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INDUCTION AS A METHOD OF
ORGANISATIONAL SOCIALISATION

A THESIS PRESENTED IN PARTIAL FULFILMENT
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Bruce James Harvey
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ABSTRACT

Induction, Orientation, and training have been primarily concerned with the dissemination of information on work related role behaviour. In this study a video induction programme was developed to contain information on the total role behaviour and qualify it as a method of socialization. The theory of work adjustment (Lofquist and Dawis, 1969) was used to identify dependent variables to evaluate an induction as a method of organizational socialization. It was hypothesised that a socially based induction programme would increase respondent's measures of satisfaction, satisfactoryness (performance) and length of tenure. The socially based induction programme was developed and tested in a specialized plastic manufacturing company. Twenty eight new employees were assigned to control and experimental groups by their appointment dates (18 and 10 respectively) and two measures of job satisfaction were taken three and thirteen working days after their appointments using the job descriptive index, (J.D.I.) a standard checklist measure of job satisfaction with five different job facets. Performance measures of production to stock were obtained and these coincided with the second measure of job satisfaction. The number of subjects who ceased employment within 90 working days after their appointments was also ascertained. The experimental group received the socially based induction video tape after the first measure of job satisfaction. On comparison of the J.D.I. scores between experimental and control groups, there was no significant difference between the pre or post-test measures on the five scales. An analysis of subjects "work" and "supervision" post-test scores categorised as high or low by pre-test scores indicated that the socially based induction may have sensitized low pre-test scoring subjects in a negative direction on the post-test. No significant difference was found between experimental and control groups on length of tenure and recorded performance. Anxiety is postulated as a moderater variable of the J.D.I. satisfaction measures and limitations of the operationalization of the

measures used is discussed. The study high-lights the attrition, measurement, design, and administration problems of research in organizational settings.

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PREFACE

This thesis is the results of two personal experiences. While working the casings department (Intestine Processing) of a freezing works I met a couple of gentlemen that got fired because their verbal response was abrasive and explicit when they were confronted by the department manager over a minor incident. Later that same year I was preparing psychological reports on patients in a mental institution. The case histories revealed that some patients had initially failed to hold jobs because of maladaptive behaviour similar to what I had observed in the freezing works. It occurred to me that if my work mates had been told what would have happened before they behaved in the way they did they might not have said what they said. It also occurred to me that they might not end up with clinical case histories similar to the ones I had been researching. Socializing an individual into the work organization so they remained employed appeared to be more constructive to the individual and the company than socializing an individual back into society and the work force.

This thesis is concerned with induction as a method of organizational socialization. The first chapter deals with the facets of organization and the process of socialization that are relevant to an induction that the organisation can use to socialize the individual to it.

The second chapter deals with the theory of work adjustment and the identification of variables that could measure the effect of an induction programme that is a method of socialization. The development of the induction programme within the selected organization is in chapter three along with the design and methodology used to evaluate its effectiveness.

In writing this thesis I have endeavoured to grasp an area of psychology in which I had little previous academic back ground. I thank the Department of Psychology for allowing me to undertake research in the area of my interest. I would like to thank the staff and management

of the organization which supported the research and met material and technical expenses that were incurred in the development of the induction programme. I would also like to thank the Psychology Department for the use of their equipment and facilities and a special thanks to Mike for his technical assistance with the video.

Finally I want to gratefully acknowledge the patience, support, assistance and valuable criticism of Beryl Hesketh, my supervisor.

Bruce James Harvey

CHAPTER 1

ORGANIZATIONAL SOCIALIZATION

1.1 Introduction

Hill (1967) researched the food industry and discovered that forty one to fifty eight percent of all factory starters in his sample had left within the first three months of employment. From this turnover data it could be referred that organizations may not be socializing individuals with induction programmes in a successful way. If an induction programme is to be developed as a method of organization socialization then the salient features and dynamics of organization and socialization must be examined. In this chapter the definitions of induction are also surveyed in relationship to the organization and the process of socialization.

1.2 The Definition of Organizations

Authors in a number of disciplines have attempted to provide definitions of organizations. Porter and Lawler (1975) analysed the definitions proposed by authors in Sociology, Management, Political Science and Psychology and abstracted five fundamental characteristics: 1) a composition of individuals and groups; 2) a orientation towards goals; 3) differentiated functions; 4) rational co-ordination of activities; and 5) continuity through time.

These features define formal organizations. Formal organizations are the broad systems in western civilisation that work on the premise of maximising economic gain and productivity. Historically organizational theory has gone through two phases. Classic organizational theory focused on the structural aspects of organization and has been called the study of organizations without people. Much modern organizational theory has ignored the structural component and has in turn been referred to the study of individuals without organizations. (Bennis, cited in Landy and Trumbo 1976).

Payne and Pugh (1971), have combined these two approaches and offer a taxonomy of organizations based on ratings of the structuring of activities, the concentration of authority and line control of work flow. This typology enables the classification of any one organization and its accompanying psychological environment. The classification of organizations is important as it enables accurate replication and generalization of research in organizational settings.

1.3 The Definition of Socialization

In the past socialization was seen as the outcome of the individual's initial adaption to society. Socialization was thus confined to the periods of childhood and adolescence. Socialization is presently considered to be

a life long process due to the dynamic nature of society. Brim (1968) proposed five major differences in the socialization of adults compared with the conventional concept of socialization. Adult socialization:

1) concentrates on overt behaviour; 2) is more concerned with syntheses of old material; 3) transforms idealism into realism; 4) has a greater concern with teaching the individual to mediate conflicting demands and 5) has a content that is more specific and well defined.

Adult socialization exists according to Cogswell (1968) because childhood socialization is not a fully adequate preparation for adult life.

1.4 Some Structural Properties Influencing Socialization

The process of socialization is concerned with the acquisition of a role rather than with a specific outcome of fitting a role. Cogswell (1968) outlined some structural properties influencing socialization: novice agent relationships, settings and target roles.

Novices are the individuals preparing for a role and agents are individuals or other systems assisting in this preparation. Cogswell (1968) specified a type of relationship between these two where the roles of the novice and agent are well prescribed. In this type of relationship the process of socialization begins with a working consensus for their mutual participation. The concept of 'relative-anomie' is used to describe a different type of relationship where there is relatively little knowledge between either the novice or the agent regarding the target role. In addition she suggests that repetition of the socializing agent's activities may reduce the effectiveness of that agent. Thus, according to Cogswell (1968), in order to facilitate socialization the agent and novice should have clear role definitions, a clear understanding of the purpose of the socialization and the activities of the agent should not be repetitive in nature.

Cogswell (1968) discusses the structure of settings most conducive to socialization; the greater the formality of

the setting the greater the strength of positive and negative sanctions on the individual. In addition group socialization is more likely to lead to the development of a group identity.

Structural properties of the target role also facilitate socialization. If the choice of the role is voluntary "affective attachment" may occur. The concept of "time boundaries" affects the acquisition of a role; the greater the length of the "time boundary" or formal bond to the target role, the easier the socialization to that target role. The accurate perception of a role also facilitates socialization.

Cogswell's (1968) structural properties and their influence on the socialization into a role will be discussed again later in the thesis.

1.5 The Process of Individuation

Individuation is defined as a person's subjective mapping of the social world. (Ziller, 1964). Schein (1971) considered that the individual can be thought of as an integrated set of social selves organized around a basic image or concept of self. The process of the individual maintaining a self concept within the organization and the formal socializing process of the organization occur simultaneously. Bakke (1953), referred to the process of the individual imposing his image on the formal organization as the personalizing process. Schein (1971) referred to this process as innovation. The concept of individuation is similar to the concepts mentioned above but it is more appropriate because it identifies the process as being related to the individuals perception of their individuality.

Individuation and socialization are processes that occur simultaneously yet theoretically they are considered opposite in effect. Schein (1971) proposed a conceptual scheme of an individual's career within an organization where both processes co-exist but at different points in time. He hypothesised that organisational socialization will occur primarily in the individual's initial employment or

"passage through the hierachial and inclusion boundaries". (Schein, 1971 page 421).

Individuation as a process would therefore not have a salient effect on initial organizational socialization. Schein's (1971) hypothesis has not been directly tested to date but it does appear congruent with observations and past research.

1.6 Role Behaviour Socialized in the Organization

Entry into an organization is considered to involve the acquisition of a new role. (Marriot, 1974). Schein (1971) distinguished three kinds of role behaviour and their importance from the perspective of the organization: "pivotal" role behaviours that are considered essential for the individual's performance "relevant" role behaviours that are considered desirable but not absolutely necessary; and "peripheral" role behaviours that are not seen as necessary for the individual's actual work performance.

Gross (1975) distinguished between technical skills, tricks of the trade, and social skills. Caplow (1964) grouped the areas in which changes occur in organizational socialization into skills, self image, involvement and values. Technical skills (Gross, 1975) and skills (Caplow, 1964) can be classified as "pivotal" role behaviours. Tricks of the trade can be classified as "relevant" role behaviours. Social skills and self image could be considered relevant role behaviours in some organizations (e.g. Insurance). Generally, the social skills, self image, involvement and values of the individual could be classified as "peripheral" role behaviour; that is not essential for the individual's performance in the organization.

1.7 Methods of Organizational Socialization

Caplow (1964) identified a number of methods of organizational socialization. Anticipatory socialization involves the individual identifying with a target role and adopting the role behaviour of its present group members.

This form of socialization gives the group considerable influence over the individual. If the group is central to the organization then the organization has that influence as well.

Selection is a process of organizational socialization in that it enables the organization to ensure the desired behaviour in individuals by only selecting individuals who exhibit that behaviour.

A formal apprenticeship is an explicit or direct relationship between a new employee and a present organizational member who serves as a model for the role behaviour desired by the organization.

This method of organizational socialization is relatively inefficient which restricts its usefulness in large organizations. A formal apprenticeship is restricted to situations where the presence of a model is necessary due to the diversity of behaviour required for that role (e.g. mechanics, carpenters), or the role is very unique.

Trial and error socialization is a common method of organizational socialization. The novice acquires the role behaviour desired by attempting different forms of behaviour with the desired behaviour receiving reinforcement and confirmation. This form of socialization is useful from the organisational perspective. It is inexpensive and its frequent usage would indicate some success with this method. However, the time required for the individual to acquire the appropriate role behaviour may be expensive in terms of both production and labour turnover. This could have been obtained in less time by training the individual in the desired role behaviour.

1.8 Training, Orientation Training and Induction

The formal organizational process of socialization or imparting role behaviour required in the organization has been labelled as training, orientation training and induction. Training can be defined as "the planned activities on the part of an organization to increase the job knowledge and skills, or to modify the attitudes and social behaviour of

its members in ways consistent with the goals of the organization and the requirements of the job." (Landy and Trumbo, 1976 pg. 222). Schein (1968) suggested that the focus of this training was on role behaviour.

Orientation training is the organization's initial method of imparting the frame of reference for the individual's role behaviour. Generally orientation training occurs once for an individual in a particular organization. Orientation programmes are established to provide new employees with information on such matters as company organization, the history of the firm, policies and procedures, pay and benefit plans, conditions of employment, safety practices, names of top executives, locations of various departments and facilities, manufacturing processes and work values". Miner and Miner (1977)

Induction has also been viewed as an introduction to the organization's purpose, policies and practices. Smith and Wakely (1972, page 206) cite the following objectives for "orientation training", "indoctrination" and "induction"; 1) Increase the employee's knowledge of such matters as company rules, wages, insurance and products; 2) Develop the skills involved in safe working habits and quality production; and 3) Develop confidence in the company and pride in its products.

Induction can be seen as the initial facilitation of the acquisition of required role behaviour in the organization. Induction appears to include both general orientation and some specific training. The objectives of past induction procedures appear to emphasise role behaviours that Schein (1971) described as "pivotal" and "relevant". If induction is to be successful as a method of socializing the individual into the desired role it should include the introduction and facilitation of the total role behaviour required in the organization.

As a true method of organization socialization it would cover "pivotal", "relevant" and "peripheral" role behaviour. The general hypothesis of this thesis is that induction which includes training in "pivotal" "relevant" and "peripheral" role behaviours socialises individuals to

organization more successfully than conventional induction which is training in "pivotal" role behaviour only.

1.9 Relevant Research

As part of a larger study in a Texas Instrument microminiature circuitry department, Gomersall and Myers (1966) interviewed employees and found that anxiety hindered the implementation of a job enlargement programme.

An anxiety questionnaire was developed and administered to old and new employees in the department. The questionnaire identified an anxiety in new employees that stemmed from the "unpredictable and sometimes threatening new world of work" (pg. 65). The authors then hypothesised that job competence may increase if anxiety was decreased. An orientation programme for new employees was designed to this end. Employees in the experimental group participated in a one day programme designed to overcome anxiety. The orientation programme emphasised four points: "your opportunity to succeed is very good; disregard hall talk; take the initiative in communication; and get to know your supervisor." Both the control group and the experimental group went through the department's conventional two-hour orientation which consisted of a briefing on hours of work, insurance, parking, work rules and employee services.

Measures of job performance, absenteeism, tardiness, and total hours required in training were the dependent variables. The experimental group had produced more units per hour, were absent and tardy less, and had less training hours than employees in the control group. The desired behaviour was obtained but the study did not test directly whether anxiety was reduced by the experimental programme or whether competence increased as anxiety decreased. Although the role of anxiety was not directly tested, it was assumed to be a mediating variable between the orientation programme and the results obtained. The orientation programme developed by Gomersall and Myers (1966) contained information that Schein (1968) would categorise as being "peripheral" from the organizations

perspective. The detail and content of the Gomersall and Myer's (1966) experimental condition orientation programme provides an example of a socially based induction programme.

CHAPTER II

The Theory of Work Adjustment and Organization Socialization

2.1 Introduction

The theory of Work adjustment proposed by Lofquist and Dawis (1969) has considerable face validity and appears useful to this thesis. Adjustment to work appears congruent with the concept of successful organizational socialization and may help in the identification of suitable dependent measures. This chapter discusses the suitability of the dependent variables that the theory of Work Adjustment provides.

2.2 Overview of the Theory of Work Adjustment

The basic assumption of the theory is that each individual seeks to achieve and maintain correspondence with his environment. This correspondence can be described in terms of the individual fulfilling the requirements of the work environment and the work environment fulfilling the requirement of the individual.

A diagrammatic representation of the model can be seen in Figure I.

The basic assumption of the theory of work adjustment appears compatible with the theories of motivation presently applied to the work situation. However, a detailed comparison is beyond the scope of this thesis.

A further assumption of the theory is that the continuous and dynamic process by which the individual seeks to achieve and maintain correspondence with his work environment is called work adjustment. This assumption is congruent with the definition of socialization proposed by Cogswell (1968).

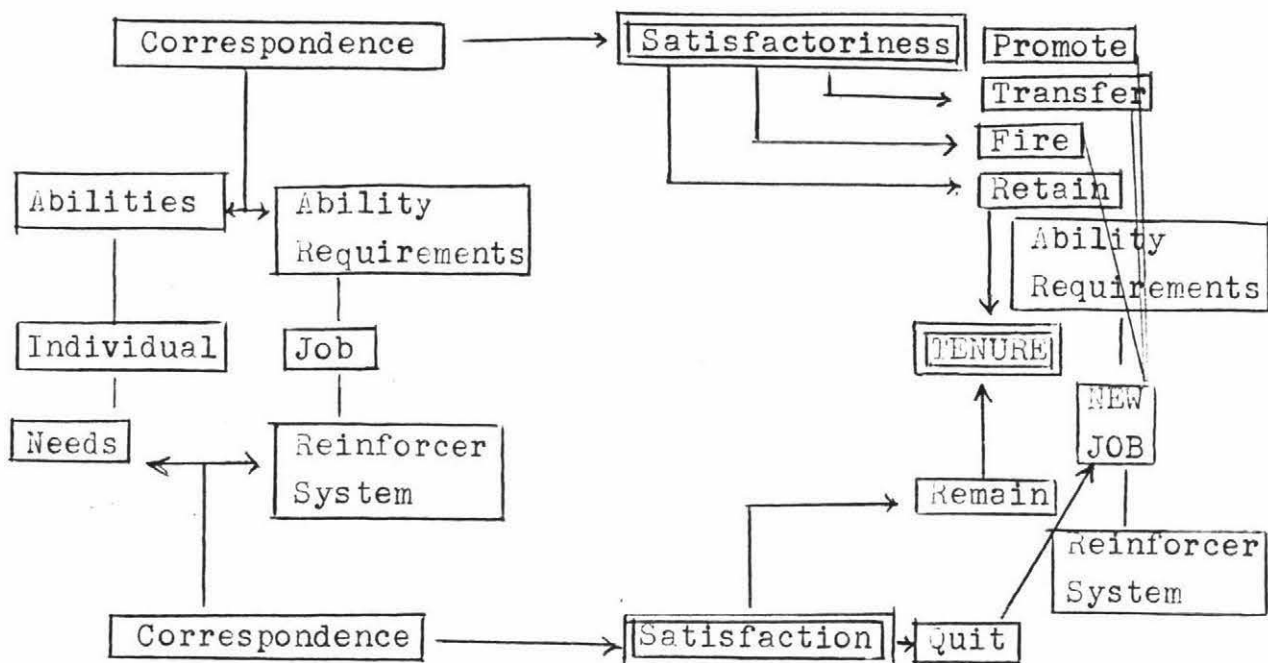


FIGURE 1

Work Adjustment

From Lofquist, L.H., and Dawis, R.V.

"Adjustment to Work"

Century Psychology Series 1969 (pg. 52)

"Work represents a major environment to which most individuals must relate". Lofquist and Dawis, 1969).

A further assumption of the theory is that the stability of the correspondence between the individual and the work environment is manifested as tenure in the job. From Figure I it can be seen tenure is in turn influenced by the individual's successful correspondence with the work environment as reflected in satisfaction and satisfactoriness or performance. Proposition I of the theory of Work Adjustment states that "An individual's work adjustment any point of time is indicated by his concurrent levels of satisfactoriness and satisfaction". (Lofquist and Dawis, 1969 pg. 50).

The theory is suitable to evaluate a socially based induction programme as it provides possible theoretical measures of the general process of organizational socialization. "Satisfactoriness and satisfaction can also be viewed as outcomes in the work adjustment process at various points in time during the individual's period of employment. In this sense, they are measures of work adjustment." (Lofquist and Dawis (1969) page 47).

If satisfaction and satisfactoriness are to be used as measures of work adjustment and thus organizational socialization some discussion on the relationship between both measures is warranted.

2.3 The Relationship Between Satisfaction and Performance

Lofquist and Dawis (1969) define satisfaction as the correspondence between the needs of the individual and the reinforcer system of the work environment. Satisfaction as a measure is considered independent of satisfactoriness which is defined as the correspondence between the abilities of the individual and the requirements of the work environment. (See Figure I). However, both satisfaction and satisfactoriness predict and influence job tenure. Vroom (1964) examined job satisfaction and job behaviour relationship studies which he found supported a negative relationship between the two with low job satisfaction being associated

with high job turnover. He also reviewed twenty correlational studies of the job satisfaction and job performance relationship which revealed only a small relationship between the variables.

Much of the research in this area has been directed at the possibility of a consistent relationship between the two. Ivancevich (1978) reviewed the literature and stated that "the results highlight the inescapable complexity of the performance to satisfaction causal direction". Lifter (1973) suggested that "while overall job satisfaction may be generally independent of job performance, that portion of job satisfaction which is based on job content is related to job performance".

The reviews of Vroom (1964) Ivancevich (1978), and the research of Lifter (1973) lend support to Lofquist and Dawis's (1969) propositions that satisfaction and satisfactoriness (Performance) are moderator variables of each other only. "Proposition IV; Satisfaction moderates the functional relationship between satisfactoriness (performance) and ability - requirement correspondence. Proposition V Satisfactoriness, moderates the functional relationship between satisfaction and need reinforcer correspondence". Lofquist and Dawis, 1969, pg. 53). Recent research tends to support the propositions of Lofquist and Dawis (1969). Satisfaction and satisfactoriness as measures of work adjustment can thus be considered theoretically independent. The dependent measures can therefore be hypothesised separately as indicators of work adjustment as outlined in Proposition I of the theory.

2.4 Hypothesis

An induction programme that contains pivotal, relevant and peripheral role behaviours will effect higher measures of satisfaction, and satisfactoriness and lower labour turnover than a conventional induction programme.

CHAPTER III

METHOD

3.1 Experimental Design

In this study the independent variable was whether or not a new employee received an improved induction programme. The dependent variables were measures of job satisfaction, satisfactoriness and tenure. The objective of the improved induction programme was to socialize the new employee into the work environment more effectively than employees who had not received the improved induction. Effectiveness was measured by improved job satisfaction and performance measures in the short term (particularly because of the high turnover of the new employees). A control group was required to ensure that any short term changes in the dependent measures reflected intervention of the improved induction programme rather than trial and error socialization.

The design is outlined in Figure II. It was planned that subjects in both experimental and control groups would undergo the organizations present induction procedures and receive a measure of job satisfaction after three days employment. The time period days is arbitrary. No past research offers any guidance on this point. It was considered that after three days employment one could obtain a measure of job satisfaction that could be used to measure the similarity between the experimental and control groups.

Subjects in the experimental group received the induction programme immediately after the first measure of job satisfaction. Ten working days after the first measure of job satisfaction the subjects in the experimental and control groups received the second measure of job satisfaction. The ten working day interval between the measures was chosen on a logical basis as the literature offered no guidelines. If the time interval between the pre and post testing was too long it would fail to test the effect of the induction programme. Trial and error socialization would outweigh the influence of the induction in the long term. If the time interval between the pre

and post testing was too short the test could fail to accurately measure the short term change.

The use of a control group raised the problem of possible contamination of that group if the experimental group was run prior to, or concurrently with it. The possible contamination effect of an induction programme with a social psychological content in a social environment like work cannot be overstated. Obtaining measures from the control group prior to the experimental group partly solved the contamination problem. However, this increased the possibility of the "Hawthorne" effect as differential treatment between groups could have been observed.

	Time of Employment	Three Working Days After Employment	Ten Working Days After First Measure
		Time One	Time Two
CONTROL GROUP	Organization's present Induction Programme Programme	Measure of Job Satisfaction	Measure of Job Satis- faction Measure of Perforance
Interval	Twenty Working Days Between Last Measure of Control Group and First Measure of Experimental group		
		Time One	Time Two
EXPERIMENTAL GROUP	Organization's present Induction Programme	Measure of Job Satisfaction Additional Induction Progra- Programme	Measure of Job Satis- faction Measure of Perforance

All Job satisfaction measures to be kept in a locked cabinet for the duration of both control and experimental groups to avoid experimenter effect.

FIGURE II

Experimental Paradigm

The selection of the employees forming the population from which the control and experimental groups were chosen was of necessity based on the organization's criteria for employment and was thus beyond the control of the experimenter. However, it can be assumed that the same criteria were applied for both groups and the only variable influencing the assignment to groups was the time of appointment. The variability due to the organizations selection procedures and the history of new employees should have effected both groups equally.

The need to obtain measures on the control group prior to the experimental group removed the possibility of randomly assigning new employees to either group. As there was a need to keep the timing of the measurements constant in relation to individual appointment dates earlier subjects were "drip fed" into the control group while later subjects were assigned to the experimental group. Although this method of allocating subjects to groups is not normal experimental practice it appeared to be the only practical alternative.

Changes in the work environment and the influence of the time of year were not controlled within the experimental or control group due to the "drip feeding" of subjects.

In assessing the influence of the induction programme on job satisfaction the design proposed is a modification of the untreated non-equivalent control group design with pre-test and post-test. (Cook and Campbell, 1979).

The modification is the measurement of the control group prior to the experimental group to avoid contamination. For the performance or satisfactoriness measure the design is a post-test only design with non equivalent groups.

3.2 Selection of the Organization

Interviews with personnel managers of prominent manufacturing firms within the Palmerston North region were held during March/April 1979. Information concerning the nature of the firms' induction programme, the work

climate (interactive versus isolated work), employee turnover, and receptiveness to research was obtained.

The criteria for the selection of the organization were therefore: 1) the presence of a conventional induction programming; 2) an interactive work environment with a high frequency of communication among employees; 3) the potential for obtaining sixty new employees (size of the organization and the employee turnover within the organization); and 4) the organization's support for the proposed research.

Three organizations met the first three criteria. One of the organizations was inundated with research, the other was unreceptive to research in general, but fortunately the third organization gave permission and full support for the proposed research.

The target organization had a conventional induction programme that consisted of a guided tour of the factory, information on direct crediting of wages, safety rules, introduction to a training officer and an initial five day training period on the machinery. The induction programme can be classified as being primarily concerned with "pivotal" role behaviour.

The work environment consisted of a large shop floor containing twenty one machine units each operated by two people over the three shifts per day. Machine noise was minimal thus enabling interactive communication between the two operators on each machine as well as frequent communication among other employees. In such a work environment, it was considered that "peripheral" role behaviour was an observable and salient feature of the total role behaviour important to the individual's socialization.

A ratio of approximately one supervisor to ten operators was observed. Stringent quality control necessitated supervisor - employee interactive behaviour which was "relevant" to the work environment.

The organization employed a total of 147 people in the primary production of the product. This total was over three

shifts per day. The labour turnover for the department was approximately eighty percent per year. The high turnover and planned full manning of the 10 p.m. to 6 a.m. shift indicated that the desired sample size could be obtained.

The organization supported the proposed research and offered to meet material and technical expenses that would be incurred in the development of an induction programme.

3.3 Control Group Subjects

The subjects in the control group were new employees in the primary production department of the organization employed after 16 July 1979. Thirty new employees were placed in the control group which ceased on 1 September 1979. The analysable control group was reduced by two due to non-completion of both job satisfaction measures. It was further reduced by ten due to the lack of identification provided on the second measure of job satisfaction. This attrition could be a selection artifact in the control group pre-test post-test comparison but the differences between the pre-test scores of those subjects completing post-tests adequately and those not, were insignificant (See Table IV, pg. 30.)

The usable subjects in the control condition consisted of 14 females and 4 males. The age of the subjects ranged from 17 to 48 years with a mean age of 27.4 years. The marital status of the subjects was 5 married and 12 single.

3.4 Experimental Group Subjects

The subjects in the experimental group were new employees in the primary production department of the organization employed after 1 October 1979. A total of ten new employees were placed in the experimental group. The allocation of new employees to the experimental group ceased on the 1 December 1979. The organization had met its production quota and further employment in the department was stopped. Labour turnover was reduced prior to the Christmas holiday period due to holiday pay. This was not accounted for, with

the subsequent effect of only ten subjects in the experimental group compared to the desired thirty.

The ten subjects in the experimental group consisted of 7 males and 3 females. The age of the subjects ranged from 18 to 48 years with a mean age of 28.5 years. The marital status of the subjects was 3 married and 7 single.

3.5 Setting

The research was conducted in a specialized plastic manufacturing company in Palmerston North. The organization had a total of 250 members, was export orientated, and specialized in the requirements of the agrarian sector. As previously stated, the classification of an organization is important for the replication and generalization of research carried out in organizational settings. Pugh et al. (1969) provides a classification of organizations based on three factors; the structuring of activities, the concentration of authority and the line control of the work flow.

Table I presents the results of the Analysis of Dimensions of Organization Structure relevant to the three factor classification. The analysis was completed by the observation of the organization using the analysis of the dimension of organization structure formulated by Pugh et al (1968). The checklist that was used is presented in Appendix I. The data was collected by interviews with relevant executives within the organization during the process of obtaining information for the development of the induction intervention. This method of obtaining the data is the same used in the Pugh et al (1968) study except that direct formal proof was not sought.

The normative data presented in Table I is the original data from the fifty two organizations randomly selected from all organizations in Birmingham employing over 250 people by Pugh et al (1968). The validity of there norms to the New Zealand situation may be questionable in the classification of the component scales of each factor as the general origin, history and size of New Zealand organizations would be expected to be different. Pugh et al (1971) cites there

contextual variables as greatly effecting the structure of organizations.

TABLE 1

Results of the Analysis of the Dimensions of the Organization, adapted from Pugh et al (1968)

Factor 1 - Structuring of Activities

Scale	Score	xNormative Mean	Standard Deviation	Rating
Specialization	74	37.77	19.90	High
Standardization	65	83.88	22.71	Medium
Formalisation	12	27.17	11.66	Low
Vertical Span	7	6.71	1.42	Medium

Factor 2 - Concentration of Authority

Organizational Autonomy	15	15	6.04	Medium
Centralization	24	77.48	13.04	Low

Factor 3 - Line Control of Work Flow

Sunordinate Ratio	10	31.67	23.90	Low
Formalization of Role				
performance recording	4	7.87	2.64	Low
% workflow superordinates	12.4%	5.64%	6.58%	High

Rating Factor 1

High $> \bar{x} + 1\sigma$
 Medium $< +1\sigma, > -1\sigma$
 Low $< -1\sigma$

Factors 2 and 3

High $> \bar{x}$
 Low $< \bar{x}$

The results presented in Table I indicate that there is no clear direction in the component scales used to measure Factor I, the Structuring of Activities. The measurement of the organization by the component scales of factor I indicates that the organization is very highly specialized. It has a medium degree of standardization, vertical span, and a low measure of formalization.

The component scales used to measure Factor 2, the Concentration of Authority, indicate a measure of organizational autonomy equivalent to the normative mean. The very low measure of centralization indicates that the organization has a low concentration of authority.

The component scales in Factor III indicate that the organization has a high line control of work the flow. The subordinate ratio is low and the percentage of work flow super-ordinates is high (12.4%). This indicates that the control of the work flow is exercised by line personnel as apposed to impersonal procedures. The component scale formalization of role performance recording, measured low compared to the normative mean. This supports a classification of the high line control of the work flow.

Pugh et al (1971) provides seven types of organizational structures that the three factor classification produces. The organization measured using the analysis of the dimension of organization structure formulated by Pugh et al (1968) indicates an organization that is low on the concentration of authority and high on the line control of work flow factors. This classification identifies the organization as being primarily an implicitly structured organization. However, such an organization is generally low on the structuring of activities. The organization measured does have a low measure of formalization which supports this. The high degree of specialization required because of the production technology does not. The organization does not fit conveniently into the taxonomy provided by Pugh et al (1971) but a classification of a specialized, implicitly structured organization would appear adequate for any replication and generalization.

3.6 Job Satisfaction Measure

The job Descriptive Index (J.D.I.) (Smith, Kendall, and Hulin 1969) was used to measure the new employees job satisfaction. The check list questionnaire covers five aspects of the work environment, work, pay, promotion, supervision and co-workers. (Sample of J.D.I. in Appendix II). The J.D.I. was selected because it has been used in the New Zealand setting previously by Inkson (1977). It is a commonly used measure of job satisfaction that contains both affective and descriptive items. (Smith et al, 1974). The measure of affective and descriptive factors is relevant to Lofquist and Dawis's (1969) proposition that satisfaction is a function of the correspondence between the reinforcer system of the work environment and the individual's needs (pg. 53). The measure of satisfaction must have descriptive items to ascertain the reinforcer system of the work environment and affective items to ascertain how the individual feels about the jobs ability to fulfill his or her needs.

Quin and Kahn (1967, pg. 456) report that the J.D.I. has high convergent and discriminant validity. The extensive norming of the J.D.I. (Smith et al 1969) also adds weight to the selection of the J.D.I. as a measure of job satisfaction. The J.D.I. has a split half reliability of .80 to .88 (Smith cited in Fleishman and Bass, 1974). However, no literature has provided a test-retest reliability for the J.D.I. As the J.D.I. was used in a test-retest situation, the inadequacy of this information will be rectified by the comparing of pre and post-test J.D.I. scale scores on the control group.

3.7 Performance Measure

Past performance measures have concentrated on behaviour profiles and supervisory ratings. The organization keeps hourly records for each machine, including the identity of the operators. These records enable an empirical evaluation of satisfactoriness (performance). The daily average of production units accepted to stock (quality control rejects not included) was ascertained for the five

days proceeding the J.D.I. post-test. The performance data is a valid measure of the "individual fulfilling the requirements of the work environment." Lofquist and Dawis (1969 pg. 45).

The number of production units that go to stock is the organizations ultimate measure of performance. The average production figure does not account for days that had machine malfunction, resetting, or raw material delays.

The seven products being manufactured had different production rates. The standard factory production figures for these products were used to calculate ratios to standardize subjects production figures in order to enable a comparison between treatment groups. The details of the standardization are in Appendix III.

3.8 Development of the Induction Programme

The induction programme to be developed was seen as an extension of the organizations present induction. As such, the programme to be developed was orientated to the "peripheral" and "relevant" role behaviours of the individual to complement the "pivotal" role behaviour contained in the present induction. This was seen as providing a total induction that would contain all role behaviours and qualify as socialization. Skills, information and attitudes inherent in "peripheral" role behaviour were investigated first.

To this end, the Medical Research Council Social and Applied Psychology Unit questionnaire (MRCSAPU) (Warr, Cook, and Wall, 1979) was administered to a random selection of 19 employees of the organization. An earlier version of the MRCSAPU was adapted by the writer to the New Zealand situation making use of multiple choice responses in a questionnaire format. The MRCSAPU questionnaire measures the work attitudes of employees. (See Appendix IV) Five scales were chosen for their relevance to an induction programme containing "peripheral" role behaviour: Job Involvement, Job Satisfaction, Anxiety, Trust and

Organizational Committment.

The mean scores of the five scales were compared to British norms. (Table II) Despite cultural differences and the multiple choice adaptation, the similarites ~~are~~ marked.

TABLE II

Comparison Between a Random Sample of the Target Organization (n=19) and United Kingdom Normative Data on Five Scales of the MRC SAPU Questionnaire

MRC SAPU Scales	Means of Random Sample of Target Organization		Means from U.K. Normative Data	
		Standard Deviation		Standard Deviation
Job Involvement	36.23	6.58	35.13	5.46
Job Satisfaction (Total Scale)	71.85	13.94	69.86	14.18
Anxiety	20.62	6.23	19.03	6.64
Trust	60.08	18.58	60.48	12.33
Organizational Committment	44.62	12.24	44.64	11.45

The Normative Data is from an unpublished paper obtained with an earlier version of the MRC SAPU questionnaire prior to Warr et al. (1979).

From the five scales analysed, the Job Satisfaction and Trust scales were considered to be primarily related to peripheral role behaviour that would include the existing attitudes between present employees of the firm and that this information should be included in a socially based induction programme. It was interpreted from the results of the total Job Satisfaction scale that existing employees of the firm enjoyed their job. The mean response to item C3, Section C2, "How satisfied or dissatisfied are you with your fellow workers" was "moderately satisfied". From that it was interpreted that existing employees of the firm were happy with their work mates.

From the results of the Trust scale it was interpreted that the present employees of the firm trusted their fellow work mates. The Trust sub scale, "Capability of Peers" Items G9, G10, G11 was analysed and ($\bar{x} = 16.52$, Normative $\bar{x} = 15.8$) from that it was interpreted that existing subjects in the sample considered fellow employees to be capable people.

The MRCSAPU was used to obtain quasi empirical information about the attitudes that employees hold towards each other. The use of the British norms to interpret the responses of the nineteen employees is questionable. However, the information was considered relevant to a socially based induction programme.

As in the Gomersall Myers (1966) study information was included which would alert new employees to the possibility of "jokes" being played on by present employees. Gomersall and Myers (1966) also included "initiative in communication" and "get to know your supervisor" skills suggestions in their experimental induction programme. These factors can be considered as aspects of "peripheral" role behaviour. In the present study information about these peripheral role behaviours was contained in role play examples. The role plays chosen involved both employee interaction and employee and supervisor interaction each with a negative example followed by a positive example. The role play situations were aimed at alerting new employees to the alerting possibility of the interaction, and the attitudes and skills

that would lead to a satisfactory outcome.

Argyris (1965) suggested three categories of individual and interpersonal competence. These were owning up, openness, and experimenting all considered relevant to "peripheral" role behaviour in the organization. In this programme owning up was used in the supervisor/employee role play. Openness and experimenting were attitudes suggested in information on initiating communication and in the role play of a potential employee/employer conflict situation.

Gayne and Rohwer (1969) presented a check list of instructional events which were used to structure the induction programme. Cogswell (1968) provided criteria for the structure of setting most conducive to socialization and the induction programme was developed with these in mind.

To ensure uniformity in the presentation of the induction and practical considerations of time led to the development of an initial cassette recording of the induction programme. The recording used the writers voice and was fifteen minutes long.

3.9 Pilot Study

A formal pilot study for the recorded induction was considered impractical due to the possible contamination effect within the one available organization. The recorded induction was screened by three senior management employees of the organization and a management consultant, specialized in training. The recording received approval and a number of suggestions were offered. Video was suggested as being a superior medium and that video would also allow the support of general information concerning the organization.

3.10 Production of Video Induction Tape

The video induction tape thus included a pictorial tour of the organization activities by department. The filming was carried out on a Saturday to avoid any effect on present employees. An informative narration was dubbed

onto the tape in a T.V. studio. Selected employees were filmed in role play situations and an example of a humorous hazing situation was included.

It was planned to have a member of the management not often in contact with employees introduce the video tape. However, this proved impractical. The writer therefore introduced the video tape, narrated the pictorial tour of the organization and was filmed in the explanation of the role plays and text of the induction programme. All editing and studio filming was conducted in the Psychology Department Video Studio, Massey University. The content of the Induction Programme Video Tape is contained in Appendix V.

3.11 Administration of the J.D.I.

The J.D.I. administered to all subjects after three days of employment. The training officer directed each new employee to a room to complete the J.D.I. Each J.D.I. was prefaced by a direction to provide name and department on the first page of the questionnaire. (See Appendix II) An assurance of the confidentiality was included with only the researcher having access to individual results. The respondents were asked to complete the questionnaire and place it in an attached envelope. The completed questionnaire were kept in a locked cabinet until the end of the experiment to reduce the possibility of experimenter effect.

The second J.D.I. was administered to all subjects ten working days after the initial measure. The procedure and questionnaire were identical to the first measure. All questionnaires were scored using the scoring presented in Appendix II.

3.12 Administration of the Induction Video Tape

New employees in the experimental group individually viewed the Induction Video Tape immediately after the first measure of Job Satisfaction. The Video Tape was administered in the company by the Personnel Officer.

3.13 Administration of the Performance Measures

All performance measures were obtained at the conclusion of the experimental group. The departmental production records were researched for each new employee in the control and experimental groups. The production to stock figures for each employee on the five days proceeding the second measure of Job Satisfaction were recorded. The production to stock figures were averaged. Days production that included machine down time due to material changes, resetting, and maintenance were not included.

3.14 Administration of Job Tenure Measures

Three months after the conclusion of the experimental group, the personnel files of terminated employees were researched to ascertain which control and experimental group employees had left the company and why.

3.15 Research Hypothesis

Subjects in the experimental group will have higher post-test scores on the Job Descriptive Index Scales of; "work" on present job, present "pay", opportunities for "promotion", "supervision" on present job, and "people" on present job, than subjects in the control group.

Subjects in the experimental group will have higher measures of performance than subjects in the control group.

Subjects in the experimental group will have longer tenure than subjects in the control group.

CHAPTER IV

RESULTS

4.1 J.D.I. Means and Standard Deviations

As the authors of the JDI (Smith et al, 1969) suggest that the five scales should be treated independently, the results have been analysed separately for each of the job satisfaction scales. In addition the dependent variable of the number of units produced has been treated separately.

The control and experimental group pre and post-test means and standard deviations for the five job satisfaction scales are presented in Table III.

TABLE III

Means and Standard Deviations of the Pretest and Post-Test J.D.I. Scales for the Experimental and Control Groups

Job Descriptive Index Scales	<u>Control Group n=18</u>		<u>Experimental Group n=10</u>	
	Mean	Std.Deviation	Mean	Std.Deviation
WORK Pretest	29.72	8.24	31.7	13.1
Post test	26.56	9.27	29.7	14.0
PAY Pretest	19.33	5.37	18.7	5.23
Post test	18.28	6.22	19.5	4.84
PROMOTION Pretest	14.22	5.32	12.1	5.63
Post test	16.06	6.00	12.9	7.58
SUPERVISION Pretest	41.44	8.87	40.9	8.71
Post test	38.278	10.5	39.2	10.5
PEOPLE Pretest	35.06	8.05	40.9	8.40
Post test	36.11	10.3	39.1	10.1

4.2 Control Group Attrition

As there was a high attrition rate in the control group it was felt necessary to check whether this offered a threat to the internal validity of the study. Two of the subjects

had inadequately completed the post-test measure while the remaining 10 failed to put names on the post-test questionnaire despite a request to do so. Table IV presents the means and standard deviations of the pre-test measures of the twelve subjects excluded from the control group for the abovementioned reasons.

TABLE IV

Means and Standard Deviations of the Pre-test J.D.I.
Scales for the Excluded Control Group Subjects

J.D.I. SCALE	MEAN	STD. DEVIATION
WORK	31.1	7
PAY	17.8	5.25
PROMOTION	12.9	6.8
SUPERVISION	46.4	4.95
PEOPLE	40.5	5.08

There were no significant differences between the pre-test measures of the actual control group and the pre-test measures of the twelve excluded control group subjects.

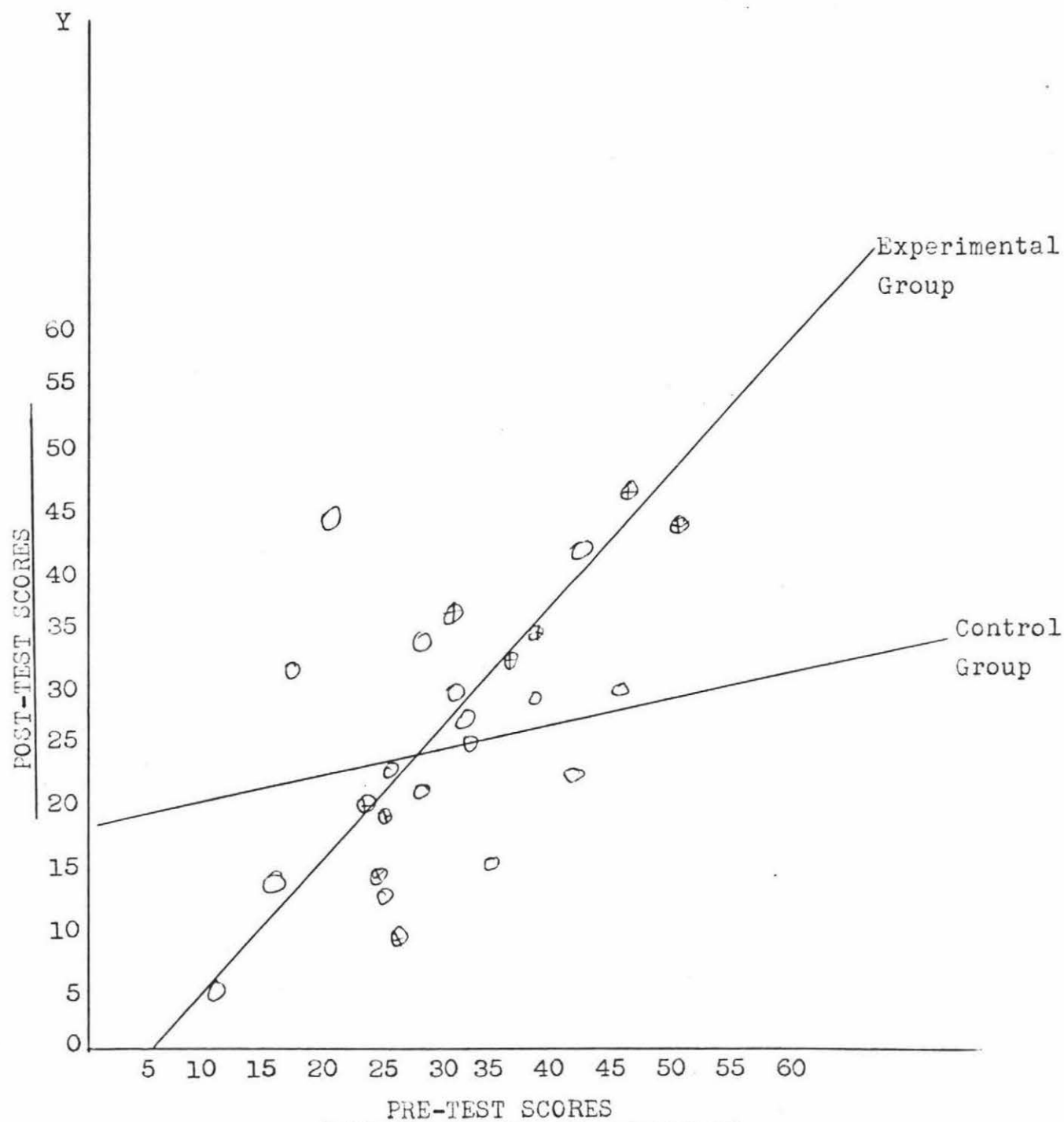
(Work, $t = .10, p > .05$; Pay, $t = .265, p > .05$; Promotion, $t = 18, p > .05$; Supervision, $t = 1.32, p > .05$; and People, $t = 1.86, p > .05$; $df = 28$)

Attrition in the control group is therefore not a selection artifact and thus appears unlikely to offer a threat to the internal validity of the design (Cook and Campbell, 1979).

4.3 Visual Data Analysis

The mean scores presented in Table III were used to construct scatter plots (after Cook and Campbell, 1979) in order to illustrate graphically the differences between the experimental and control groups on the pre and post test scores of the five scales. These are given in Figures III - VIII.

The figures indicate that highly significant treatment effects are unlikely and that interpretation of significance if found could be difficult.



Key O Control
 ⊕ Experimental group

FIGURE III J.D.I. Scale - Work pre-test against post-test

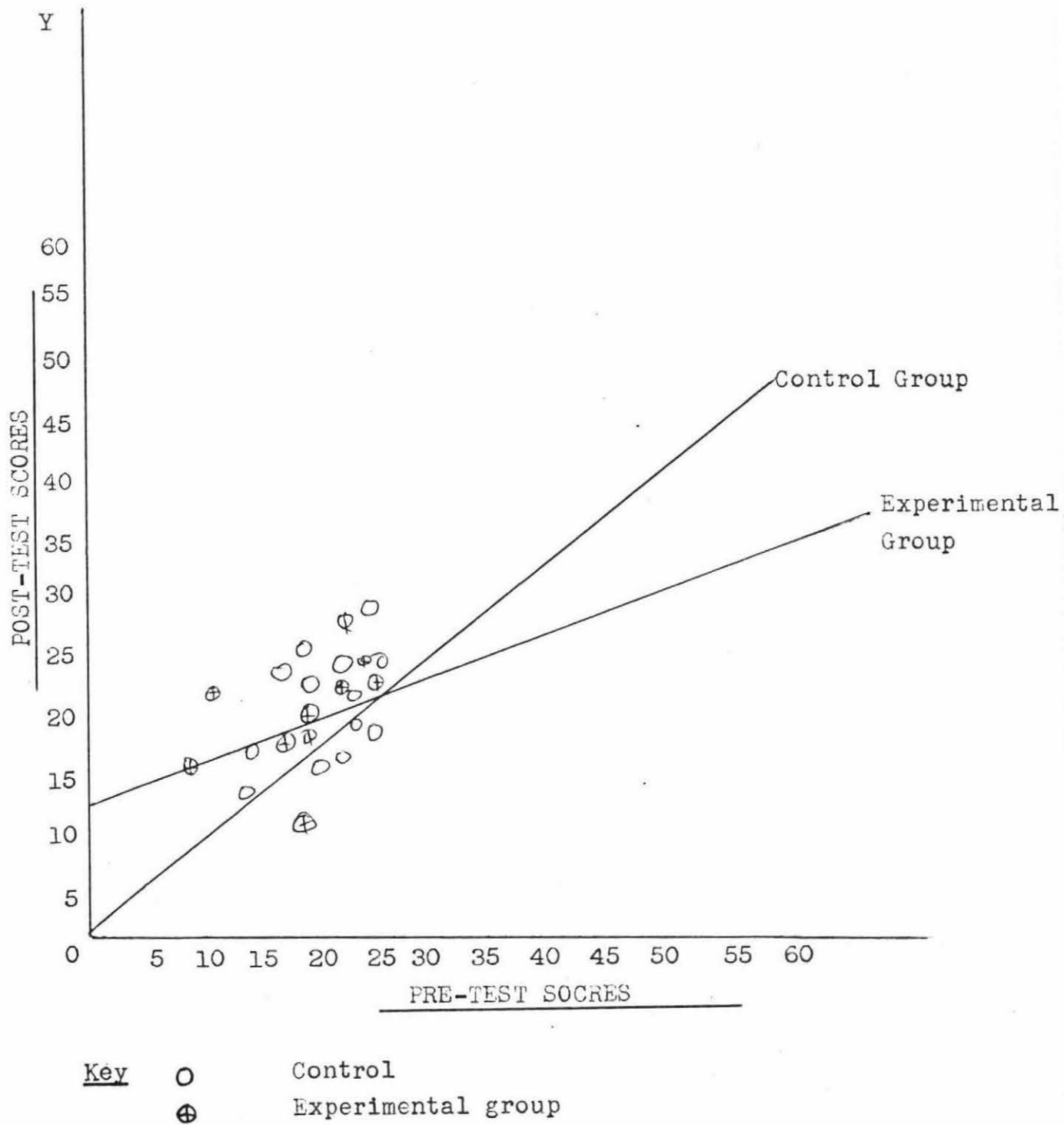
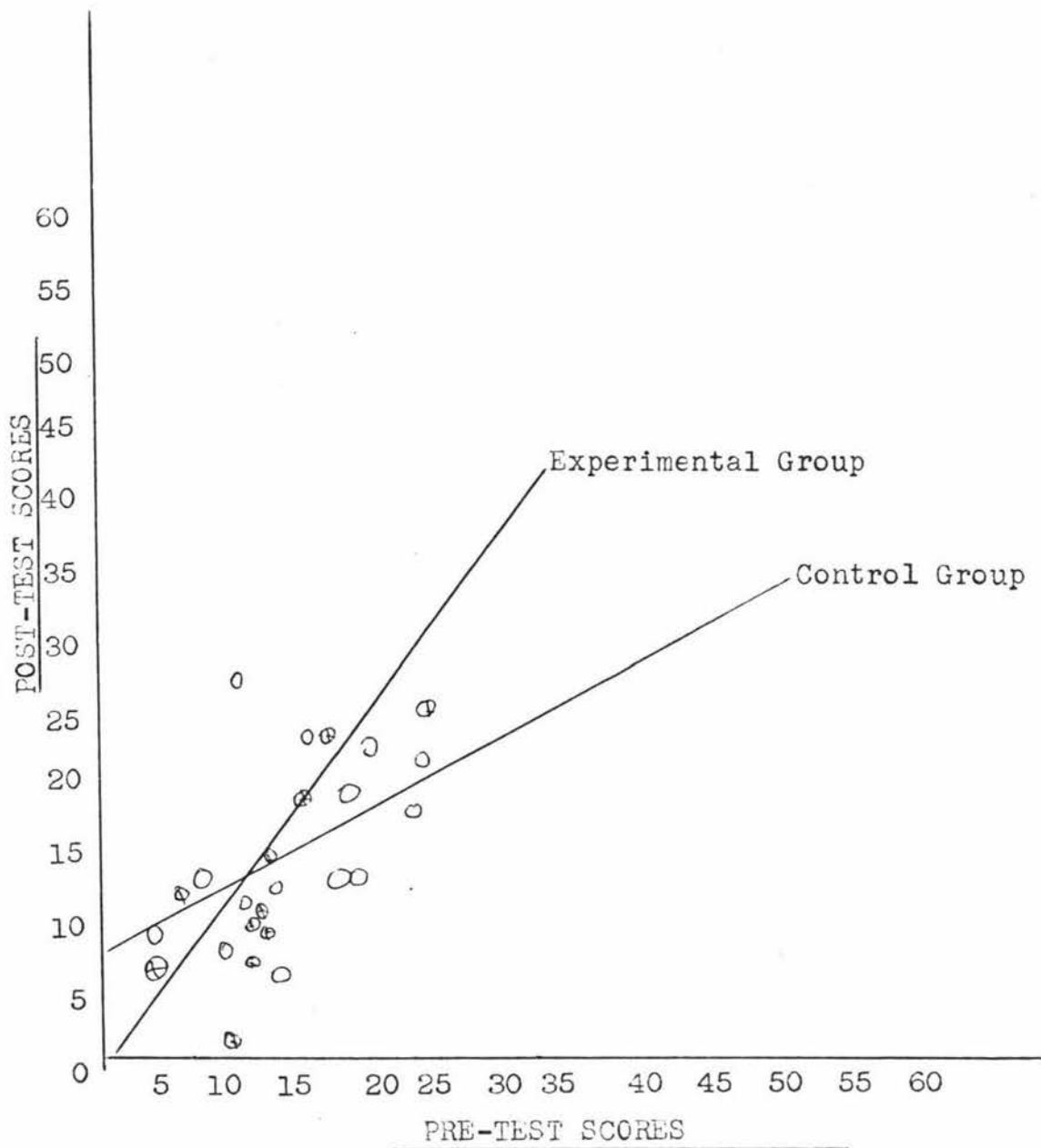
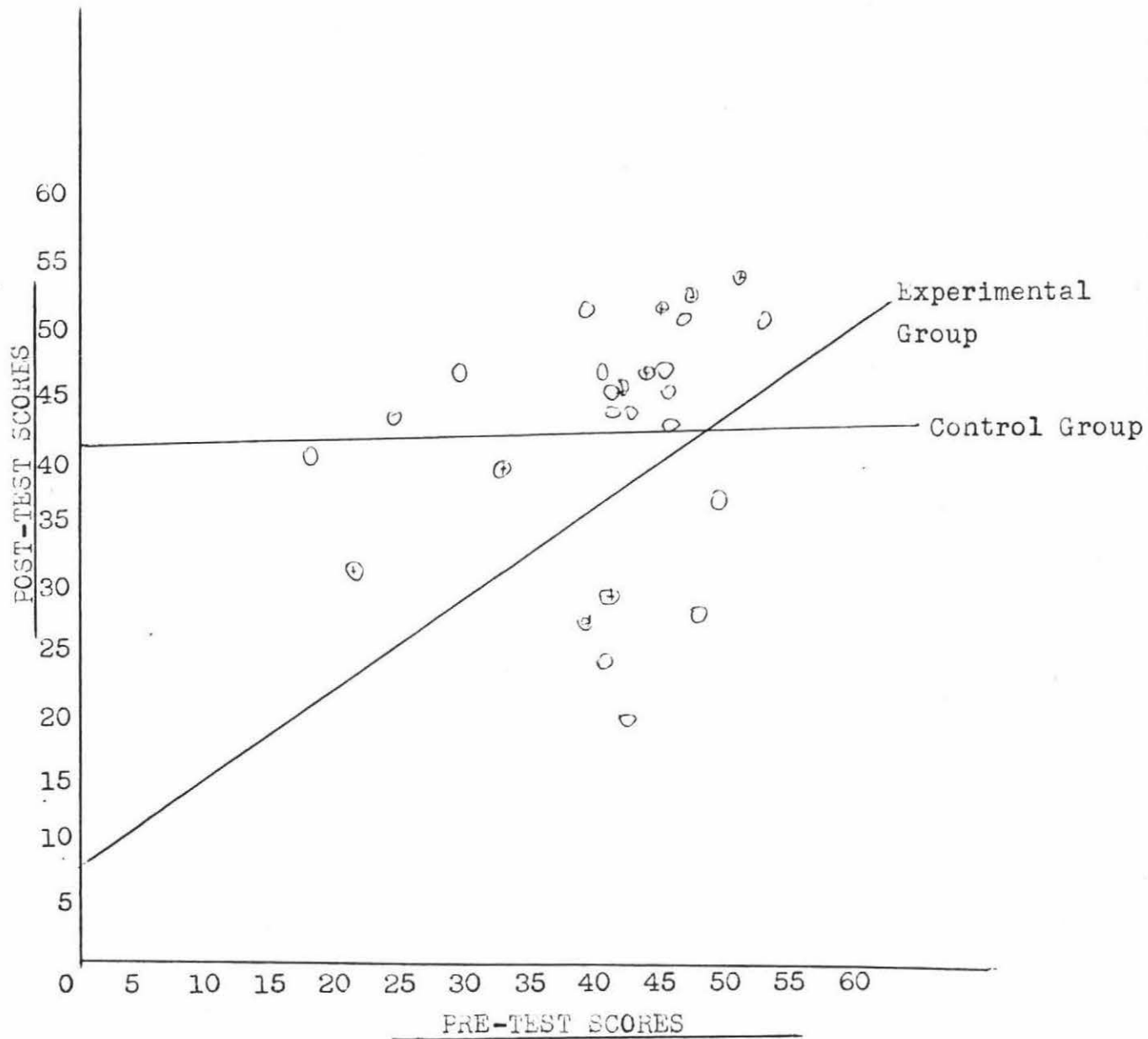


FIGURE IV J.D.I. Scale - Pay pre-test against post-test



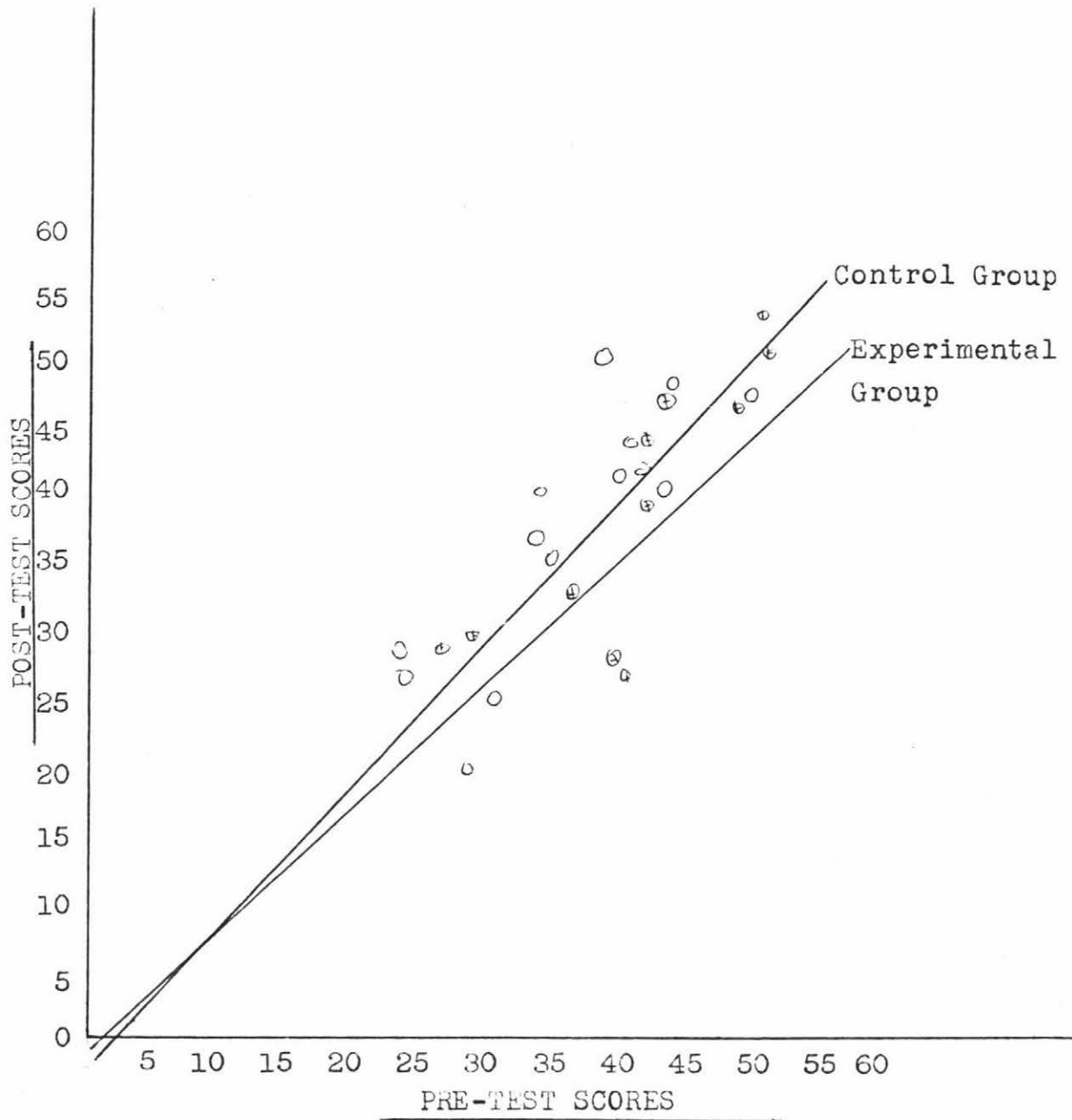
Key Control Group
 Experimental group

FIGURE V J.D.I. Scale - Promotion Pre-test against Post-test



Key O Control group
 ⊕ Experimental group

FIGURE VI J.D.I. Scale - Supervision Pre-test against Post-test



Key O Control group
 ⊕ Experimental group

FIGURE VII J.D.I. Scale - People Pre-test against Post-test

4.4 Tests for ANCOVA Assumptions

Cook and Campbell (1979) point that the ANCOVA is statistically more powerful than ANOVA when used to assess the impact of training or a treatment programme as it adjusts the post-test means by subtracting from the means the regression effect within each treatment. It is therefore better able to handle initial differences between groups. However, it was felt necessary to test various assumptions before deciding to use ANCOVA to test the hypotheses.

As the random assignment of the subjects to the experimental and control group was not assured, a check was made on the differences between the pre-test scores of the experimental and control groups on each of the five scales. No significant differences were found.

(Work, $t = .507, p > .05$; Pay, $t = .296, p > .05$;
Supervision, $t = .15, p > .05$; Promotion, $t = .976, p > .05$; and
People, $t = 1.78, p > .05$; $df=26$)

Thus it was accepted that the groups did not differ on their pre-test scores, although the differences approached significance on the people scale.

In order to test whether the covariance analysis was necessary, the differences between the post-test scores in the experimental and control group were also checked. No significant differences were found.

(Work, $t = .705, p > .05$; Pay, $t = .53, p > .05$;
Promotion, $t = 1.12, p > .05$ and People, $t = .73, p > .05$)

This indicated the need to use covariance analysis in order to test for the significant differences between the adjusted post-test means in the experimental and control groups.

The ANCOVA was completed using the statistical package Teddy Bear (1975) on a B6700 Burroughs Computer. Using the ANCOVA programme on the package each J.D.I. scale was tested for skewness, kurtosis and homogeneity of residual variances. The latter is obtained by testing for the significance of the correlation between the absolute values of the residuals and the expected values. If a significant

correlation is obtained it indicates that the residuals are systematically related to the expected value of the post-test and therefore not homogenous across all points on the expected value. The results are present in Table V.

TABLE V

The Tests for Skewness, Kurtosis, and Correlation
Between the Absolute Values of the Residuals and
the Expected Values

J.D.I. Scale	Skewness	P=.05	Kurtosis	P=.05	Correlation of Absolute Residuals with Expected Values	
WORK	- 0.76	Sig.	- 0.047	NS	- 0.206	NS
PAY	- 0.044	NS	- 0.003	NS	- 0.116	NS
PROMOTION	- 0.558	NS	- 0.014	NS	0.023	NS
SUPERVISION	- 0.957	Sig.	- 0.019	NS	0.062	NS
PEOPLE	- 0.092	Sig.	0.050	NS	0.159	NS

No tests were significant on two of the five scales but the work, supervision and people were significantly skewed in a negative direction ($p = .05$). The significant skewness of the scales is not of primary concern in ANCOVA, but homogeneity of variance and similar slopes in the regression lines are essential. According to Snedecor and Cochran (1967) one can conceptualise the ANCOVA as a comparison of the regression lines between the pre and post scores in the experimental and control groups as illustrated in Figures III = VII which provide the scatter plots and regression lines for the five J.D.I. scales. These regression lines may differ in slope, in elevation (point of intercept on the Y- or post-test axis) and in the homogeneity of their residual variances. ANCOVA tests whether there is a significant difference in the adjusted means between the experimental and control groups which is reflected in the difference between the points at which the two regression lines intercept the Y or post-test axis. However, this test is only meaningful if one can assume homogeneity of the two

regression lines do not differ significantly. The ANCOVA programme in Teddy Bear (1975) provides a test of the significance of the difference between these two slopes, (based on Snedecor and Cochran 1967). This data is given in Table VI for all five J.D.I. scales.

TABLE VI

Tests for Significance of Difference in Slope and
Variability About the Adjusted Means Between Two
Groups

Variance	Differences in Deviation from Regression Between/ With Groups			Difference of Error Variance of Levels		
	df	F	P	df	F	P
WORK	1/24	7.13	0.013	17/9	2.33	0.20
PAY	1/24	2.20	0.15	17/9	1.36	0.65
PROMOTION	1/24	2.65	0.12	17/9	1.47	.56
SUPERVISION	1/24	3.24	0.08	17/9	1.05	0.98
PEOPLE	1/24	0.21	0.65	17/9	1.25	0.75

The F test compares the between experimental and control group deviations from the regression, with the within group deviations from regression. There is a significant difference in the slopes of the two regression lines in the J.D.I. work scale and the J.D.I. Supervision Scale approached significance. In addition, an F test was performed to test for the significance of the difference in the mean square errors from the adjusted means in the two groups. This data is provided in Table VI. No significant differences were found on any of the five scales indicating similar variability about the adjusted means in the experimental and control group.

In light of the above analysis it was decided to use ANCOVA on three of the five scales but it was considered necessary to perform an ordinary analysis of variance on the J.D.I. Work and Supervision Scales.

4.5 Analysis of Covariance Results

In performing the ANCOVA for each scale the total sume of squares is broken down as illustrated in Figure VIII and a series of F. tests calculated.

Tests in the Analysis of Covariance Model

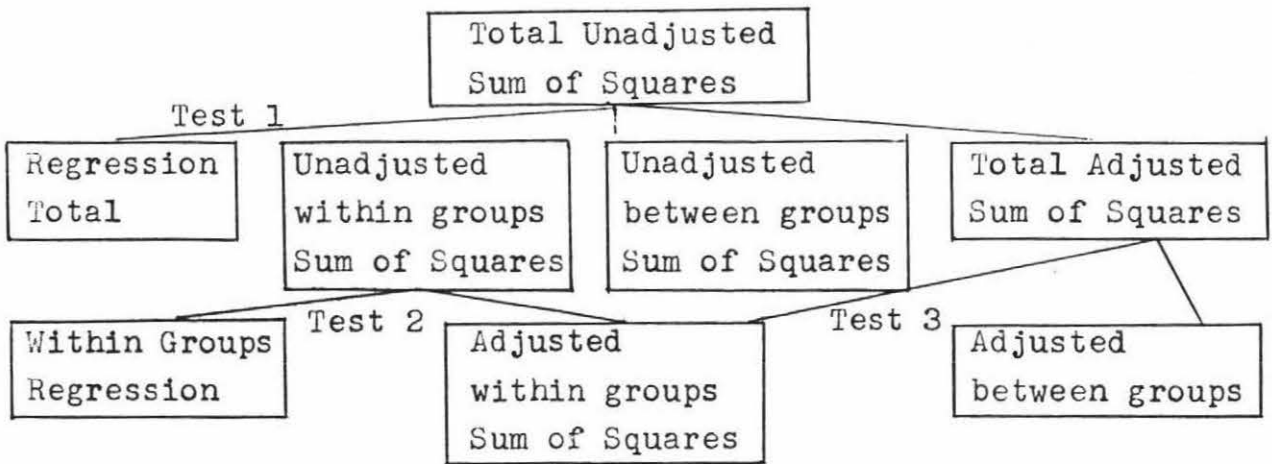


FIGURE VIII

The adjusted total sum of squares is obtained by subtracting the total regression effect from the unadjusted Total SS. The significance of this regression effect is given by F test 1 in Tables VII - IX for the three scales respectively.

The adjusted within groups sum of squares is obtained by subtracting the within groups regression effect from the unadjusted within groups sum of squares. The significance of this regression effect is given by F test 2 in Tables VII - IX. Finally, the adjusted within groups sum of squares is subtracted from the adjusted total and the F test 3 provided in Tables VII - IX answers the question "are the adjusted mean post-test scores (and hence the intercepts) significantly affected by the treatment factors?".

No significant differences were found on any of the three scales. While there was a significant overall regression effect (Test 1 in Figure IX) and a significant within groups regression effect (Test 2 in Figure IX) for the J.D.I. Pay, Promotion, and People scales, this did not result in significant differences between the adjusted post-test means.

The hypothesis that subjects in the experimental group will have higher post-test scores on the "Pay", "Promotion", and "People" scales is rejected.

TABLE VII

ANCOVA Summary of the J.D.I. Pay Scale

Statistic	Sum of Squares	D.F.	M.S.	F.Test	F	P
Unadjusted Total	877.7	27				
Regression Total	404.85	1	404.85			
Adjusted Total	427.86	26	18.19	1	22.26	0.00007
Unadjusted Within Groups	868.11	26				
Regression Within Groups	413.69	1	413.69			
Adjusted Within Groups	454.42	25	18.18	2	22.76	0.00007
Adjusted Between Groups	18.45	1	18.45	3	1.02	0.32

TABLE VIII

ANCOVA Summary of the J.D.I. Promotion Scale

Statistic	Sum of Squares	D.F.	M.S.	F.Test	F	P
Unadjusted Total	1193.86	27				
Regression Total	503.92	1	503.92			
Adjusted Total	689.94	26	26.54	1	18.99	0.0002
Unadjusted Within Groups	1129.84	26				
Regression Within Groups	454.24	1	454.25			
Adjusted Within Groups	675.6	25	27.024	2	16.8	0.0003
Adjusted Between Groups	14.34	1	14.34	3	0.53	0.47

TABLE IX

ANCOVA Summary of the J.D.I. People Scale

Statistic	Sum of Squares	D.F.	M.S.	F.Test	F	P
Unadjusted Total	2794.11	27				
Regression Total	2033.92	1	2033.92			
Adjusted Total	760.19	26	29.24	1	69.56	0.000
Unadjusted Within Groups	2736.68	26				
Regression Within Groups	2040.44	1	2040.44			
Adjusted Within Groups	696.24	25	27.85	2	73.27	0.000
Adjusted Between Groups	63.95	1	63.95	3	2.23	0.142

4.6 Analysis of Variance

It appeared from visual scanning of the "work" and "supervision" scatterplots (Figures III and VI) that a differential effect might exist for high and low pre-test scores. Because of this it was decided to divide subjects into low and high scorers on their pre-test scores and a 2 x 2 ANOVA was performed (Treatment by Pre-test Scores) on each scale to test for significant differences in the post-test scores.

The ANOVA was completed using the statistical package Teddy Bear (79) on a B6700 Burroughs Computer. For both scales the analysis of variance between Low and High scores was significant ("work"; $F(1) = 16.39$, $p = 0.0005$, "Supervision"; $F(1) = 7.54$, $p = 0.01$). This was as expected. However, the analysis of variance between experimental and control groups did not reach significance ("work"; $F(1) = 0.04$, $p = 0.84$, "Supervision"; $F(1) = 0.12$, $p = 0.73$).

The hypothesis that subjects in experimental group will have higher post-test scores on the "work" and "Supervision"

scales is rejected. The interaction between High and Low scores and experimental and control groups was significant for both scales. ("work"; $F(1) = 9.8$, $p = 0.004$, "Supervision"; $F(1) = 8.7$, $p = 0.007$).

The means for each treatment by High/Low classification for the Post-tests of the J.D.I. "work" and "supervision" scales are presented in Figures X and XI. The pre-test means on the high and low scorers in both the experimental and control groups are included on the graphs. These graphs are included to aid interpretation. In the control group on both the "work" and "supervision" scale there appears to be a regression to the mean on the post-test, high pre-test scorers scoring lower on the post-test, while low pre-test scorers score higher on the post-test. In both scales with the experimental group, the high scorers remain the same, while the low scorers score slightly lower. The significant interaction obtained may have been due to the changes in the control group coupled with changes in the low scorers in the experimental group.

4.7 Production

Table V presents the means and standard deviations of the average daily production in units of stock over five days prior to the post-test J.D.I. for both groups.

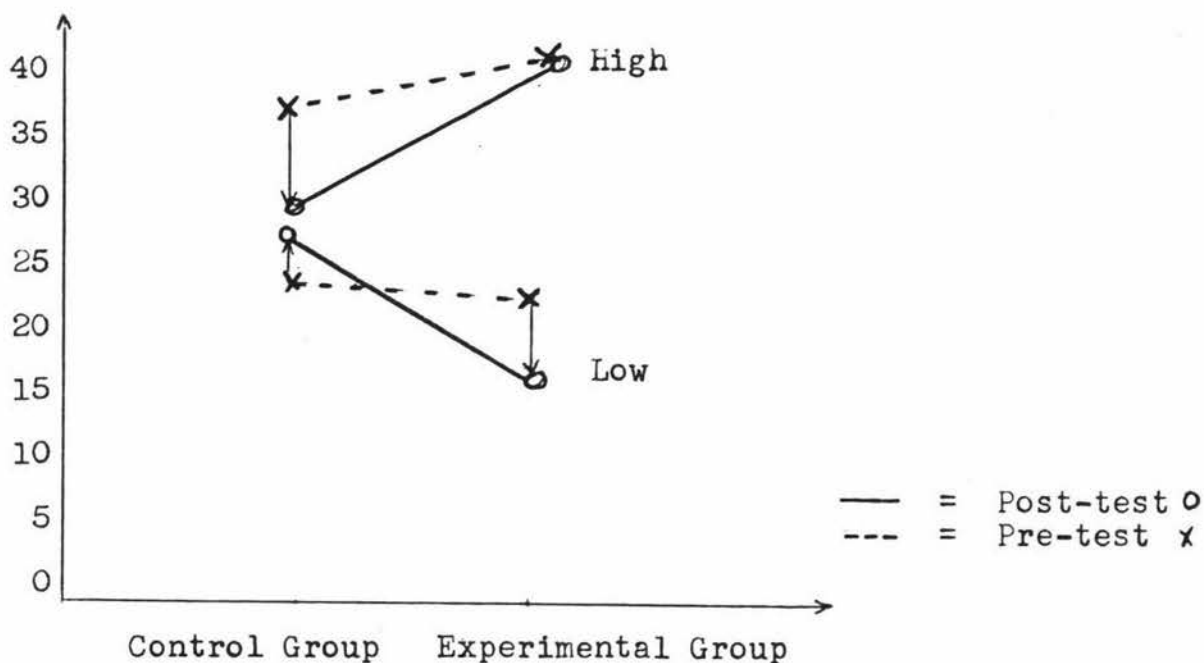


FIGURE IX The High and Low Means for the Post Test Scores on the J.D.I. work scale

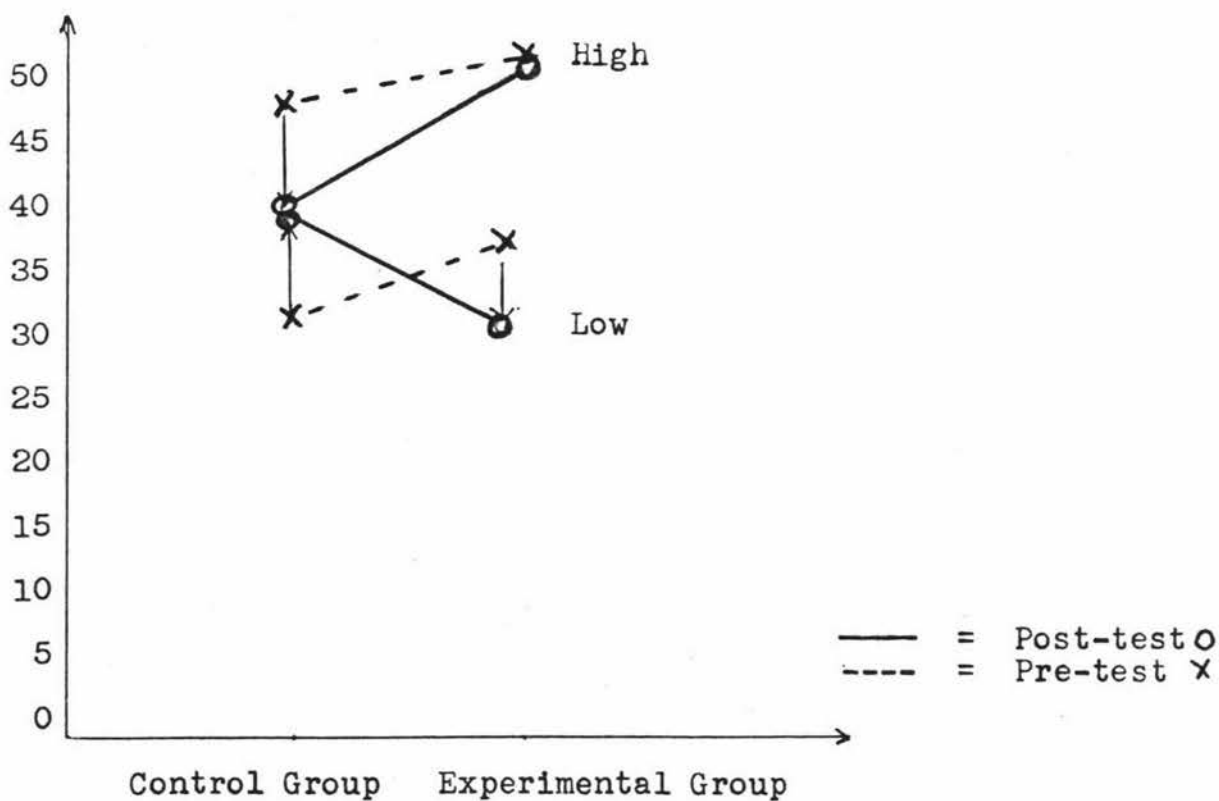


FIGURE X The High and Low Means for the Post Test Scorers on the J.D.I. Supervision Scale

TABLE X

The Means and Standard Deviations of Average Daily
Production Figures for Units to Stock for each
Treatment Group

Treatment	Mean	Standard Deviation
Control Group n = 11	7486.9	743.46
Experimental Group n = 4	7531.1	906.25

Production figures could not be obtained for nine subjects in the control group and six subjects in the experimental group as the identification on the production sheets was inadequate. The subjects' supervisor had not filled in the machine records. No significant difference was found between the production figures of either treatment group. ($t = -.097$ $t .05$. The hypothesis that subjects in the experimental group will have higher measures of production is rejected.

4.8 Tenure

Table XI shows the number of subjects in the control and experimental groups who ceased employment within 3 months of tenure, and their stated reasons for doing so.

No significant difference was found in the proportion of subjects leaving in each treatment group with three calendar months of employment. ($\chi^2 (1) = 0.754$, $p .05$. The hypothesis that subjects in the experimental group will have longer tenure is rejected.

TABLE XI

Length of Tenure and Stated Reason for the Subjects
in Experimental and Control Groups who Ceased
Employment Within Three Calender Months or 90
Working Days

Treatment	Stayed	Left	Working Days	Stated Reason for leaving
Experimental Group (Total n = 10)	7	3	1) 28 2) 39 3) 28 = 31.7	Obtained other employment Returned to University Returned to other job
Control Group (Total n - 18)	15	3	1) 45 2) 30 3) 29 = 34.7	health Reasons No reason given Moving to Auckland

4.9 Summary

There was no sginificant differences between the J.D.I. pre-test means of the actual control group and the pre-test measures of the twelve excluded control group subjects. No significant differences were found between the pre-test means of the experimental and control J.D.I. scales using a T. test. No significant differences were found between the post-test means of the control and experimental group also. An ANCOVA statistical package was used to test for the significant differences between the adjusted post-test means in the experimental and control groups. Each scale was tested for skewness, kurtosis, and correlation between the absolute values and the expected values. The "Work", "Supervision" and "People" scales were significantly skewed in a negative direction. The scales were tested for the significance of the difference in slope and variability about the adjusted means between the two groups. There was a significant difference between the slopes of the two

regression lines on the "work" scale and the "supervision" scale approached significance.

An Analysis of Covariance was carried out on the J.D.I. "Pay" "Promotion and "people" scales and no significant difference was found between the groups on the post-test. An Analysis of Variance was carried out on the J.D.I. "Work" "Supervision" scales. No significant difference was found between the experimental and control groups post-test scores on these scales. however, a significant interaction was found between high/low pre-test scorers post-test scores and experimental and control groups.

No significant difference was found between the experimental or control group subjects performance measures or length of tenure.

CHAPTER V

DISCUSSION

From the results presented in chapter four, none of hypotheses have been substantiated. It was predicted that the experimental intervention would lead to an increase in the scores of the experimental group subjects on the Job Descriptive Index scales of "Work", "pay", "Promotion", "Supervision" and "People". The socially based induction video tape did not effect a significant increase in job satisfaction.

The significant interaction effect for each treatment by high/low classification on the J.D.I. pretest scores for the "work" and "supervision" scales indicates that experimental subjects with relatively positive attitudes towards these two variables did not show the same regression to the mean as the control group subjects. The induction video tape may have sensitized those subjects with negative attitudes to the "work" itself and to "supervision" to possible negative aspects on the job such that their attitudes toward work and supervision became more negative. The significance of the overall interaction between treatment and high/low classification indicates that training programmes may not have a linear effect and future research may have to take this into account. A design that classifies subjects into high, medium, and low categories on their pretest scores would enable the evaluation of any non-linear effect that may occur.

As stated in the results chapter, the attrition of subjects in the experimental group was high because of the non-completion of the questionnaire and the termination of the experimental group due to the employment conditions in the organization. The small number of usable job satisfaction measures decreased the ability to compare a representative number of subjects in both experimental and control groups. However, the greatest limitation in the comparison of the experimental and control groups' job satisfaction scores may well have been due to inadequate timing of the J.D.I. measurement. No literature gave any direction as to the optimum timing of the two J.D.I.

measurements within the established quasi-experimental design used. The timing of the subjects employment date to detect differences between subjects or initial differences between groups. The J.D.I. post-test may have been too long after the experimental intervention to measure any effect of the socially based induction video as it was hypothesised to influence initial socialization.

The J.D.I. was chosen as it is a widely used measure of Job Satisfaction and the check-list is easily administered. The J.D.I. has also been used in New Zealand previously (Inkson, 1977). As there is no reported re-test reliability for the J.D.I., this is an uncontrolled factor in its use in a re-test situation. The use of the pre-test to account for initial differences between groups may not have been adequate if the re-test post-test was not reliable.

The measurement of the "production to stock" for each subject as the organization's criterion for job satisfactoriness or performance appears to be operationally well defined. However, the subjects' data was incomplete, and with data from only nine subjects in the control group and four in the experimental group, the comparison is questionable. Apart from the limitations of the number of subjects in each groups initially, the non-completion of production records by supervisors reduced the usable production records to those analysed. This problem should have been foreseen but the practical constraints of the research setting could not be overcome.

The comparison of the control and experimental groups' length of tenure showed that the experimental intervention did not lead to a significant difference between the experimental group and control group subjects in the proportion of subjects leaving. According to Lofquist and Dawis (1969), tenure is the ultimate measure of work adjustment. Again, the limited number of subjects allocated to the experimental group may have affected the comparison. From the available subjects, it appears that the experimental intervention did not effect any significant difference in the tenure of the experimental and control

group. Tenure is of course influenced by the level of unemployment and as an indicator of work adjustment it is confounded by the prevailing economic climate. The three month tenure period was prior to Christmas for the control group and included the Christmas break for the experimental group. The termination of employment during this period may have been affected by holiday pay and statutory holidays. These factors were also thought to have contributed to the small number of subjects in the experimental group initially.

The socially based induction video tape did not result in any changes to the outcome of the dependent variables chosen. In light of this a more detailed discussion of the content of there tape is warranted.

Induction has been referred to as a method of training and it can therefore be assessed as a training method. Gayne and Rohwer (1969) presented a check list of instructional events which serve as criteria against which training programmes can be assessed. These criteria are:

- 1) Gaining and maintaining attention
- 2) Directing and preparing the learner
- 3) Presenting the stimuli
- 4) Prompting and guidance
- 5) Conditions of responding
- 6) Feedback
- 7) Retention
- 8) Transfer

Gaining and maintaining attention was assured by the use of a novel medium and the presence of role plays that would be relevant to the new employee. "Directing and preparing the learner" to the content of the induction programme was a function of the timing of the viewing of the video three days after employment. "The presentation of the stimuli" in the use of video is both pictorial and verbal. The added advantage of this method of presentation is that the individual is exposed to the stimuli on an individual basis which minimises distraction.

"Prompting and guidance" of a new employee was inherent

in the use of a negative role play example followed by a positive role play example of behaviour. No conditions of responding to the medium were provided, and thus no feedback was given. This is a definite drawback of the method used. Without continual and direct observation of the new employees while viewing the video, presence of the desired overt responses could not be ascertained for purposes of helpful feedback. Such monitoring was impractical.

"Promoting retention" of the stimuli presented was covered by the noval medium. In addition, the realism of the situations and stimuli provided, and the anxiety that may have been produced by them, was also considered important. The sequencing and timing of the stimuli is an important factor affecting the transfer. After three days employment the new employees were reasonably familiar with their immediate physical surroundings. This allowed for the presentation of stimuli associated with the "peripheral" role behaviour anticipated in their job. The sequencing of stimuli in the induction video tape was organized in a perceived chronological order associated with the new employees' training so as to assist transfer of training. While a detailed evaluation of the extent to which the video actually achieved the training objectives outlined by Gayne and Rohwer (1969) was not undertaken, the general analysis and above discussion of the tape point to its having face validity as a training device, although it lacks the interactive element.

Gogswell (1968) considered that both the novice and the agent should have clear role definitions, a clear understanding of the purpose of the socialization and that the action of the agent of socialization should not be repetitive in nature. Video, as a media, is obviously associated with the dissemination of information and the novice, as viewer, defined as the recipient of this information thereby ensuring clear role definitions. The purpose of the content of the video tape was clearly stated at the start of the tape. The standardization of the video presentation ensured that repetition was kept to a minimum.

While a group structure in the socialization setting is considered desirable, in this study new employees were exposed to the video tape on an individual basis. This was necessary in order to standardize timing for the experimental and control groups. Despite this limitation of the socialization imposed through a design requirement the new employee/induction video relationship appears to have structural properties conducive to socialization. Deviations from Cogswell's (1969) ideal settings for socialization appear reasonable in view of the medium and content of the induction video tape.

Other training media may be required to improve the socially based induction programme. Additional material that would enable new employees to respond immediately to the medium and feedback to be given, would be an advantage. A socially based induction programme should also be conducted with a group structure as outlined by Cogswell (1969). However, once one includes response feedback interaction and a group situation for training purposes, the control over the intervention is lost which makes it difficult to evaluate the intervention using a quasi-experimental design.

There were a number of difficulties in applying good experimental design in an organizational setting. The 'drip feed' selection and allocation of subjects to control and experimental groups was necessary because the organization did not employ large groups at once. As the experimental hypothesis required time controlled measurement and experimental intervention in relationship to the individuals' appointment dates, the design could not include a group setting for the socially based induction programme. Trial and error socialization may have outweighed the effect of the socially based induction programme despite timing the measurements to be constant in relation to individual appointment dates.

The possibility of the contamination of the control group by the experimental group if it was run prior to or concurrently with it led to a control group first design.

This design increased the possibility of the "hawthorne" effect but it was considered that contamination would be the greater problem. Under the circumstances the modified untreated non-equivalent control group design with pre-test and post-test was the most effective design to control for maturation by trial and error socialization and control group contamination within the organization. However, even with an intervention that has face validity as a training device with structural properties conducive to socialization, and a design that accounted for the problems within the organizational setting, none of the hypotheses presented were accepted. It remains to examine the theoretical and empirical adequacy of the dependent measures chosen.

The propositions provided by Lofquist and Dawis (1969) identified the theoretical dependent variables of "satisfaction" and "satisfactoriness". These factors were operationalized by Lofquist and Dawis (1969) with the Minnesota Satisfactoriness Scales and the Minnesota Satisfaction Questionnaire. In this study the theoretical dependent variables of work adjustment were operationalized using the J.D.I., direct performance measures, and length of tenure within a specified time period. The operationalization of work adjustment in this study appears acceptable but it may not have been sophisticated enough to adequately measure the extent of the variables postulated by Lofquist and Dawis (1969).

Gomersall and Myer's (1966) suggested anxiety as a dependent variable when evaluating induction programmes even though they did not directly test it. Anxiety may be a moderating variable such that it must be reduced before job satisfaction can improve. The J.D.I. does not have an anxiety scale. The MRC Social and Applied Psychology Unit Questionnaire developed by Warr et al (1979) has a self rated anxiety scale and using it in addition to measures of job satisfaction may have produced data relevant to the effect of anxiety on other aspects of job satisfaction. Lofquist and Dawis (1969) proposed that "satisfaction is a function of the correspondence between the reinforcer system

of the work environment and the individual's needs, provided that the individual's abilities correspond with the ability requirements of the work environment."

A measure of anxiety could be an additional indicator as to whether or not a correspondence existed between the reinforcer system of the work environment and the individual's needs.

The theory of work adjustments was used as a theoretical basis for the above of dependent measures because of its similarity to the concept of organizational socialization. However, future studies should consider using the now well validated MRC SAPU scales developed by Warr et al (1979) to measure work attitudes anxiety and aspects of psychological well being resulting from socially based induction programmes.

Future socially based induction programmes need to include additional training media that will enable the novice/new employee to respond to the stimuli so that feedback can be provided. The design used to evaluate future programmes will require a differentiation of subjects on the basis of pre-test scores to account for any negative sensitization which may occur as a result of the programme.

In addition the possibility of the socially based induction having a negative effect on subjects in the experimental group could be investigated with regard to subjects' "Activeness" or "Reactiveness". Lofquist and Dawis (1976) proposed that the personality of the employee can be categorised as "active or "reactive" in relationship to the way they adjusted to the work environment, based on the historical data of the individual. The categorization of subjects on these dimensions could be a useful way of evaluating the possible non-linear effects of induction as discussed previously. The measurement of the "satisfaction" dependent variable should include a measurement of anxiety as it may be a moderating variable as suggested by the Gomersall and Myer's (1966) study.

The collaborative nature of the research and the organization has meant that the experimental design used

and the nature of the data collection have not been as rigid or as systematic as normally defined in research. Warr (1976) outlines the concepts and context of action research. During the process of this research, the author has become involved with the organization used to test the experimental intervention to a greater extent than this thesis indicates. Future research in this area could benefit from action research procedures rather than attempting to place a rigid research method into an organization which results in the pitfalls that this thesis exemplifies.

APPENDIX I

Analysis of the Dimensions of the Organization
Structure Adopted from Pugh et al. 1968
Specialization

No.	Example of Title	Activities	
1	Public Relations and and Advertising	Develop, legitimize and symbolize the organization's charter	x
2	Sales and Service	Dispose of distribute and service the output	x
3	Transport	Carry outputs and resources from place to place	x
4	Employment	Acquire and allocate human resources	x
5	Training	Develop and transfer human resources	x
6	Welfare and Security	Maintain human resources and promote their identification with the organization	x
7	Buying and Stock Control	Obtain and control materials and equipment	x
8	Maintenance	Maintain and erect buildings and equipment	x
9	Accounts.	Record and control financial resources	x
10	Production control	Control workflow	x
11	Inspection	Control quality of materials and equipment and outputs	x
12	Methods	Assess and devise ways of prod- ucing output	x
13	Design and Development	Devise new outputs, equipment and processes	x
14	Organization and methods	Develop and carry out administ- rative procedures	x
15	Legal	Deal with legal and insurance requirements	x
16	Market research	Acquire information on operational field	x

No. 1

Publicity Staff	x
Public relations	
Customer relations	x
Display	x
Publicity by product	x
Overseas relations	x

No. 2

Sales or service	x
Pricing and order	x
Sales by customer or product	x
Sales records	x
Export Sales	x
Service by customer or product	x

No. 3

Drivers	
Dispatchers	
Administration and planning	x
Drivers by vehicle or product	x
Dispatch specialized by product	x
Travel and excursions	x
Planning and administration specialized by product	x

No. 4

Role specialized for part of organization	
Role specialized for whole of organization	
Role specialized by type of employee or process	x
Administration/records	x
Interviewers	x
Role specialized by type of employee and process	

No. 5

Operative training	X
Apprentice training	X
General education	X
Clerical training	
Management training	
Sales training	

No. 6

Security Staff	
Nurses	X
Canteen staff	X
Welfare Officer	
Safety Officer	
Fire Service	
Sports and social	X
Other medical	
Magazine editor	
Suggestions Officer	

No. 7

Storekeeper	X
Buyers	X
Storekeepers specialized by product, material, or process	
Stock control	X
Buyers specialized by product or material	
Stock controllers specialized by product, material, or process	
Administrator	
Administrator specialized by particular material, etc.	

No. 8

Engineer	x
Machine maintenance	x
Building maintenance	
Electrical maintenance	
Machine maintenance specialized by process etc.	x
New works force	
Surveyors or architect	
Instrument maintenance	
Research into maintenance	
Electrical maintenance specialized by process, etc.	

No. 9

Wages clerk	x
Costs clerk	x
Ledgers clerk	
Cashier	
Financial accounting	
Costing specialized by product, factory, etc	
Financial data processing	x
Salaries payment	x
Auditing	x
Budgeting	x
Cost follow up	x

No. 10

Progressing	
Planning and scheduling	
Progressing specialized by process etc.	
Scheduling specialized by process etc.	
Machine loading	

No. 11

Product inspection	x
Product inspection specialized by stages	x
Raw material control	x
Laboratory test of product	x
Division of raw material	
Inspection standards	
Policy and administration of inspection	x

No. 12

Work study	
Work study specialized by process	
Methods	
Policy and administration	
Process planning	x
Production engineering	x
Layout	x
Draftsmen	x

No. 13

New product research	x
Drawing office	x
Process and equipment research	x
New product research by product	x
Division into mechanical and electrical	
Pure research	
Administration of research	

No. 14

Statistics clerks	
Organization and methods	
Subdivision of statistics	
Filing and post	
Committees and policies	

No. 15

Legal or insurance
Share registrar
Legal section subdivision
Legal inquiries

No. 16

Market research	x
Market research specialized product	x
Economic analysis	x

STANDARDIZATION

This appendix gives a list of possible procedures, each rated for their degree of standardization. A high score means highly standardized and a low score less standardized. All multiple-answer questions have been converted into biserial items.

<u>Inspection</u>	<u>Score</u>
Frequency (0-none, 1-haphazard, 2-random sample, 3- 100%)	3
Range (0-none, 1-some, 2-all new, 3-all)	3
Method (0-none, 1-visual, 2-attributes, 3-measurement)	1
Type (0-none, 1-one of raw materials, process or final inspection, 2-process final inspection, 3-raw materials process final inspection)	2
Special inspection process, e.g. statistical quality control	
<u>Stock control</u>	
Stock taking (0-never taken, 1-yearly, 2-semiannually, 3-quarterly, 4-monthly, 5-weekly, 6-daily)	1
<u>Operational control</u>	
Firm plans (0-1 day, 1-week, 2-month, 3-quarter 4-year, 5-over one year, 6-permanent)	3
Scheduling (0-as needed, 1-monthly, 2-weekly, 3-daily, 4-continuous)	4
Progress checking (0-none, 1-irregular, 2-regular)	2
Maintenance (0-no procedure, 1-breakdown procedure, 2-mixed, 3-planned maintenance, 4-programmed replacements)	3

Financial control

Score

Type (1-whole firm, historical, 2-job costing 3-budgeting, 4-standard costs, 5-marginal costs)	3
Range (1-whole firm, 2-one product, 3-some products, 4-all products 5-all activities)	1
Comparison with budgets (0-none, 1-yearly 2-half-yearly, 3-quarterly, 4-monthly, 5-weekly, 6-continually)	1

People: control

Definition of operative's task (1-custom, 2-apprenticeship of profession, 3-manuals, 4-rate fixing, 5-time study, 6-work study, 7-work study and task description)	1
Work study (0-none, 1-some direct workers, 2-all direct workers, 3-all direct workers operatives, e.g. maintenance etc., 4-all direct workers operatives clerks)	0
Job evaluation	
Discipline (set offenses)	1
Discipline (set penalties)	1
Discipline (procedure for dismissing staff)	
Salary and wage review	1
Personal reports by supervisors	1
Staff establishment	1
Labour budgets	1

Communication

Decision seeking (0-as needed, 1-semistandardized 2-standardized, 3-product justification)	1
Decision conveying (0-as needed, 1-semi- standardized, 2-standardized)	2

Ideas

Score

Research and development (0-none, 1-development as needed, 2-development department, 3-development programme, 4-research and development department, 5-research and development programme)	1
Obtaining ideas (0,1,2,3,4,5-number of the following that the organization does: conference attending, conference reporting, periodicals circulation, periodicals reporting, suggestion scheme)	0

Materials

Ordering procedures (0-as needed, 1-production plans, 2-datum stocks)	
Buyer's authority over what to buy (limited)	1
Buyer's authority over whom to buy from (limited)	
Buyer's authority over how much to buy (limited)	
Procedure for buying nonstandard items	1
Procedure for notifying head office of purchases etc.	
Bidding procedure	
Contracts procedure	1

People: recruiting

Promotion procedure (1-as needed, 2-grade qualification, 3-internal advertisement and selection)	1
Selection of operative (1-interview by supervisor, 2-interview by personnel officer, 3-grading system or interview board, 4-testing procedure, 5-outside appointer)	1
Selection of foremen (as for selection of operatives)	1
Selection of executives (1-interview by superior, 2-interview by personnel officer, 3-grading system or selection board, 4-outside appointer)	1

Recruitment policy	
Central recruiting procedure	
Central interviewing procedure	
Standard procedure for getting increases in staff	1
Standard procedure for getting increases in works	1

People: training

Apprenticeships	
Day release (that is, operators and managers allowed to attend courses at a technical college for one day in each week)	
Operator training	1
Evening classes encouraged	
Courses arranged for management	
Courses arranged for supervision	
Management trainees	
Graduate apprentices	
Block release (that is, managers allowed to attend courses outside the organization for a specified period, full time)	

Activities

House journals (0-none, 1-irregular, 2-regular)	
Ceremonies (0-none, 1-irregular, 2-regular)	
Trademarks	1
Sports and social activities (0-none, 1- irregular, 2-regular)	1
Participation in displays and exhibitions (0-none, 1-irregular 2-regular)	1
Conference attendance (0-none, 1-irregular, 2-regular)	1
Induction courses (0-no employees, 1-few, 2-many, 3-all)	1
Handbooks provided for employees (0-none, 1-for few, 2-for many, 3-for all)	0
Uniforms provided for employees (0-none, 1-for few, 2-for many, 3-for all)	2

Sales

Gatalogue (0-none, 1-giving products, 2-as in 1 giving prices of standard products, 3-as in 2 subject to regular review, 4-as in 3 giving price of nonstandard products, 5-as in 4 giving delivery times)	0
Sales policy (1-general aims, 2-some specific airms, 3-sales policy)	3
Market research (0-contacts with existing customers, 1-circularizing existing customers, 2-circularizing potential customers, 3-systematic market research or market intelligence, 4-market market involving highly specific assessment of customers)	2

Miscellaneous

Personnel reports and statistics (0,1,2,3,4,5,- number of areas covered from among sickness, timekeeping, absence, labour turnover, accidents)	5
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Operations research

Central discipline procedure

	Range Obtained	Mean	S.D.
Overall	30-131	83.88	22.71
Procedures controlling selection, advancement etc.	0-18	8.79	4.54

FORMALIZATION

Role definition

Who has written contracts of employment (includes legal contract, formal letter of appointment, and terms of engagement or rules signed by employee)	1
Proportion of employees who have handbooks	
Number of handbooks	
Organization chart	1
Written operating instructions available to direct worker	
Written terms of reference or job descriptions	
Manual of procedures or standing orders	
Written policies (excluding minutes of governing bodies)	
Workflow ("production") schedules or programmes	1
Research programmes or reports	1

Information passing

Management approval in writing required for certain decisions	1
Suggestion scheme	
Memo forms	
Notification of engagement of direct workers	
Minutes for senior executive meeting (i.e. centralization level 2, personnel)	
Conference reports	
Agenda for senior executive meeting (i.e. centralization level 2, personnel)	1
Agenda for workflow (production) meeting	1
Minutes for workflow (production) meeting	

Written reports submitted for workflow
(production) meeting 1

Welfare documents for direct workers on engagement

Dismissal form or report recording or
communicating the dismissal

House journal

Recording of role performance

Record of inspection performed (e.g. report,
certificate, quality card, etc.,
recording both positive and negative
results, not merely a rejection slip)

Work assessment record (work study)

Record of maintenance performed on workflow
(production) equipment

Record of direct worker's work 1

Record of direct worker's time 1

Document stating tasks done or to be done on
unit of output (e.g. batch documents,
route tickets, etc.)

Petty cash voucher, authorizing and/or recording
petty expenditure 1

Written application for, or sanction against
spending £1,000 1

Requisition for engagement of direct worker

Application or engagement form for direct worker

Frequency of records of direct worker's work

	Range	Mean	Standard Deviation
Overall	4.49	27.17	11.66

CENTRALIZATION

Items used for scale on centralization

Labour force requirements	1
Appointments to direct worker jobs	
Promotion of direct workers	1
Representing the organization in labour disputes	
Number of supervisors	
Appointment of supervisory staff from outside the organization	
Promotion of supervisory staff	1
Salaries of supervisory staff	1
Spending of unbudgeted or unallocated money on capital items	
Spending of unbudgeted or unallocated money on revenue items	1
Selection of type or brand for new equipment	1
Overtime to be worked	1
Delivery dates or priority of orders	1
New product or service	1
Marketing territories to be covered	1
Extent and class of market (operational field) to be aimed for	1
Costing; i.e., to what costing system, if any, will be applied	
Inspection; i.e., to what items, processes, etc, the inspection system, if any will be applied	1
Operations that will have work studies made of them	
Plans to be worked on	
Outputs to be scheduled against given plans	
Dismissal of operative	1

Dismissal of supervisor	1
Methods of personnel selection	1
Training methods	1
Buying procedures	1
Suppliers of materials to be used	
Methods of work to be used (not involving expenditure); i.e. how a job is to be done	1
Machinery or equipment to be used for a job	
Allocation of work among available workers	
Welfare facilities to be provided	1
Price of the output	1
Altering responsibilities or areas of work of functional specialist departments	
Altering responsibilities or areas of work of line department	1
Creation of a new department (functional specialist or line)	1
Creation of a new job (functional specialist or line, of any status, probably signified by a new job title)	1
Who takes over in the chief executive's absence	1

	Range	Mean	Standard Deviation
Overall	51-116	77.48	13.47
Autonomy of organizations	1-23	15.00	6.04
Subordinate ratio. Number of workflow subordinates (direct workers) per first-line supervisor (i.e. the lowest job that does not include prescribed direct work).			
Subordinate ratio	3-123	31.67	23.90
Height. Number of jobs in the longest "line" between direct worker and chief executive (inclusive of both), excluding assistants to, and secretaries			
Vertical span (height)	4-11	6.71	1.42

Workflow superordinates. All employees in supervisory or managerial jobs responsible for work on outputs, with assistants and deputies, but excluding supervisors whose jobs include prescribed direct work.

Workflow superordinates (%) 0.4-29.0 5.64 6.58

Please place your name and department on the first page of the questionnaire. When you have completed the questionnaire put it in the attached envelope, seal it, place it in the locked box provided.

Your answers will be treated in the strictest of confidence and your individual answers are not available to the Firm.

THE JOB DESCRIPTIVE INDEX

CODE NUMBER _____

Company _____

City _____

Please fill in the above blanks and then turn the page.

Think of your present work. What is it like most of the time? In the blank beside each word given below, write

Y for "Yes" if it describes your work
N for "No" if it does NOT describe it
? if you cannot decide

WORK ON PRESENT JOB

- _____ Fascinating
- _____ Routine
- _____ Satisfying
- _____ Boring
- _____ Good
- _____ Creative
- _____ Respected
- _____ Hot
- _____ Pleasant
- _____ Useful
- _____ Tiresome
- _____ Healthful
- _____ Challenging
- _____ On your feet
- _____ Frustrating
- _____ Simple
- _____ Endless
- _____ Gives sense of accomplishment

Think of the pay you get now. How well does each of the following words describe your present pay? In the blank beside each word, put

Y if it describes your pay
N if it does NOT describe it
? if you cannot decide

PRESENT PAY

_____ Income adequate for normal expenses
_____ Satisfactory profit sharing
_____ Barely live on income
_____ Bad
_____ Income provides luxuries
_____ Insecure
_____ Less than I deserve
_____ Highly paid
_____ Underpaid

Think of the opportunities for promotion that you have now. How well does each of the following words describe these? In the blank beside each word put

Y for "Yes" if it describes your opportunities for promotion
N for "No" if it does NOT describe them
? if you cannot decide

OPPORTUNITIES FOR PROMOTION

_____ Good opportunities for promotion
_____ Opportunity somewhat limited
_____ Promotion on ability
_____ Dead-end job
_____ Good chance for promotion
_____ Unfair promotion policy
_____ Infrequent promotions
_____ Regular promotions
_____ Fairly good chance for promotion

Now please turn to the next page

Go on to the next page

Think of the majority of the people that you work with now or the people you meet in connection with your work. How well does each of the following words describe these people? In the blank beside each word below, put

Y if it describes the people you work with
N if it does NOT describe them
? if you cannot decide

PEOPLE ON YOUR PRESENT JOB

_____ Stimulating
 _____ Boring
 _____ Slow
 _____ Ambitious
 _____ Stupid
 _____ Responsible
 _____ Fast
 _____ Intelligent
 _____ Easy to make enemies
 _____ Talk too much
 _____ Smart
 _____ Lazy
 _____ Unpleasant
 _____ No privacy
 _____ Active
 _____ Narrow interests
 _____ Loyal
 _____ Hard to meet

Think of the kind of supervision that you get on your job. How well does each of the following words describe this supervision? In the blank beside each word below, put

Y if it describes the supervision you get on your job
N if it does NOT describe it
? if you cannot decide

SUPERVISION ON PRESENT JOB

_____ Asks my advice
 _____ Hard to please
 _____ Impolite
 _____ Praises good work
 _____ Tactful
 _____ Influential
 _____ Up-to-date
 _____ Doesn't supervise enough
 _____ Quick tempered
 _____ Tells me where I stand
 _____ Annoying
 _____ Stubborn
 _____ Knows job well
 _____ Bad
 _____ Intelligent
 _____ Leaves me on my own
 _____ Around when needed
 _____ Lazy

Please go on to the next page

SPECIMEN SET.

J.D.I.

SCORING KEY — WORK

1. Place blue card on corresponding page of person's white answer booklet, covering all but the answers, so that Col. 1 on blue card is to right of answer column of white page. Align corresponding dotted and solid lines. Write a 3 on the white page beside each Y answer which matches a Y on the card.
2. Slide blue card to far left so that Col. 2 is to left of answer column of white page. Align corresponding lines. Write a 3 on the white page for every N answer which matches an N on the card.
3. Write a 1 on the white page beside each ? or omission.
4. Total all 3's and 1's, and enter on white page where the arrow indicates, WORK: TOTAL.

COL. 1	WORK ON PRESENT JOB	COL. 2
y	Fascinating	
	Routine	n
y	Satisfying	
	Boring	n
y	Good	
y	Creative	
y	Respected	
	Hot	n
y	Pleasant	
y	Useful	
	Tiresome	n
y	Healthful	
y	Challenging	
	On your feet	n
	Frustrating	n
	Simple	n
	Endless	n
y	Gives sense of accomplishment	

WORK: TOTAL →

PSYCHOLOGY DEPARTMENT
MASSEY UNIVERSITY

SPECIMEN SET

J.D.I

SCORING KEY — PAY

1. Place blue card on corresponding page of person's white booklet, so that Col. 1 of blue card is to right of answer column of white page. Align corresponding lines. Write 3 on the white page beside each Y answer which matches a Y on the card.
2. Slide blue card to far left so that Col. 2 is to left of answer column of white page. Align corresponding lines. Write a 3 on the white page for every N answer which matches an N on the card.
3. Write a 1 on the white page beside each ? or omission.
4. Total all 3's and 1's and enter at bottom of white page where arrow on blue card indicates, SUM.
5. Double this sum. Enter on white page where last arrow indicates, PAY: TOTAL.

COL. 1	PRESENT PAY	COL. 2
y	Income adequate for normal expenses	
y	Satisfactory profit sharing	
	Barely live on income	n
	Bad	n
y	Income provides luxuries	
	Insecure	n
	Less than I deserve	n
y	Highly paid	
	Underpaid	n

SUM →

SUM X 2 = PAY: TOTAL →

PSYCHOLOGY DEPARTMENT
MASSEY UNIVERSITY

SPECIMAN SET

SCORING KEY - PROMOTIONS

JDI

1. Place blue card on corresponding page of person's white booklet, so that Col. 1 of blue card is to right of answer column of white page. Align corresponding lines. Write 3 on the white page beside each Y answer which matches a Y on the card.
2. Slide blue card to far left so that Col. 2 is to left of answer column of white page. Align corresponding lines. Write a 3 on the white page for every N answer which matches an N on the card.
3. Write a 1 on the white page beside each ? or omission.
4. Total all 3's and 1's and enter at bottom of white page where arrow on blue card indicates, SUM.
5. Double this sum. Enter on white page where last arrow indicates, PROMOTIONS: TOTAL.

COL. 1	OPPORTUNITIES FOR PROMOTION	COL. 2
y	Good opportunities for promotion	
	Opportunity somewhat limited	n
y	Promotion on ability	
	Dead-end job	n
y	Good chance for promotion	
	Unfair promotion policy	n
	Infrequent promotions	n
y	Regular promotions	
y	Fairly good chance for promotion	

SUM →

SUM X 2 = PROMOTIONS: TOTAL →

PSYCHOLOGY DEPARTMENT
MASSEY UNIVERSITY

SPECIMAN SET

SCORING KEY — SUPERVISION

J.D.I.

1. Place blue card on corresponding page of person's white booklet, so that Col. 1 of blue card is to right of answer column of white page. Align corresponding lines. Write 3 on the **white** page beside each Y answer which matches a Y on the card.
2. Slide blue card to far left so that Col. 2 is to left of answer column of white page. Align corresponding lines. Write a 3 on the **white** page for every N answer which matches an N on the card.
3. Write a 1 on the **white** page beside each ? or omission.
4. Total all 3's and 1's and enter at bottom of **white** page where arrow on blue card indicates.

SUPERVISION TOTAL

COL. 1	SUPERVISION ON PRESENT JOB	COL. 2
y	Asks my advice	
	Hard to please	n
	Impolite	n
y	Praises good work	
y	Tactful	
y	Influential	
y	Up-to-date	
	Doesn't supervise enough	n
	Quick tempered	n
y	Tells me where I stand	
	Annoying	n
	Stubborn	n
y	Knows job well	
	Bad	n
y	Intelligent	
y	Leaves me on my own	
y	Around when needed	
	Lazy	n

SUPERVISION: TOTAL →

PSYCHOLOGY DEPARTMENT
MASSEY UNIVERSITY

SPECIMEN SET.

SCORING KEY — PEOPLE OR CO-WORKERS

JDI

1. Place blue card on corresponding page of person's white booklet, so that Col. 1 of blue card is to right of answer column of white page. Align corresponding lines. Write 3 on the white page beside each Y answer which matches a Y on the card.
2. Slide blue card to far left so that Col. 2 is to left of answer column of white page. Align corresponding lines. Write a 3 on the white page for every N answer which matches an N on the card.
3. Write a 1 on the white page beside each ? or omission.
4. Total all 3's and 1's and enter at bottom of white page where arrow on blue card indicates.

PEOPLE (OR CO-WORKERS): TOTAL.

COL. 1	PEOPLE ON YOUR PRESENT JOB	COL. 2
y	Stimulating	
	Boring	n
	Slow	n
y	Ambitious	
	Stupid	n
y	Responsible	
y	Fast	
y	Intelligent	
	Easy to make enemies	n
	Talk too much	n
y	Smart	
	Lazy	n
	Unpleasant	n
	No privacy	n
y	Active	
	Narrow interests	n
y	Loyal	
	Hard to meet	n

PEOPLE (OR CO-WORKERS): TOTAL



PSYCHOLOGY DEPARTMENT
MASSEY UNIVERSITY

J.D.I. DATA CONTROL GROUPS

SUBJECT	SEX	AGE	MARITAL STATUS	WORK	PAY	PROMOTION	SUPERVISION	PEOPLE	WORK	PAY	PROMOTION	SUPERVISION	PEOPLE
1	F	18	S	31	15	17	42	28	26	13	13	44	20
2	F	18	S	41	23	22	42	50	42	22	18	42	48
3	F	48	M	20	25	17	25	24	45	24	23	42	28
4	F	41	M	16	14	19	54	43	32	13	18	49	41
5	F	18	S	32	24	10	45	41	30	27	27	45	45
6	F	19	M	37	23	15	43	40	30	19	23	42	42
7	F	35	S	25	22	9	50	30	24	16	11	35	26
8	F	19	S	25	19	9	41	34	10	22	7	23	31
9	F	18	S	27	20	10	42	20	22	15	11	18	16
10	F	43	M	40	14	19	46	44	23	16	22	41	49
11	M	NS	S	24	19	13	47	42	13	25	6	49	42
12	M	22	M	30	3	12	30	39	30	0	19	45	51
13	M	24	S	15	20	4	46	24	15	17	9	44	30
14	F	45	M	33	22	7	41	34	16	23	13	45	38
15	F	22	S	37	20	14	46	32	29	15	16	45	28
16	M	20	S	44	17	23	18	34	30	23	21	39	41
17	F	17	S	27	23	18	48	41	34	21	19	26	45
18	F	19	S	31	25	18	40	31	27	18	13	50	29
		27.4		29.72	19.33	14.22	41.44	35.0	26.55	18.27	16.05	35.66	36.1

J.D.I. DATA EXPERIMENTAL GROUP

1	M	20	S	49	22	12	33	27	44	27	11	38	30
2	F	48	M	37	11	16	46	44	35	21	20	60	48
3	M	47	S	35	25	18	48	51	33	22	24	51	51
4	M	20	S	45	17	11	43	49	47	17	10	44	47
5	M	22	S	30	19	11	45	37	37	10	11	45	33
6	M	18	S	23	24	11	41	39	21	24	7	28	29
7	F	18	S	24	22	4	39	42	20	22	6	26	40
8	M	47	M	41	19	23	52	51	41	19	25	52	54
9	F	44	M	24	19	9	41	29	15	18	3	28	31
10	M	21	S	9	9	6	21	40	4	15	12	30	28
		28.5		31.7	18.7	12.1	40.9	40.9	29.7	19.5	12.9	39.2	39.1

APPENDIX IIISTANDARDIZATION OF PRODUCTION FIGURES

<u>Product Type</u>	<u>Average Daily Factory Production Figure</u>	<u>Ratio</u>
LM	4,800	1.7
LF	5,800	1.4
MM	7,200	1.1
MF	10,300	.8
SF	11,600	.7
Max	4,200	3.4
SM(Standard)	8,200	1

The production figures recorded for subjects in each treatment group were production units to stock per day. The production figures covered seven types of products. The organization's main product was used as a standard. The average daily productive figures were then adjusted by the ratio of the factory average for that product to the standard products' factory averages.

M.R.C. QUESTIONNAIRE

ANSWER EVERY QUESTION AND BE
SURE TO PLACE THE APPROPRIATE
NUMBER OF YOUR RESPONSE IN THE
CORRECT BOX ON THE ANSWER SHEET.
IF YOU HAVE ANY QUESTIONS PLEASE
ASK.

SECTION A

Introduction

For some people work is just a means to get money, it's something they have to put up with. For others, work is the centre of their life, something that really matters to them.

I would first of all like to ask you about your reactions to work in general, and whether actually doing work is important to you personally. By 'work' I mean having a paid job.

Here are some statements which people have made about work and working, in general. Without limiting yourself to your present job would you indicate on this scale how strongly you agree or disagree with each comment in turn. Remember that I'm asking about paid jobs in general, not simply your present job.

-
- Scale:
1. No, I strongly disagree.
 2. No, I disagree quite a lot.
 3. No, I disagree just a little.
 4. I'm not sure.
 5. Yes, I agree just a little.
 6. Yes, I agree quite a lot.
 7. Yes, I strongly agree.
-

Items:

- A1. Even if I won a great deal of money from the Golden Kiwi lottery I would continue to work somewhere.
- A2. Having a job is very important to me.
- A3. I would hate to be on the dole.
- A4. I would soon get very bored if I had no work to do.
- A5. The most important things that happen to me involve work.
- A6. If unemployment benefit was really high I would still prefer to work.

SECTION B

Introduction

Now can we move in a little closer to how you personally feel about your present job?

Again I would like you to think about a number of statements that people have made about work, but this time think about your present job, not work in general. Please indicate on the same scale as before how strongly you agree or disagree with each comment. Remember that I'm asking now about your present job as a

- Scale:
1. No, I strongly disagree
 2. No, I disagree quite a lot
 3. No, I disagree just a little
 4. I'm not sure about this
 5. Yes, I agree just a little
 6. Yes, I agree quite a lot
 7. Yes, I strongly agree
-

Items

- B1. I feel a sense of personal satisfaction when I do this job well
- B2. My opinion of myself goes down when I do this job badly.
- B3. I take pride in doing my job as well as I can.
- B4. I feel unhappy when my work is not up to my usual standard.
- B5. I like to look back on the day's work with a sense of a job well done.
- B6. I try to think of ways of doing my job more effectively.

SECTION C2

Introduction

The next set of items deals with various aspects of your job. I would like you to tell me how satisfied or dissatisfied you feel with each of these features of your present job.

Each item names some aspect of your present job as a
(INSERT TITLE). Just indicate how satisfied or dissatisfied you are with it by using this scale.

-
- Scale:
1. I'm extremely dissatisfied.
 2. I'm very dissatisfied
 3. I'm moderately dissatisfied
 4. I'm not sure
 5. I'm moderately satisfied
 6. I'm very satisfied
 7. I'm extremely satisfied.
-

Items

- C1. The physical work conditions
- C2. The freedom to choose your own method of working
- C3. Your fellow workers
- C4. The recognition you get for good work
- C5. Your immediate boss
- C6. The amount of responsibility you are given.
- C7. Your rate of pay
- C8. Your opportunity to use your abilities.

- C9. Industrial relations between management and workers in your firm.
- C10. Your chance of promotion.
- C11. The way your firm is managed.
- C12. The attention paid to suggestions you make.
- C13. Your hours of work.
- C14. The amount of variety in your job.
- C15. Your job security.
- C16. Now, taking everything into consideration, how do you feel about your job as a whole?
- C17. Are you a member of a trade union? 'YES' or 'NO'
- C18. If 'YES'; How satisfied are you with your union? _____
- C19. If 'NO'; How satisfied are you with not being a member of a union? _____

SECTION C2

Introduction:

You may have felt in the last section that some of the job-features mentioned were not present in your job very much. It is likely that some of the aspects did apply to your job, while others applied less or not at all. Could we now go through a small number of these items again, together with a few ones, but this time thinking about how much you feel each feature is present in the job you are doing.

For this we use a different scale.

-
- Scale:
- 1. There's none of that in my job.
 - 2. There's just a little of that in my job.
 - 3. There's a moderate amount of that in my job
 - 4. There's quite a lot of that in my job
 - 5. There's a great deal of that in my job
-

Items

- C1. The freedom to choose your own method of working
- C2. The amount of responsibility you are given.
- C3. The recognition you get for good work
- C4. Being able to judge your work performance, right away, when actually doing the job.
- C5. Your opportunity to use your abilities
- C6. The amount of variety in your job.
- C7. Your chance of promotion
- C8. The attention paid to suggestions you make

- C9. The feeling of doing something which is not trivial but really worthwhile.
- C10. Doing a whole and complete piece of work.
(- Work having an obvious beginning and end, even if it is part of a larger produce or service).
- C11. The opportunity to develop friendships at work.
- C12. The amount of co-operation with other people required in your work.
-

And finally, in this section:

- C13. Have you in the recent past seriously thought that you would like to change your job?
- C14. If 'YES', 'WHY?'.
-
-

SECTION D

Introduction

Now let's look at the things that matter to you in a job. What things are important in a job and what things are less important in your opinion? I'd like you to think about paid work in general - any paid job you might do or might like to do, not just your present work as a
(INSERT TITLE)

I'm going to mention a number of characteristics which you might look for in a job. Please show me on this scale how important each one is when you think about jobs you would like to have.

- Scale:
1. Not at all important
 2. Not particularly important
 3. I'm not sure about its importance
 4. Moderately important
 5. Fairly important
 6. Very important
 7. Extremely important
-

Items

- D1. Using your skills to the maximum
- D2. Achieving something that you personally value
- D3. The opportunity to make your own decisions
- D4. The opportunity to learn new things
- D5. Challenging work
- D6. Extending your range of abilities

SECTION E

Introduction

So far we have thought a great deal about work and your job. For this set of items I would like you to consider some wider aspects of your life that go beyond work, although they may include it.

Most people these days have something to worry about, sometimes big things, sometimes quite small things. Would you think back over the past few weeks and let me know to what extent you may have been concerned or worried about various circumstances that affect your life. This is the scale to be used for this section.

-
- Scale:
1. Not at all concerned
 2. Just a little concerned
 3. Mildly concerned
 4. Worry a little
 5. Quite worried
 6. Very worried
 7. Extremely worried
-

Items

- E1. Not having enough money for day to day living
- E2. Your immediate family
- E3. Your health
- E4. Growing old
- E5. How things are going at work
- E6. New Zealand's economic future
- E7. In general, how worried or concerned do you feel these days?

SECTION F

Introduction

Finally, will you consider some other aspects of your life at the present moment, and indicate how satisfied or dissatisfied you feel about each one in turn. Please use this scale again.

-
- Scale:
1. I'm extremely dissatisfied.
 2. I'm very dissatisfied.
 3. I'm moderately dissatisfied.
 4. I'm not sure.
 5. I'm moderately satisfied.
 6. I'm very satisfied.
 7. I'm extremely satisfied.
-

Items (a) :

- F1. The house or flat that you live in.
- F2. The local district that you live in.
- F3. Your standard of living: the things you can buy and do.
- F4. The way you spend your leisure time.
- F5. Your present state of health.
- F6. The education you have received.
- F7. What you are accomplishing in life.
- F8. What the future seems to hold for you.
- F9. Your social life.
- F10. Your family life.
- F11. The present government.
- F12. Freedom and democracy in New Zealand.
- F13. The state of law and order in New Zealand.
- F14. The moral standards and values in New Zealand.
- F15. New Zealand's reputation in the world today.
- F16. Taking everything together, your life as a whole these days.

SECTION G

Introduction

We now come to some statements which express opinions that people might hold about the confidence and trust that can be placed in others at work, both fellow workers and management.

Would you use this scale again, to say whether you agree or disagree with each statement, and to consider how much you disagree or agree with them.

-
- Scale:
- 1. No, I strongly disagree.
 - 2. No, I disagree quite a lot.
 - 3. No, I disagree just a little.
 - 4. I'm not sure.
 - 5. Yes, I agree just a little.
 - 6. Yes, I agree quite a lot.
 - 7. Yes, I strongly agree.
-

Items

- G1. Management at my firm is sincere in its attempts to meet the worker's point of view.
- G2. Our firm has a poor future unless it can attract better managers.
- G3. If I got into difficulties at work I know my workmates would try and help me out.

- G4. Management can be trusted to make sensible decisions for the firm's future.
- G5. I can trust the people I work with to lend me a hand if I needed it.
- G6. Management at work seems to do an efficient job.
- G7. I feel quite confident that the firm will always try to treat me fairly.
- G8. Most of my workmates can be relied upon to do as they say they will do.
- G9. I have full confidence in the skills of my workmates.
- G10. Most of my fellow workers would get on with their work even if supervisors were not around.
- G11. I can rely on other workers not to make my job more difficult by careless work.
- G12. Our management would be quite prepared to gain advantage by deceiving the workers.

SECTION H

Introduction

In this section we look at what it means to you being a member of your organisation. Some people feel themselves to be just an employee, there to do a job of work, while others feel more personally involved in the organisation they work for.

The following items express what people might feel about themselves as members of their organisation.

Again, will you please indicate on this scale how much you agree or disagree with each statement in turn.

-
- Scale:
- 1. No, I strongly disagree
 - 2. No, I disagree quite a lot.
 - 3. No, I disagree just a little
 - 4. I'm not sure
 - 5. Yes, I agree just a little
 - 6. Yes, I agree quite a lot
 - 7. Yes, I strongly agree
-

Items

- H1. I am quite proud to be able to tell people who it is I work for.
- H2. I sometimes feel like leaving this employment for good.
- H3. I'm not willing to put myself out just to help the organisation.
- H4. Even if the firm were not doing too well financially, I would be reluctant to change to another employer.

- H5. I feel myself to be part of the organisation.
- H6. In my work I like to feel I am making some effort, not just for myself but for the organisation as well.
- H7. The offer of a bit more money with another employer would not seriously make me think of changing my job.
- H8. I would not recommend a close friend to join our staff.
- H9. To know that my own work had made a contribution to the good of the organisation would please me.

ANSWER SHEET FOR THE M.R.C. QUESTIONNAIRE

NAME OR PSEUDONYM _____

NUMBER OF YEARS WORKING IN PRESENT JOB _____ AGE _____

Place your response in the appropriate box:

A1		C2/1		F1		H1	
A2							
A3		C2/2		F2		H2	
A4		C2/3		F3		H3	
A5		C2/4		F4		H4	
A6		C2/5		F5		H5	
B1		C2/6		F6		H6	
B2		C2/7		F7		H7	
B3		C2/8		F8		H8	
B4		C2/9		F9		H9	
B5		C2/10		F10			
B6		C2/11		F11			
C1		C2/12		F12			
C2		C2/13		F13			
C3		Brief Answer C2/14		F14			
C4				F15			
C5				F16			
C6							
C7		D1		G1			
C8		D2		G2			
C9		D3		G3			
C10		D4		G4			
C11		D5		G5			
C12		D6		G6			
C13		E1		G7			
C14		E2		G8			
C15		E3		G9			
C16		E4		G10			
C17		E5		G11			
C18		E6		G12			
C19		E7					

Thank you for
your time.

APPENDIX V - VIDEO TAPE SCRIPT

With your tour of the factory and what you have just seen, you will have a good idea of what (firm) does and how your job fits in. By now you have met a number of employees of the firm. (Name), your training officer, is at present teaching you how to perform your actual job. Next week you will be placed in your job situation, working under a supervisor with fellow employees of the firm. As a new employee, they will be trying you out. Not so much the firm but your actual work mates. They will be basically trying to find out who you are. They may have a few laughs at your expense. This is of course to help them discover if you are "all right". Here is an example

New employee asks for directions to the ladies toilet and is directed into a door. When she is inside, the sign is changed back to "Gents".

Your best course of action is to take this in good fun, but generally ignore it. All the people in this firm, (now over 250), were "new" once and they all had to learn the things that you will learn about the people you work with.

From a questionnaire that employees answered we found that people at (firm) are fairly happy with their work mates and generally enjoy their job. Most importantly they trust their fellow work mates and judged them to be capable people. That their work mates can be relied on to do as they say they will and that they didn't make their job more difficult by careless work. This says a lot for the people that work at (firm).

In your department you will no doubt find work mates with very similar interests to yourself. Your hobbies, sport and other leisure activities will certainly be of interest to your new work mates.

Because you are "new" to them as they are to you, you may think you work mates are at first hesitant. You must of course remember that they are just trying to find out who you are and what you do.

People in general, as you probably do yourself, prefer to work with friends. If you can talk easily about yourself to your work mates you will probably find that they in turn will talk about themselves to you. You may well find yourself working with friends.

If you have had other jobs this is of course not new to you but it may be a valuable reminder as you get used to your actual job.

The most important thing to remember is that if you are uncertain about something you only have to ask. This is not as easy as it seems because no one likes to let people know that they don't know something. Asking is generally safer.

It is of course hard to start talking to your fellow employees initially because you are busy finding out what and how you will perform your job. However, if you do not take the initiative, asking questions may be harder.

Because your supervisor will effect your job more than any other person you work with and will know more about your job than you probably do at the moment, it is important to get to know him/her. (Name) has probably answered most of your questions. If he/she is not around, ask your supervisor, you will probably get to know him quicker.

how you react to your supervisor is important. Supervisors have considerable responsibilities and they are your immediate boss. If you are a new employee and make a mistake, it is quite likely that your supervisor will have a few strong words to say. Your reply to his concern is important. It is up to you to realise that the pressure of his job may cause him to be abrupt. To illustrate what I mean, here is an example:

"You'll have to wake your ideas up won't you eh?
This is no good". "If you think they can do
better get them to do it."

That reaction to the supervisor was just as abrupt as his question. The supervisor would more than likely be affronted by that reaction and have a good deal more to say.

This is of course common sense, but if you or your supervisor are rushed and have other things on your minds, an argument may start that need not have even begun.

Lets look at the situation again:

Supervisor : "Having a few problems with your 'product'"

Operator : "No"

Supervisor : "Separating the strips off?"

Operator : "There is nothing wrong with the (product)"

Supervisor : "Cleaning the machine?"

Operator : "Yes, every second one"

That is a good example. That is of course, common sense, but if you or your supervisor are rushed or have other things on your minds, an argument may start that need not have even begun.

You should remember that your supervisor is there to help you and you should not hesitate to ask for their advice or assistance.

Your fellow work mates deserve the same respect that you expect from them. Because of situations beyond their control, your fellow work mates and supervisor might be quick tempered or argumentative for no apparent reason. They, like yourself, occasionally, may need to let off steam. Let them do so without feeling that you resent them for it. If of course they become intolerable you should ask them to stop it, telling them how it is annoying you. Here is an example:

Product thrown down by first operator.

"Stop throwing them down" loudly by second operator.

First Operator "Do what I bloody well like"

Obviously the products will continue to be thrown down on the bench. Lets look at how it might be solved.

Product thrown down by first operator.

Second Operator "Didn't you sleep last night, Susan".

That may well be a good start to solving the problem. If a fellow worker still persists, ask a closer friend of theirs to talk to them. Your supervisor should only be brought into

the situation if it get out of hand and work ceases. This is because your supervisor's intervention may cause some resentment among your work mates. If you have a problem or a conflict with your supervisor then talk it out with your supervisor. You should see your departmental manager only if you have not gained a satisfactory answer or reply by yourself.

Executives and Management have their own problems. They probably have as much difficulty understanding your job as you do understanding theirs. This should not affect your ability to get on with them. The "them and us" syndrome between processors and administration has come about because of the size of organizations. (Firm) has gone from a staff of 4 to a present staff of over 250. You should remember that other staff in this firm are as approachable as your immediate work mates.

Executives occasionally come to the shop floor to see what is happening. Their job involves dealing with the product from its very beginning to its use in general. As your job and your department is only a part of his picture, assist him with his queries so he can do his job. It is important to remember that management expect you to be polite and to the point. However, you should be polite and to the point because you expect them to be polite and to the point in talking to you, not because you feel that you are being evaluated. No doubt you feel the bulk of what I have said to you is common sense and that you know it all. You probably do. The point of it all is that while you are finding your feet with you new job there, things become hard to apply. Likewise, when you are thinking of other aspects of your life, you may forget. It would be in these situations that you may innocently cause in effect on another employee of this firm that they find annoying. Thus, the things that I have raised in this tape are for the people you will be working with as well. As you get to know the people you will be working with, you will become one of their work mates. The relationships you have with the people you work with can make the difference between eight hours of hell or eight hours of working with mates. As a new employee, what you do and say

when the poeple you work with are trying out may be the difference.

In employing you, (firm) considers that it has a responsibility to ensure that your time spent here should be rewarding and enjoyable as you care to make it. It is hoped that this film may assist you in making the most of opportunities to enjoy your employment here.

Thank you for your time.

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