VD	0	0	0	0	0	0	0	0
	14.4N	2	4	0	4	1	5	2	7
	S	4	0	1	1	1	5	1	6
	F	4	1	2	3	3	4	6	10
	V	0	4	0	4	4	8	0	8
Work Group	15.1A	1	0	0	0	0	0	1	1
Personal	B	5	3	2	5	2	5	7	12
Contact	C	3	4	1	5	3	7	4	11
Optional	D	0	1	0	1	2	3	0	3
Amount	E	1	1	0	1	2	3	1	4
	15.2A	0	0	1	1	0	0	1	1
	B	6	3	1	4	2	5	7	12
	C	3	4	1	5	3	7	4	11
	D	0	1	0	1	2	3	0	3
	E	1	1	0	1	2	3	1	4
	15.3VS	2	1	0	1	7	8	2	10
	FS	4	6	3	9	2	8	7	15
	SS	3	0	0	0	0	0	3	3
	N	1	2	0	2	0	2	1	3
	SD	0	0	0	0	0	0	0	0
	FD	0	0	0	0	0	0	0	0
	VD	0	0	0	0	0	0	0	0
	15.4N	2	3	0	3	0	3	2	5
	S	5	2	2	4	3	5	7	12
	F	3	2	0	2	3	5	3	8
	V	0	2	1	3	3	5	1	6

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Work Group	16.1A	0	1	0	1	0	1	0	1
Personal	B	7	7	3	10	7	14	10	24
Contact	C	3	0	0	0	2	2	3	5
Optional	D	0	1	0	1	0	1	0	1
Percentage	E	0	0	0	0	0	0	0	0
	16.2A	0	1	0	1	0	1	0	1
	B	4	7	2	9	6	13	6	19
	C	4	0	1	1	3	3	5	8
	D	1	1	0	1	0	1	1	2
	E	1	0	0	0	0	0	1	1
	16.3VS	3	4	1	5	6	10	4	14
	FS	4	4	1	5	3	7	5	12
	SS	0	0	1	1	0	0	1	1
	N	2	1	0	1	0	1	2	3
	SD	1	0	0	0	0	0	1	1
	FD	0	0	0	0	0	0	0	0
	VD	0	0	0	0	0	0	0	0
	16.4N	2	3	0	3	0	3	2	5
	S	5	4	2	6	1	5	7	12
	F	2	1	0	1	6	7	2	9
	V	1	1	1	2	2	3	2	5
Work Group	17.1A	2	0	1	1	0	0	3	3
Method of	B	2	2	0	2	0	2	2	4
Personal	C	6	7	2	9	8	15	8	23
Contact	D	0	0	0	0	1	1	0	1
	E	0	0	0	0	0	0	0	0
	17.2A	1	0	0	0	0	0	1	1
	B	2	2	1	3	0	2	3	5
	C	7	7	2	9	9	16	9	25
	D	0	0	0	0	0	0	0	0
	E	0	0	0	0	0	0	0	0
	17.3VS	2	6	1	7	5	11	3	14
	FS	4	1	2	3	4	5	6	11
	SS	2	0	0	0	0	0	2	2
	N	1	2	0	2	0	2	1	3
	SD	0	0	0	0	0	0	0	0
	FD	1	0	0	0	0	0	1	1
	VD	0	0	0	0	0	0	0	0
	17.4N	2	2	0	2	0	2	2	4
	S	4	3	1	4	4	7	5	12
	F	4	2	2	4	3	5	6	11
	V	0	2	0	2	2	4	0	4

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Work Group Interaction	18.1A	1	0	0	0	0	0	1	1
	B	3	6	1	7	4	10	4	14
	C	3	1	0	1	1	2	3	5
	D	2	1	2	3	4	5	4	9
	E	1	1	0	1	0	1	1	2
	18.2A	1	0	0	0	0	0	1	1
	B	2	5	0	5	3	8	2	10
	C	4	1	1	2	2	3	5	8
	D	2	0	1	1	3	3	3	6
	E	1	3	1	4	1	4	2	6
	18.3VS	4	1	2	3	5	6	6	12
	FS	4	4	0	4	4	8	4	12
	SS	0	0	0	0	0	0	0	0
	N	0	2	0	2	0	2	0	2
	SD	1	1	0	1	0	1	1	2
	FD	0	1	0	1	0	1	0	1
	VD	1	0	1	1	0	0	2	2
	18.4N	1	1	0	1	0	1	1	2
	S	2	3	0	3	2	4	2	6
	F	4	2	2	4	5	7	6	13
V	3	3	1	4	3	6	4	10	
Job Content Technical Advancement	19.1A	2	1	0	1	0	1	2	3
	B	6	1	0	1	6	7	6	13
	C	2	7	3	10	3	10	5	15
	19.2A	7	4	3	7	3	7	10	17
	B	3	5	0	5	6	11	3	14
	C	0	0	0	0	0	0	0	0
	19.3VS	1	0	0	0	3	3	1	4
	FS	5	4	0	4	4	8	5	13
	SS	0	2	0	2	0	2	0	2
	N	0	0	1	1	0	0	1	1
	SD	2	3	2	5	0	3	4	7
	FD	0	0	0	0	1	1	0	1
	VD	2	0	0	0	1	1	2	3
	19.4N	0	1	0	1	0	1	0	1
	S	2	1	0	1	2	3	2	5
	F	4	5	1	6	3	8	5	13
	V	4	2	2	4	4	6	6	12

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Job	20.1A	0	0	0	0	0	0	0	0
Content	B	3	0	0	0	6	6	3	9
Management	C	7	9	3	12	3	12	10	22
Advance-									
ment	20.2A	2	3	3	6	2	5	5	10
	B	6	4	0	4	5	9	6	15
	C	2	2	0	2	2	4	2	6
	20.3VS	1	0	0	0	2	2	1	3
	FS	5	3	1	4	5	8	6	14
	SS	0	2	0	2	0	2	0	2
	N	0	1	1	2	0	1	1	2
	SD	2	0	0	0	1	1	2	3
	FD	2	0	0	0	1	1	2	3
	VD	0	0	0	0	1	1	0	1
	20.4N	1	2	0	0	0	2	1	3
	S	5	2	1	3	2	4	6	10
	F	3	3	1	4	4	7	4	11
	V	1	2	1	3	3	5	2	7
Pay	21.1A	1	2	2	4	0	2	3	5
Required	B	1	3	0	3	1	4	1	5
Amount	C	3	3	0	3	7	10	3	13
	D	3	1	1	2	1	2	4	6
	E	1	0	0	0	0	0	1	1
	F	1	0	0	0	0	0	1	1
	21.2A	0	0	0	0	0	0	0	0
	B	0	1	0	1	1	2	0	2
	C	0	0	0	0	4	4	0	4
	D	2	2	0	2	2	4	2	6
	E	1	2	1	3	1	3	2	5
	F	7	4	2	6	1	5	9	14
	21.3VS	1	0	0	0	1	1	1	2
	FS	3	4	0	4	3	7	3	10
	SS	0	0	1	1	0	0	1	1
	N	0	1	0	1	1	2	0	2
	SD	3	3	0	3	2	5	3	8
	FD	2	0	1	1	1	1	3	4
	VD	1	1	1	2	1	2	2	4
	21.4N	0	0	0	0	0	0	0	0
	S	0	1	0	1	1	2	0	2
	F	4	5	1	6	1	6	5	11
	V	6	3	2	5	7	10	8	18

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Pay Reaction to Cut in Pay	22.1A	1	0	0	0	0	0	1	1
	B	0	0	1	1	1	1	1	2
	C	6	5	2	7	3	8	8	16
	D	3	4	0	4	5	9	3	12
22.2A		10	0	0	0	0	0	1	1
	B	0	0	0	0	0	0	0	0
	C	3	3	0	3	2	5	3	8
	D	6	6	3	9	7	13	9	22
22.3VS		1	1	0	1	1	2	1	3
	FS	3	2	1	3	6	8	4	12
	SS	2	0	1	1	0	0	3	3
	N	1	1	0	1	1	2	1	3
	SD	1	3	0	3	0	3	1	4
	FD	1	0	0	0	0	0	1	1
	VD	1	2	1	3	1	3	2	5
22.4N		1	2	0	2	0	2	1	3
	S	1	4	0	4	2	6	1	7
	F	5	0	2	2	4	4	7	11
	V	3	3	1	4	3	6	4	10
Pay Equality of Pay	23.1A	0	1	0	1	1	2	0	2
	B	8	2	1	3	7	9	9	18
	C	2	6	2	8	1	7	4	11
23.2A		2	1	1	2	3	4	2	6
	B	8	8	2	10	7	15	10	25
	C	0	0	0	0	0	0	0	0
23.3VS		1	1	0	1	1	2	1	3
	FS	3	2	1	3	6	8	4	12
	SS	2	0	1	1	0	0	3	3
	N	1	1	0	1	1	2	1	3
	SD	1	3	0	3	0	3	1	4
	FD	1	0	0	0	0	0	1	1
	VD	1	2	1	3	1	3	2	5
23.4N		1	0	0	0	0	0	1	1
	S	1	0	0	0	1	1	1	2
	F	5	2	0	2	2	4	5	9
	V	3	7	3	10	6	13	6	19

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Job	24.1A	0	1	0	1	2	3	0	3
Content	B	0	0	0	0	0	0	0	0
Status of	C	0	2	0	2	2	4	0	4
Job-Female	D	0	6	0	6	5	11	0	11
	E	0	0	0	0	0	0	0	0
	F	0	0	0	0	0	0	0	0
	24.2A	0	2	0	2	3	5	0	5
	B	0	1	0	1	0	1	0	1
	C	0	1	0	1	2	3	0	3
	D	0	5	0	5	4	9	0	9
	E	0	0	0	0	0	0	0	0
	F	0	0	0	0	0	0	0	0
	24.3VS	0	2	0	2	6	8	0	8
	FS	0	3	0	3	2	5	0	5
	SS	0	0	0	0	0	0	0	0
	N	0	3	0	3	0	3	0	3
	SD	0	1	0	1	0	1	0	1
	FD	0	0	0	0	1	1	0	1
	VD	0	0	0	0	0	0	0	0
	24.4N	0	3	0	3	2	5	0	5
	S	0	2	0	2	2	4	0	4
	F	0	1	0	1	3	4	0	4
	V	0	3	0	3	2	5	0	5
Job	25.1A	0	0	0	0	0	0	0	0
Content	B	1	0	1	1	0	0	2	2
Status of	C	0	0	0	0	0	0	0	0
Job-Male	D	1	0	0	0	0	0	1	1
	E	5	0	2	2	0	0	7	7
	F	3	0	0	0	0	0	3	3
	25.2A	1	0	2	2	0	0	3	3
	B	2	0	1	1	0	0	2	2
	C	4	0	0	0	0	0	4	4
	D	0	0	0	0	0	0	0	0
	E	0	0	0	0	0	0	3	3
	F	1	0	0	0	0	0	1	1
	25.3VS	3	0	0	0	0	0	3	3
	FS	2	0	2	2	0	0	4	4
	SS	2	0	0	0	0	0	2	2
	N	0	0	1	1	0	0	1	1
	SD	3	0	0	0	0	0	3	3
	FD	0	0	0	0	0	0	0	0
	VD	0	0	0	0	0	0	0	0
	25.4N	0	0	1	1	0	0	1	1
	S	3	0	0	0	0	0	3	3
	F	4	0	2	2	0	0	6	6
	V	2	0	1	1	0	0	3	3

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Super- vision Type of Supervisor	26.1A	5	3	0	3	4	7	5	12
	B	2	1	1	2	2	3	3	6
	C	1	0	0	0	1	1	1	2
	D	1	1	1	2	2	3	2	5
	E	1	4	1	5	0	4	2	6
26.2A		8	8	3	11	9	17	11	28
	B	2	0	0	0	0	0	2	2
	C	0	0	0	0	0	0	0	0
	D	0	0	0	0	0	0	0	0
	E	0	1	0	1	0	1	0	1
26.3VS		2	3	0	3	5	8	2	10
	FS	3	0	1	1	2	2	4	6
	SS	2	1	0	1	0	1	2	3
	N	0	3	0	3	0	3	0	3
	SD	1	1	1	2	1	2	2	4
	FD	1	1	0	1	1	2	1	3
	VD	1	0	1	1	0	0	2	2
26.4N		0	0	0	0	0	0	0	0
	S	1	1	0	1	0	1	1	2
	F	4	3	1	4	5	8	5	13
	V	5	5	2	7	4	9	7	16
Super- vision Reason for Performance	27.1A	2	2	0	2	5	7	2	9
	B	8	7	2	9	4	11	10	21
	C	0	0	1	1	0	0	1	1
27.2A		5	5	3	8	8	13	8	21
	B	5	4	0	4	1	5	5	10
	C	0	0	0	0	0	0	0	0
27.3VS		3	3	0	3	6	9	3	12
	FS	4	3	1	4	3	6	5	11
	SS	2	0	0	0	0	0	2	2
	N	0	2	0	2	0	2	0	2
	SD	0	0	0	0	0	0	0	0
	FD	0	0	1	1	0	0	1	1
	VD	1	1	1	2	0	2	1	3
27.4N		0	0	0	0	0	0	0	0
	S	1	1	0	1	2	3	1	4
	F	5	3	0	3	1	4	5	9
	V	4	5	3	8	6	11	7	18

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Super- vision Relation- ship with Supervisor	28.1A	4	2	1	3	1	3	5	8
	B	2	0	1	1	1	1	3	4
	C	1	2	0	2	1	3	1	4
	D	3	5	2	7	5	10	5	15
	28.2A	1	1	0	1	0	1	1	2
	B	2	0	0	0	0	0	2	2
	C	0	2	0	2	0	2	0	2
	D	7	6	3	9	9	15	10	25
	28.3VS	4	5	0	5	6	11	4	15
	FS	1	1	1	2	2	3	2	5
	SS	0	0	0	0	0	0	0	0
	N	1	2	0	2	0	2	1	3
	SD	2	0	0	0	0	0	2	2
	FD	2	0	2	2	1	1	4	5
	VD	0	1	0	1	0	1	0	1
	28.4N	0	0	0	0	0	0	0	0
S	1	1	0	1	3	4	1	5	
F	6	2	1	3	0	2	7	9	
V	3	6	2	8	6	12	5	17	
Super- vision Type of Super- vision	29.1A	2	7	2	9	2	9	4	13
	B	3	0	0	0	0	0	3	3
	C	3	1	1	3	4	5	4	9
	D	2	1	0	1	3	4	2	6
	29.2A	0	1	0	1	0	1	0	1
	B	0	0	0	0	0	0	0	0
	C	5	5	1	6	5	10	6	16
	D	5	3	2	5	4	7	7	14
	29.3VS	2	3	0	3	4	7	2	9
	FS	2	1	1	2	3	4	3	7
	SS	1	1	1	2	0	1	2	3
	N	0	3	0	3	0	3	0	3
	SD	3	0	0	0	0	0	3	3
	FD	1	0	1	1	1	1	2	3
	VD	1	1	0	1	1	2	1	3
	29.4N	0	0	0	0	0	0	0	0
S	5	4	0	4	3	7	5	12	
F	1	3	2	5	1	4	3	7	
V	4	2	1	3	5	7	5	12	

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Job Content/ Pay Reason for Working	30.1A	1	3	1	4	3	6	2	8
	B	9	3	2	5	4	7	11	18
	C	0	0	0	0	2	2	0	2
	D	0	3	0	3	0	3	0	3
	30.2A	3	7	2	8	4	11	5	16
	B	3	1	0	1	1	2	3	5
	C	4	1	0	1	3	4	4	8
	D	0	0	1	1	1	1	1	2
	30.3VS	1	4	0	4	7	11	1	12
	FS	5	3	1	4	1	4	6	10
	SS	0	0	1	1	0	0	1	1
	N	0	2	0	2	0	2	0	2
SD	1	0	0	0	0	0	1	1	
FD	3	0	0	0	1	1	3	4	
VD	0	0	1	1	0	0	1	1	
30.4N	0	0	0	0	0	0	0	0	
S	3	1	0	1	2	3	3	6	
F	4	5	2	7	2	7	6	13	
V	3	3	1	4	5	8	4	12	

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