

San Jose State University
SJSU ScholarWorks

Master's Theses

Master's Theses and Graduate Research

1990

Organizational and job characteristics related to self-managing work teams

Rebecca Near
San Jose State University

Follow this and additional works at: https://scholarworks.sjsu.edu/etd_theses

Recommended Citation

Near, Rebecca, "Organizational and job characteristics related to self-managing work teams" (1990). *Master's Theses*. 67.
DOI: <https://doi.org/10.31979/etd.44fm-jxwn>
https://scholarworks.sjsu.edu/etd_theses/67

This Thesis is brought to you for free and open access by the Master's Theses and Graduate Research at SJSU ScholarWorks. It has been accepted for inclusion in Master's Theses by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.

INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

U·M·I

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600



Order Number 1342729

**Organizational and job characteristics related to self-managing
work teams**

Near, Rebecca Flack, M.S.

San Jose State University, 1990

U·M·I

300 N. Zeeb Rd.
Ann Arbor, MI 48106



ORGANIZATIONAL AND JOB CHARACTERISTICS
RELATED TO SELF-MANAGING WORK TEAMS

A Thesis

Presented to

the Faculty of the Department of Psychology
San Jose State University

In Partial Fulfillment

of the Requirements for the Degree
Master of Science

by

Rebecca Near

December, 1990

APPROVED FOR THE DEPARTMENT OF PSYCHOLOGY

David Weckler
David Weckler, Ph.D.

Darlene Russ-Eft
Darlene Russ-Eft, Ph.D.

Howard Tokunaga
Howard Tokunaga

APPROVED FOR THE UNIVERSITY

Serena H. Stanford

ABSTRACT

ORGANIZATIONAL AND JOB CHARACTERISTICS
RELATED TO SELF-MANAGING WORK TEAMS

by Rebecca Near

This study attempted to verify theoretical differences between the organizational settings and job designs of self-managing work teams compared to traditionally-managed workers. Perceptions of organizational and job characteristics were obtained by a questionnaire completed by 94 employees in manufacturing organizations, 42 in self-managing work teams and 52 in traditionally-managed jobs. Multivariate and univariate analyses of variance revealed that the organizational characteristics of innovation, information sharing, and caring were reported to a higher degree and control to a lower degree by self-managing team members compared to traditionally-managed employees. Several job characteristics were also perceived to a higher degree by the self-managing participants; task identity, task significance, autonomy, and dealing with others. The results of this study contribute to the development of a diagnostic tool that can be utilized by organizations to track developmental changes during the transformation to self-managing work teams.

TABLE OF CONTENTS

| SECTION | PAGE |
|---------------------------|------|
| INTRODUCTION..... | 3 |
| METHOD..... | 6 |
| Subjects..... | 6 |
| Materials..... | 7 |
| Design and Procedure..... | 8 |
| RESULTS..... | 8 |
| DISCUSSION..... | 13 |
| REFERENCES..... | 18 |
| APPENDIX..... | 22 |
| Questionnaire..... | 23 |

LIST OF TABLES

| TABLE | PAGE |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Means, Standard Deviations and t-tests for Organizational Characteristics, Job Characteristics and Growth Need Strength by Self-managing and Traditionally-managed Employees | 10 |
| 2. Correlation Matrix for Organizational and Job Characteristics | 11 |

Organizational and Job Characteristics

Related to Self-Managing Work Teams

Rebecca Near

San Jose State University

Running head: SELF-MANAGING TEAMS

Abstract

This study attempted to verify theoretical differences between the organizational settings and job designs of self-managing work teams compared to traditionally-managed workers. Perceptions of organizational and job characteristics were obtained by a questionnaire completed by 94 employees in manufacturing organizations, 42 in self-managing work teams and 52 in traditionally-managed jobs. Multivariate and univariate analyses of variance revealed that the organizational characteristics of innovation, information sharing, and caring were reported to a higher degree and control to a lower degree by self-managing team members compared to traditionally-managed employees. Several job characteristics were also perceived to a higher degree by the self-managing participants: task identity, task significance, autonomy, and dealing with others. The results of this study contribute to the development of a diagnostic tool that can be utilized by organizations to track developmental changes during the transformation to self-managing work teams.

Organizational and Job Characteristics
Related to Self-Managing Work Teams

The structure of many organizations in the United States is changing. The driving force behind this change is an increasingly competitive international market. In order to stay competitive, companies need to increase their productivity, as well as their quality and flexibility. Many companies are finding that by making use of employee expertise and participation, they can improve in all of these areas (Dumaine, 1990; Hoerr, 1989; Japan Human Relations Association, 1980; Lawler, 1986). Increased employee involvement at all levels is being implemented in a variety of ways, such as quality circles, job enrichment, profit sharing, and self-managing work teams.

Self-managing work teams, also called autonomous or self-directed work groups, are one of the most extensive forms of employee participation. A self-managing work team is a group of 5-15 workers who, together, take responsibility for a whole task, or a major piece of a large task, as opposed to each member being responsible for a single part of the task. The group members are often cross-trained in many of the steps involved in the completion of the whole. The group members plan schedules, give feedback, and solve problems. The increased accountability can improve quality, and the increased efficiency can improve productivity and flexibility (Goodman, Devadas, & Griffith-

Hughson, 1988; Lawler, 1986; Pearce & Ravlin, 1987; Wall, Kemp, Jackson, & Clegg, 1986). Members of autonomous work groups are also observed to have increased job satisfaction (Jackson, 1983; Kemp, Wall, Clegg, & Cordery, 1983; Wall et al., 1986). Other benefits include reduced conflict, improved trust, and reduction of overhead (Carnall, 1982; Cummings & Molloy, 1977).

Two main branches of theory have developed which are related to self-managing work teams: socio-technical systems theory and work-group effectiveness theory. Socio-technical theory, largely developed in Britain and Norway, stresses the joint optimization of the social and technical systems inherent in a job (Cummings, 1977; Trist & Bamforth, 1951). Work-group effectiveness theory, of which Hackman's (1982) frequently-noted model is representative, outlines the organizational, group, and process characteristics proposed as central to group success. Many similar conclusions can be drawn regarding self-managing work teams that are supported by both theories.

These two bodies of literature provided direction for a search for specific factors critical to the success of self-managing work groups. Although little empirical work has been done, the following factors are theoretically prominent. Success is more probable in less hierarchical organizations, in organizations that show more risk-taking behavior, and in those that have more interpersonal openness

and trust (Cummings, 1978). Effectiveness is increased when the task has significant boundaries, that is responsibility is held for a identifiable and meaningful portion of work, and involves interdependent workers who have some control over and responsibility for their work (Cummings, 1978; Cummings & Molloy, 1977; Hackman, 1982). Groups are more effective when the members have the necessary skills and knowledge for the task, and when the group composition is heterogeneous--members have a variety of skills and perspectives to contribute (Goodman, Ravlin, & Argote, 1986; Hackman, 1982). Feedback and appropriate pay structures, such as pay for team achievements or skill level, can also improve the effectiveness of autonomous work teams (Hackman, 1982; Lawler, 1986).

The characteristics of more traditional work places deviate significantly from those with self-directed work teams. The traditional organizational structure is "taller," jobs are explicitly defined, worker control is low, and teamwork is rare (Gulowsen, 1971; Manz & Sims, 1987).

Empirical confirmation of the differences between traditional and self-managing work places is needed. This could potentially lead to the creation of a diagnostic and developmental assessment tool to evaluate organizational readiness to form self-managing work teams, to diagnose progress toward the implementation of such teams, and to

help in the development of self-managing work teams. Although many factors discriminating the two types of work design have been proposed, few have been evaluated.

This study seeks to validate empirically the hypothesized differences between traditional work design and self-managing work group design in functioning organizations. The use of work groups within actual organizations, rather than work groups created for purposes of study, increase the external validity of this study. Perceptions of organizational and job characteristics will be used to differentiate between employees in organizations utilizing the two types of job design. Questionnaire scales and items that effectively discriminate may ultimately be used for diagnostic and developmental purposes.

It is hypothesized that employees in self-managing work teams will perceive their organization as more innovative, open with information, caring, involving, as well as less controlling, when compared with employees who are traditionally managed. Self-managing workers will also perceive their tasks as having more completeness (identity), significance, autonomy, skill variety, and essential contact with others compared to traditionally-managed workers.

Method

Subjects

Three U.S. manufacturing firms were identified as having a number of employees working in self-managing work

teams, as well as a number of employees who work on similar tasks but are managed in a more traditional fashion (managed by supervisors). These firms were contacted and invited to participate in the study. In all, the subjects in this study consisted of 42 employees in self-managing work teams and 52 employees under traditional management.

Materials

A questionnaire was developed to assess employee perceptions of organizational and job characteristics (see the Appendix). The questionnaire also obtained demographic characteristics and job title.

Organizational characteristics were assessed by asking three questions relating to each of the following categories: innovation, information sharing, caring, involvement, and control. Each of these questions required the respondent to indicate on a one to seven Likert-type scale the degree to which each characteristic is present in their job situation. The organizational assessment questions were developed specifically for this study using content adapted from the Work Environment Scale (Moos, 1974), as well as from literature on organizational systems (Lawler, 1986).

Job characteristics were assessed by asking three questions in each of the following areas: task identity, task significance, autonomy, skill variety, and dealing with others. The job characteristics questions were derived from

the job characteristics portion of the Job Diagnostic Survey (Hackman, 1975), which was similarly used in a study by Kemp, Wall, Clegg, and Cordery (1983). The three scores for each characteristic were combined into a mean score for each employee before analysis.

Eleven questions assessing individual growth need strength from the Job Diagnostic Survey were also included in the questionnaire as a cross-check to see if the characteristics of growth, challenge, and self-direction (prevalent in self-managing work teams) were equally desirable to all employees.

Design and Procedure

The design of this research was static-group comparison. Because subjects for both groups were obtained from three separate firms, this study has a degree of generalizability for organizations, and specifically, manufacturing organizations. For the same reason, it provides a stronger test of the organizational variables than a single organization design.

Questionnaires and a brief written introduction to the study were distributed directly to group members within the three organizations. Completed questionnaires were returned through the mail. The average response rate was 56%.

Results

Means and standard deviations for the five organizational and five job characteristics for the two

groups can be found in Table 1. Self-managing workers responded in the hypothesized direction to all of the characteristic categories when compared to traditionally managed workers.

A correlation matrix of the ten organizational and job characteristics can be found in Table 2. The five organizational characteristics were highly intercorrelated, as were the five job characteristics.

In order to estimate the reliability of the organizational and job questionnaire, a Cronbach's alpha was computed to test for internal consistency. For the 30 separate items, an alpha coefficient of .85 was obtained. When the three items assigned to each of the 10 characteristics were averaged, an alpha coefficient of .77 was obtained, indicating that the questionnaire is sufficiently reliable.

In order to test the hypothesis that employees in self-managing work teams differ significantly from employees under traditional management in their overall perception of their organization and job, a multivariate analysis of variance (MANOVA) was performed comparing the two groups across the ten organizational and job characteristics. Overall, the characteristic ratings obtained by the questionnaire from the two groups were significantly different $F(1,92)=6.00, p<.001$.

Table 1

Means, Standard Deviations and t-tests for
Organizational Characteristics, Job Characteristics and
Growth Need Strength by Self-managing and Traditionally-
managed Employees

| <u>Variable</u> | <u>Self-Managing Employees (n=42)</u> | <u>Traditional Employees (n=52)</u> | <u>t-value</u> |
|---------------------------------------|-----------------------------------------------|---------------------------------------------|----------------|
| <u>Organizational Characteristics</u> | | | |
| innovation | 6.24 (3.19) | 4.63 (1.36) | 3.06** |
| information sharing | 5.18 (1.20) | 3.99 (1.33) | 4.50** |
| caring | 5.09 (1.35) | 4.45 (1.42) | 2.24* |
| work involvement | 5.30 (1.46) | 4.86 (1.32) | 1.51 |
| control | 4.43 (1.10) | 5.03 (1.00) | -2.78** |
| <u>Job Characteristics</u> | | | |
| task identity | 4.80 (2.11) | 3.89 (1.36) | 2.41** |
| task significance | 6.62 (1.56) | 5.45 (1.01) | 4.19** |
| autonomy | 5.36 (1.10) | 4.51 (1.23) | 3.49** |
| job variety | 5.08 (1.12) | 4.87 (1.35) | 0.80 |
| dealing with others | 5.66 (1.58) | 5.09 (1.27) | 1.95* |
| <u>Growth Need Strength</u> | 5.90 (1.12) | 5.47 (1.32) | 1.66 |

* p<.05
** p<.01

Table 2

Correlation Matrix of Organizational and Job Characteristics

| | ident | signif | auton | variet | others | involv | innov | contr | info | care |
|--------------|-------|--------|-------|--------|--------|--------|-------|-------|-------|------|
| identity | - | | | | | | | | | |
| significance | .28** | - | | | | | | | | |
| autonomy | .17 | .31** | - | | | | | | | |
| variety | .14 | .37** | .35** | - | | | | | | |
| others | -.06 | .26** | .27** | .24** | - | | | | | |
| involvement | .42** | .13 | .33** | .37** | .08 | - | | | | |
| innovation | .34** | .16 | .36** | .12 | .14 | .57** | - | | | |
| control | .07 | -.02 | .18 | .05 | .13 | .15 | .29** | - | | |
| information | .27** | .15 | .41** | .13 | .11 | .46** | .52** | .12 | - | |
| caring | .14 | .21* | .45** | .23* | .23* | .52** | .54** | .05 | .72** | - |

*p<.05
**p<.01

Given the significant result of the MANOVA, one-tailed univariate t-tests were then run on each of the organizational characteristics. Four of the five characteristics were found to differ significantly. Self-managing employees reported significantly higher degrees of innovation, information sharing, and caring as well as a significantly lower degree of control in their organization compared to traditionally-managed employees (see Table 1).

Univariate t-tests were also run on each of the five job characteristics. Self-managing employees, compared with traditionally-managed employees, reported a significantly higher degree of four of these characteristics in their jobs: task identity, task significance, autonomy, and dealing with others (see Table 1).

MANOVAs and univariate t-tests were also run on each of the three organizations' subject groups separately. The results were remarkably similar to the analyses of the total subject group.

Growth need strength was obtained for each individual by adding together the appropriate scale responses. The mean of each group (self-managed and traditionally-managed) was calculated and a t-test was run to establish if there was a significant difference between groups. The self-managed group ($M = 5.90$, $SD = 1.12$) had a slightly higher mean than the traditionally-managed group ($M = 5.47$, $SD = 1.32$), but the difference was not significant (see Table 1).

Discussion

This research establishes that several theoretical differences between self-managing work groups and traditionally-managed work groups exist within the participating organizations. When compared with traditionally-managed participants, self-managed participants perceived their organization as more innovative and sharing of important information. Self-managing employees reported greater care by management for employees in their organization, as well as less emphasis on control.

Organizational culture, which includes the values, beliefs, expectations and norms of an organization, is critical to the success of self-management. The finding that self-managing team members perceive a greater degree of innovation within the organization indicates that in order to support self-management, employees need to feel that new ideas and doing things in new ways (risk-taking) are valued. Also, open sharing of organizational information was shown to be a part of self-management. Employees cannot be expected to make good decisions if they do not have the information necessary to do so. The belief that management cares about the employees' well-being is integral to the establishment of trust between management and employees in the team environment. Trust is established in both directions to obtain maximum positive impact, and there is

less need for tight control over employees and strict adherence to rules and regulations.

Not only organizational culture, but also job design is important to the success of self-management. In this study, self-managing employees perceived their work as involving a "whole" or identifiable piece of work to a greater extent than employees under traditional management. Self-managing employees also perceived their jobs as being more significant and as allowing greater self-discretion or autonomy. Self-managing team members also reported dealing with others as more essential to their jobs. These have long been theoretical assumptions and defining characteristics of self-managing work teams (Cummings, 1978; Cummings & Molloy, 1977; Hackman, 1982).

That the perceptions of members of teams support these theoretical constructs lends some validity to them. It seems important for such teams to be able to have responsibility for seeing a whole product or process through to the end. It also appears critical that they be aware of the significance of their job to the organization, and have the autonomy to make decisions on their own. Dealing with others effectively is a key skill in this environment where increased teamwork is essential for getting the job done right. All of these traits have been shown to result in increased productivity (Dumaine, 1990; Hoerr, 1989; Wall, Kemp, Jackson & Clegg, 1986).

Because the questionnaire used in this study successfully differentiates between self-managing and traditionally-managed workers, it provides a model organizations could use in the design, implementation, and development of self-managing work teams. The transformation of work to self-managing teams is a complex process. One reason is that the design of self-managed jobs, as shown in this research, differs from traditional practices; many supporting systems need to be in place in order to support such a broad change.

Although the following differences did not reach statistical significance, self-managing participants did perceive the remaining two characteristics to a greater extent in their work situation than traditionally-managed participants: work involvement and skill variety. The questions measuring work involvement (interest in or motivation on the job) may have been too general to accurately assess differences between groups. It is somewhat understandable that the perceived number of skills needed to do the job did not reach significance between the two groups. This is because the specific tasks of the self-managing and traditionally-managed participants were quite similar to each other in two of the three organizations.

There was no significant difference found between self-managed and traditionally-managed participants in growth need strength. This puts in doubt the possibility that

self-managed team workers are self-selected or placed in the group because of a greater desire for growth, challenge, or decision-making. It seems that self-management is associated to a greater extent with organizational and job factors than with individual factors. This finding, along with the fact that growth need strength was very high for all participants, may provide encouragement for the participating organizations to eventually transform their entire work force into self-managing groups.

It is important to note the implications of obtaining data from three different organizations. There are, no doubt, differences among the organizations that affected the perception of workers regarding the ten characteristics used in this study. The fact that many of the characteristics were found to be significant across the three organizations leads to the conclusion that the differences hold across different manufacturing organizations, or that this study is generalizable. Therefore, the study was a fairly strong test of the predictive utility of the job characteristics and, especially, the organizational characteristics. It is likely that this study is generalizable to other types of organizations as well, but this must be tested.

It is also important to note that employees' subjective perceptions were used to assess the job and organizational characteristics. It is difficult to know if self-managed employees' perceptions are affected by their exposure to the

idea of self-management. This could bias their perceptions either positively or negatively. They could have positive, unrealistic perceptions or negative, disappointed perceptions due to lack of or slow change. This problem could be solved by including some objective measures of the characteristics. These, however, are much more difficult and time-consuming to define and to obtain.

To create a fully developed instrument to assess self-managing work teams, it would be useful to go through a full-scale process of creating multiple items measuring each hypothetical construct, obtaining multiple subjects' responses to these items, and subjecting the entire set to factor analytic procedures.

It would be beneficial to understand the timing of organizational and job characteristics related to self-managing work teams--whether they follow after the implementation of self-managing teams or whether they make it possible for such teams to come about. Future studies could utilize this questionnaire by distributing it before and after self-managing teams are implemented and by comparing the pre- and post-test scores across several groups or organizations with and without self-managing teams. In this way, the role of these ten organizational and job characteristics in the planning, implementation, and development of self-managing work teams could be better understood.

References

- Carnall, C. A. (1982). Semi-autonomous work groups and the social structure of the organization. Journal of Management Studies, 19, 277-294.
- Cummings, T. G. (1978). Self regulating work groups: A socio-technical synthesis. Academy of Management Review, 3, 625-633.
- Cummings, T. G. (1981). Designing effective work groups. In P. C. Nystrom & W. H. Starbuck (Eds.), Handbook of organizational design: Vol. 2. (pp. 250-271). New York: Oxford University Press.
- Cummings, T. G. & Molloy, E. S. (1977). Autonomous work groups: Theory and change strategy. Improving productivity and the quality of work life (pp. 21-49). New York: Praeger.
- Dumaine, B. (1990, May 7). Who needs a boss? Fortune, pp. 52-60.
- Goodman, P. S., Devadas, R., & Griffith-Hughson, T. L. (1988). Groups and productivity: Analyzing the effectiveness of self-managing teams. In J. P. Campbell, R. J. Campbell, & Associates (Eds.), Productivity in organizations (pp. 295-327). San Francisco: Jossey-Bass.
- Goodman, P. S., Ravlin, E. C., & Argote, L. (1986). Current thinking about groups: Setting the stage for new ideas. In P. S. Goodman & Associates (Eds.). Designing effective work groups (pp. 1-32). San Francisco: Jossey-Bass.

- Greenbaum, H. H., Kaplan, I. T., & Mettay, W. (1988). Evaluation of problem-solving groups: The case of quality circle programs. Group and Organization Studies, 13, 133-147.
- Gulowsen, J. (1971). A measure of work-group autonomy. Selvstyrte arbeidsgrupper, Oslo: Tanum.
- Hackman, J. R. (1982). The design of work teams. In J. W. Lorsch (Ed.), The Handbook of Organizational Behavior. Englewood Cliffs, N. J.: Prentice-Hall.
- Hackman, J. R. & Oldham, G. R. (1975). Development of the job diagnostic survey. Journal of Applied Psychology, 60, 159-170.
- Hoerr, J. (1989, July 7). The payoff from teamwork. Business Week, pp. 56-62.
- Jackson, S. (1983). Participation in decision making as a strategy for reducing job-related strain. Journal of Applied Psychology, 68, 3-19.
- Japan Human Relations Association (Ed.). (1980). The idea book: Improvement through TEI (Total employee involvement). Massachusetts: Productivity Press.
- Kemp, N. J., Wall, T. D., Clegg, C. W., & Cordery, J. L. (1983). Autonomous work groups in a greenfield site: A comparative study. Journal of Occupational Psychology, 56, 271-288.
- Lawler, E. E. (1986). High involvement management. San Francisco, CA: Jossey-Bass.

- Manz, C. C. & Sims, H. P. (1987). Leading workers to lead themselves: The external leadership of self-managing work teams. Administrative Science Quarterly, 32, 106-128.
- Moos, R. H. (1974). Work Environment Scale: Form R. Palo Alto, CA: Consulting Psychologists Press.
- Pearce, J. A. & Ravlin, E. C. (1987). The design and activation of self-regulating work groups. Human Relations, 40, 751-782.
- Sims, H. P. & Dean, J. W. (1985, January). Beyond quality circles: Self-managing teams. Personnel, pp. 25-32.
- Trist, E. R. & Bamforth, K. W. (1951). Some social and psychological consequences of the long-wall method of coal-getting. Human Relations, 4, 3-38.
- Wall, T. D., Kemp, N. J., Jackson, P. R., & Clegg, C. W. (1986). Outcomes of autonomous workgroups: A long-term field experiment. Academy of Management Journal, 29, 280-304.

Appendix

JOB AND ORGANIZATIONAL CHARACTERISTICS QUESTIONNAIRE

On the following pages you will find several questions about your job and your organization.

The questions are designed to obtain your perceptions of your job and organization.

There are no trick questions. Please answer each item as honestly and frankly as possible.

SECTION ONE

This part of the questionnaire asks you to describe your job or organization as objectively as you can.

Please do not use this part of the questionnaire to show how much you like or dislike your job or organization. Instead, try to make your descriptions as accurate and as objective as you possibly can.

A SAMPLE QUESTION IS GIVEN BELOW.

A. To what extent does your job require you to work with mechanical equipment?

| | |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1-----2-----3-----4-----5----- | 6-----7 |
| Very little; the job requires almost no contact with mechanical equipment of any kind. | Moderately. |
| | Very much; the job requires almost constant work with mechanical equipment. |

You are to circle the number which is the most accurate description of your job.

If, for example, your job requires you to work with mechanical equipment a good deal of the time--but also requires some paperwork--you might circle the number six, as was done in the example above.

Please begin on the following page.

1. To what extent does your job involve doing a "whole" and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people or by automatic machines?

1-----2-----3-----4-----5-----6-----7

My job is only a tiny part of the overall piece of work; the results of my activities cannot be seen in the final product or service.

My job is a moderate-sized "chunk" of the overall piece of work; my own contribution can be seen in the final outcome.

My job involves doing the whole piece of work, from start to finish; the results of my activities are easily seen in the final product or service.

2. In general, how significant or important is your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?

1-----2-----3-----4-----5-----6-----7

Not very significant; the outcomes of my work are not likely to have important effects on other people.

Moderately significant.

Highly significant; the outcomes of my work can affect other people in very important ways.

3. How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?

1-----2-----3-----4-----5-----6-----7

Very little; the job gives me almost no personal "say" about how and when the work is done.

Moderate autonomy; many things are standardized and not under my control, but I can make some decisions about the work.

Very much; the job gives me almost complete responsibility for deciding how and when the work is done.

4. How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?

1-----2-----3-----4-----5-----6-----7

Very little; the job requires me to do the same routine things over and over again.

Moderate variety.

Very much; the job requires me to do many different things, using a number of different skills and talents.

5. To what extent does your job require you to work closely with other people?

1-----2-----3-----4-----5-----6-----7

Very little; dealing with other people is not at all necessary in doing the job.

Moderately; some dealing with others is necessary.

Very much; dealing with other people is an absolutely essential and crucial part of doing the job.

6. To what extent are employees involved in their work? That is, do people put quite a lot of effort into what they do?

1-----2-----3-----4-----5-----6-----7

Very little; nothing is done that does not have to be done.

People are moderately involved in their work.

Very much; people put quite a lot of effort into what they do.

7. How important is innovation to your organization? That is, to what extent are doing things in new and different ways valued?

1-----2-----3-----4-----5-----6-----7

Of very little importance; new ideas are discouraged.

Moderately important.

Very important; innovation is encouraged and rewarded.

8. How important is control in your organization? That is, how much emphasis is placed on following policies and regulations?

1-----2-----3-----4-----5-----6-----7

Of very little importance; operating policies are very flexible.

Moderately important.

Very important; rules and regulations are strictly followed.

9. To what extent does information flow freely within your organization? That is, is important information about your organization shared openly?

1-----2-----3-----4-----5-----6-----7

Very little; a lot of secrets are kept.

Moderate information flow.

Very much information is shared throughout the organization.

10. To what extent does management care about the employees? That is, does management have the employees' best interest in mind during decision making?

1-----2-----3-----4-----5-----6-----7

Management has very little concern for the employees.

Moderate concern.

Management is very concerned with the employees' best interest.

 SECTION TWO

Listed below are a number of statements which could be used to describe a job or an organization.

You are to indicate whether each statement is an accurate or an inaccurate description of your job or organization.

Once again, please try to be as objective as you can in deciding how accurately each statement describes your job or organization--regardless of whether you like or dislike them.

Write a number in the blank beside each statement, based on the following scale:

How ACCURATE is the statement in describing
your job or organization?

| | | | | | | |
|------|----------------------|----------|-----------|----------|--------------------|------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Very | Mostly INACCURATE | Slightly | Uncertain | Slightly | Mostly ACCURATE | Very |

- _____ 1. The job requires me to use a number of complex or high-level skills.
- _____ 2. The job requires a lot of cooperative work with other people.
- _____ 3. The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.
- _____ 4. The job is quite simple and repetitive.
- _____ 5. The job can be done adequately by a person working alone--without talking or checking with other people.
- _____ 6. This job is one where a lot of other people can be affected by how well the work gets done.
- _____ 7. The job denies me any chance to use my personal initiative or judgment in carrying out the work.
- _____ 8. The job provides me the chance to completely finish the pieces of work I begin.
- _____ 9. The job gives me considerable opportunity for independence and freedom in how I do the work.

How ACCURATE is the statement in describing
your job or organization?

| | | | | | | |
|------|------------|----------|-----------|----------|----------|------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Very | Mostly | Slightly | Uncertain | Slightly | Mostly | Very |
| | INACCURATE | | | | ACCURATE | |

- ____10. The job itself is not very significant or important in the broader scheme of things.
- ____11. People here seem to take pride in their work.
- ____12. Employees are not told very much about what's going on within the company.
- ____13. New approaches to things are rarely tried.
- ____14. Supervisors encourage employees to rely on themselves when a problem arises.
- ____15. A lot of people seem to be just putting in time.
- ____16. Information about our organization is shared openly.
- ____17. The management is interested in my well being.
- ____18. People are expected to follow set rules in doing their work.
- ____19. New and different ideas are always being tried out.
- ____20. The management could care less about the employees.

 SECTION THREE

Listed below are a number of characteristics which could be present on any job. People differ about how much they would like to have each one present in their own jobs. I am interested in learning how much you personally would like to have each one present in your job.

Using the scale below, please indicate the degree to which you would like to have each characteristic present in your job.

NOTE: The numbers on this scale are different from those used in previous scales.

| | | | | | | |
|------------------------------------------------------------------------|---|---|----------------------------------------|---|---|------------------------------------------------|
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Would like having this only a moderate amount (or less) | | | Would like having this very much | | | Would like having this extremely much |

- _____ 1. High respect and fair treatment from my supervisor.
- _____ 2. Stimulating and challenging work.
- _____ 3. Chances to exercise independent thought and action in my job.
- _____ 4. Great job security.
- _____ 5. Very friendly co-workers.
- _____ 6. Opportunities to learn new things from my work.
- _____ 7. High salary and good fringe benefits.
- _____ 8. Opportunities to be creative and imaginative in my work.
- _____ 9. Quick promotions.
- _____ 10. Opportunities for personal growth and development in my job.
- _____ 11. A sense of worthwhile accomplishment in my work.

SECTION FOUR

Biographical Background

1. Sex: Male_____ Female_____

2. Age (check one):

- _____under 20 _____40-49
_____20-29 _____50-59
_____30-39 _____60 or over

3. Education (check one):

- _____Grade School
_____Some High School
_____High School Degree
_____Some Business College or Technical School Experience
_____Some College Experience (other than business or technical school)
_____College Degree
_____Master's or Higher Degree

4. What is your job title?_____

5. Briefly list your job duties:_____
