

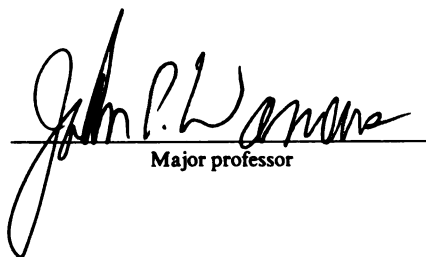
3 1293 10583 4539

This is to certify that the
 dissertation entitled
 Reality Shock, Organizational Commitment, and Behavior:
 A Realistic Job Preview Experiment

presented by
 Roger A. Dean

has been accepted towards fulfillment
 of the requirements for

Ph.D. degree in Business Administration


 Major professor

Date 11/13/81



RETURNING MATERIALS:
Place in book drop to
remove this checkout from
your record. FINES will
be charged if book is
returned after the date
stamped below.

~~NOV 05 2003~~

NOV 20 4 2004

REALITY SHOCK, ORGANIZATIONAL COMMITMENT, AND BEHAVIOR:
A REALISTIC JOB PREVIEW EXPERIMENT

By

Roger A. Dean

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Management
Graduate School of Business Administration

1981

ga

vi

te

ity

exp

enc

men

adm

per

wer

men

late

ABSTRACT

REALITY SHOCK, ORGANIZATIONAL COMMITMENT, AND BEHAVIOR: A REALISTIC JOB PREVIEW EXPERIMENT

By

Roger A. Dean

This experiment examines the relationship between reality shock, organizational commitment, and commitment-related behaviors. Two job previews were used to manipulate the expectations of job content, job context, and career opportunities of candidates for bank teller jobs. Reality shock was measured by computing the difference between an employee's expectations upon joining the organization and the individual's experiences after two months in the organization. The Organizational Commitment Questionnaire, developed by Porter, Steers, Mowday and Boulian was administered to tellers to measure commitment. Quality and quantity of performance, tardiness (punctuality), and absenteeism (attendance) data were collected as measures of commitment-related behaviors. The experiment supported the hypothesis that reality shock was negatively correlated with organizational commitment, and commitment-related behaviors.

DEDICATION

This dissertation is dedicated to the memory of my parents, Alfred Ernest and Elizabeth Bruce Dean. They encouraged me to further my education, but their untimely deaths preceded its completion.

Man.

this dis

assistan

Dr.

tee, for

encourag

Dr.

ment, in

The

operatio

Fin

the stud

school.

ACKNOWLEDGEMENTS

Many people have made numerous contributions to the completion of this dissertation. I would like to thank the following for their assistance:

Dr. John P. Wanous, my advisor and chairman of my research committee, for his valuable guidance during my doctoral program, and for his encouragement when I was tempted to give up.

Dr. Michael L. Moore and Dr. Benjamin Schneider for their encouragement, insights and critiques as members of my research committee.

The officers and employees of the Bank who provided support and cooperation in designing and implementing the experiment.

Finally, I am grateful to Mr. Sam Volard, who first introduced me to the study of organizational behavior, and encouraged me to enter graduate school.

TABLE OF CONTENTS

	<u>Page</u>
List of Tables	viii
List of Figures	x
A. Chapter 1: <u>Literature Review and Development of Theory</u>	1
1. Commitment	1
a. Definition of Organizational Commitment	2
b. Outcomes of Commitment	4
(1) Decision to Participate	5
(2) Decision to Produce	7
c. The Antecedents of Commitment	9
d. The Measurement of Commitment	11
(1) Organizational Commitment Questionnaire	12
(2) Behavioral Outcomes	18
(3) Summary	19
2. Organizational Entry	20
a. Socialization during Organizational Entry	22
b. Organizational Entry Research	23
c. The Psychological Effects of Job Previews	26
d. The Measurement of Expectations	28
(1) The Job Descriptive Index	28
(2) Career Expectations	30
3. Organizational Commitment, Organizational Entry - Some Hypotheses	31
4. Summary of Chapter One	35

	<u>Page</u>
B. Chapter 2: <u>Diagnostic Study</u>	37
1. Research Site	37
2. Preliminary Study	38
3. Survey Instruments	40
a. Job Diagnostic Survey	40
b. JDS (Job Rating Form)	42
c. Teller Survey	42
4. Diagnostic Design	44
5. Results of Diagnosis	47
a. Job Content Expectations and Perceptions	47
b. Job Context Expectations and Perceptions	50
c. Career Expectations and Perceptions	51
d. Personal Characteristics	54
6. Summary of Chapter Two	55
C. Chapter Three: <u>Design of Experiment</u>	58
1. Outline of Experiment	58
2. Selection Procedures	59
a. Application	59
b. Screening Interview	61
c. Experimental Treatments	61
d. Hiring	62
e. Data Collection	63
3. Job Previews	64

	<u>Page</u>
4. Data Collection Instruments	65
a. Questionnaire #1	66
b. Questionnaire #2	72
c. Performance Appraisal	74
d. Biographical Data	74
e. Self Selection	75
5. Summary of Chapter Three	75
D. Chapter Four: <u>Results of Experiments</u>	77
1. Expectations of Entrants	77
(a) Job Content and Job Context Expectations	77
(b) Career Expectations	79
2. Work Experiences of New Employees	80
(a) Job Content and Job Context Experiences	80
(b) Perception of Career Opportunities	82
3. Reality Shock	82
4. Effect of Reality Shock on Commitment	84
5. Effect of Commitment on Behavioral Outcomes	85
6. Effect of Reality Shock of Behavioral Outcomes	86
7. Effect on Behavioral Intentions	88
8. Psychological Effect of Job Previews	89
(a) Self Selection	90
(b) Perceptions of New Employees	90
9. Summary of Chapter Four	92

E.

F.

G.

H.

I.

	<u>Page</u>
E. Chapter Five: <u>Discussion and Conclusions</u>	94
1. The Job Previews	94
2. Reality Shock	96
3. Hypothesis 1	97
4. Hypothesis 2	98
5. Effect of Expectations on Reality Shock and Commitment	99
6. Psychological Effect of the Job Previews	100
7. Summary of Chapter Five	100
F. Appendix A: <u>Diagnostic Survey Instruments</u>	
1. Job Diagnostic Survey	102
2. JDS (Job Rating Form)	119
3. Teller Survey	127
G. Appendix B: <u>Job Previews</u>	
1. The Realistic Job Preview Booklet	130
2. The Control Preview Booklet	136
H. Appendix C: <u>Experimental Study Survey Instruments</u>	
1. Questionnaire #1	141
2. Questionnaire #2	150
3. Performance Appraisal	160
4. Self Selection	161
I. List of References	162

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

LIST OF TABLES

	<u>Page</u>
TABLE 1. Multiple Correlations between Antecedents and Organizational Commitment for Both Samples	11
TABLE 2. Organizational Commitment Questionnaire (OCQ)	13
TABLE 3. Means, Standard Deviations, and Internal Consistencies for OCQ	14
TABLE 4. Item Analyses for the Organizational Commitment Questionnaire	16
TABLE 5. Predictive Validities for the OCQ	17
TABLE 6. Realistic Job Preview Studies	24
TABLE 7. Job Descriptive Index	29
TABLE 8. (a) Teller Staff as of 12-31-79 (b) 1979 Teller Turnover	39
TABLE 9. Job Diagnostic Survey Norms	41
TABLE 10. Internal Consistency Reliability for Teller Survey	43
TABLE 11. Organizational Reality	45
TABLE 12. Diagnostic Questionnaire Administration	47
TABLE 13. Job Content Perceptions	48
TABLE 14. Effect of Tenure on Job Content Perceptions	49
TABLE 15. Managers' Perceptions of Job Content of Tellers' Job	50
TABLE 16. Job Context Perceptions	51
TABLE 17. Effect of Tenure on Job Context Perceptions	52
TABLE 18. Correctness of Career Expectations and Perceptions	53

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

TA

	<u>Page</u>
TABLE 19. Correctness of Career Expectations and Perceptions by Tenure	54
TABLE 20. Effect of Personal Characteristics on Perceptions	56
TABLE 21. Groups Included in Experiment	62
TABLE 22. Comparison of Preview Booklets	65
TABLE 23. Customers Subscale	66
TABLE 24. Differential Impact of RJP -v- Control Booklets	68
TABLE 25. Career Realities	70
TABLE 26. Scoring Section 4 "Work Attitudes" of Questionnaire #1	71
TABLE 27. Scoring Section 4 "Work Attitudes of Questionnaire #2	73
TABLE 28. Job Content and Context Expectations of Entrants	78
TABLE 29. Correctness of Career Expectations of Entrants	80
TABLE 30. Job Content and Context Perceptions After 2 Months	81
TABLE 31. Correctness of Career Perceptions After 2 Months	82
TABLE 32. Reality Shock	83
TABLE 33. Effect of Reality Shock on Commitment	85
TABLE 34. Effect of Commitment on Behavioral Outcomes	86
TABLE 35. Effect of Reality Shock on Behavioral Outcomes	87
TABLE 36. Effect of Reality Shock and Commitment on Behavioral Intentions	89
TABLE 37. Self Selection	90
TABLE 38. Psychological Effect of Job Previews	91

FIGURE 1

FIGURE 2

FIGURE 3

FIGURE 4

LIST OF FIGURES

	<u>Page</u>
FIGURE 1. Hypothesized Antecedents and Outcomes of Organizational Commitment	9
FIGURE 2. Psychological Effects of the Realistic Job Preview	27
FIGURE 3. Hypothesized Effect of Expectations on the Ante- cedents and Outcomes of Organizational Commitment	32
FIGURE 4. Organizational Entry Process	60

com

be

and

tion

dis

est

expe

expe

gori

job

tati

zati

orga

zati

l. (

highl

CHAPTER ONE

Literature Review and Development of Theory

Organizational commitment is defined as an attitude and in terms of commitment related behaviors. It is recommended that commitment needs to be measured by identifying the members' attitudes, behavioral intentions, and behavioral outcomes. This chapter discusses the concept of organizational commitment, and suggests methods for its measurement.

The concept of socialization during organizational entry is also discussed. Organizational socialization is seen as a two-way process of establishing expectations -- the individual learns what the organization expects from its members and at the same time learns what the members can expect from the organization. The expectations of new members are categorized as job content, job context, and career expectations. Realistic job previews are discussed as one means of establishing realistic expectations during organizational entry.

A model is developed that links the organizational entry and organizational commitment theories.

It is hypothesized that realistic expectations established during organizational entry socialization will have a positive effect on organizational commitment.

1. Commitment

Many large organizations are able to attract enough talented and highly motivated people; however, they differ in their capacity to retain

such
been
in e
niza
defi
and

(a) l

may v
1966
Kant
Wien
Port
proac
to d
discu
Kiesl
ual t
The c
which
ioral
ment:
1977)

when
don,
the i

such people and to arouse their commitment (Buchanan, 1974). There has been increasing interest among scholars in the concept of commitment and in empirical assessments of its causes and effects in a variety of organizational settings. In this section, organizational commitment will be defined, the outcomes and antecedents of commitment will be discussed, and methods of measuring commitment will be evaluated.

(a) Definition of Organizational Commitment

Although approaches to the definition of organizational commitment may vary considerably (Becker, 1960; Brown, 1969; Buchanan, 1974; Grusky, 1966; Hall, Schneider and Nygren, 1970; Hrebiniak and Alutto, 1972; Kanter, 1968; Kiesler and Sakumura, 1966; Salancik, 1977; Sheldon, 1971; Wiener and Gechman, 1977) certain trends are evident. Mowday, Steers and Porter (1979) see two trends emerging from the recent theory. One approach is to focus on commitment-related behaviors. A second approach is to define commitment in terms of an attitude. The behavioral approach is discussed in detail by Salancik (1977). He uses the definition of Kiesler and Sakumura (1966): "Commitment is the binding of the individual to behavioral acts," the important words being "binding" and "acts." The degree of an individual's commitment is derived from the extent to which the person's behaviors are binding. Four characteristics of behavioral acts make them binding, and hence determine the extent of commitment: explicitness; revokability; volition; and publicity (Salancik, 1977).

The attitudinal approach, conversely, recognizes commitment existing when "the identity of the person (is linked) to the organization" (Sheldon, 1971, p. 143), or when "the goals of the organization and those of the individual become increasingly integrated or congruent" (Hall, et al.

1970, p. 1

encompasse

which indi

tain rewar

concept of

Munden, Ma

tract bet

expects to

the presen

ment are

terms of

The

finned org

a's iden

Thus, org

related f

tion's go

on behalf

bership i

Whe:

mere pass

ship with

something

organizat

server, c

individua

1970, p. 176). March and Simon (1958) noted that such commitment often encompasses an exchange relationship (inducements and contributions) in which individuals attach themselves to an organization in return for certain rewards or payments from the organization. This is similar to the concept of the "psychological contract" (Argyris, 1960; Levinson, Price, Munden, Mandel, and Solley, 1962) which is defined as an implicit contract between an individual and an organization, and specifies what each expects to give and receive from each other in their relationship. In the present study, both approaches to the study of organizational commitment are examined. Commitment is defined in terms of an attitude, and in terms of behavioral intentions.

The definition used here is that of Porter and Smith (1970) who defined organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Thus, organizational commitment can be characterized by at least three related factors: (1) a strong belief in and acceptance of the organization's goals and values; (2) a willingness to exert considerable effort on behalf of the organization; and (3) a strong desire to maintain membership in the organization (Mowday, Steers, and Porter, 1979).

When defined in this fashion, commitment represents something beyond mere passive loyalty to an organization. It involves an active relationship with the organization such that individuals are willing to give something of themselves in order to contribute to the achievement of the organization's goals. Mowday, et al. (1979) suggest that, to an observer, commitment could be inferred not only from the expressions of an individual's beliefs and opinions but also from his or her actions. It

sho

sil

the

nit

org

soc

gui

day

al'

ues

ind

wor

tio

the

a p

in

tio

asp

comp

comp

tha

with

meet

(b)

sent

should be noted, however, that this definition does not preclude the possibility that individuals will also be committed to other aspects of their environment, such as family, union, or political party. This definition simply asserts that regardless of other possible commitments, the organizationally committed individual will tend to exhibit behaviors associated with the three elements of the above definition.

In this study, organizational commitment as an attitude is distinguished from job satisfaction, as has previously been discussed by Mowday, et al. (1979) and Wanous (1980). Commitment emphasizes an individual's overall attachment to the organization, including its goals and values. On the other hand, job satisfaction is defined as reflecting the individual's affective response to the task or to certain aspects of the work. Thus, commitment is related to the individual's total organizational experience, while satisfaction is limited to the actual work that the individual does. Job satisfaction refers to the relationship between a person's needs and the reinforcement received from the work performed in the organization, while organizational commitment refers to the relationship between human needs and the reinforcement received from nonjob aspects of the organization, e.g. compensation, career opportunities, company policies, etc. Accordingly, job satisfaction is perceived as a component of the more global organizational commitment. It is possible that employees with high job satisfaction may quit, a behavior associated with a lack of commitment, if other aspects of the organization do not meet their needs.

(b) Outcomes of Commitment

March and Simon (1958) view the individual in an organization as essentially faced with two decisions, the decision to participate and the

dec
of
str
pro
(19
ior
hav
emp
gan
of

bee
cis

cis
to
in
stat
duce
ilar
the
tive
cien
they
bers
ance.

decision to produce. Implicit in the Porter and Smith (1970) definition of commitment is the notion that highly committed employees should have a strong intent to participate in the organization, and a strong intent to produce in order to achieve organizational goals. If we agree with Locke (1968) that behavioral intentions are the most direct influence on behavior, then organizational commitment should become evident through the behavior of the employee. Thus, it is hypothesized that highly committed employees have a strong desire both to participate and produce in the organization, and that these behavioral intentions influence the behavior of the employees.

Studies linking organizational commitment and member behavior have been scarce. The relevant studies will be discussed in regard to the decision to participate and the decision to produce.

Decision to Participate. March and Simon (1958) describe this decision as based on the concept of organization equilibrium which refers to the balance of payments to members for their continued participation in the organization. The relevant concept of organization equilibrium states that the individual continues to participate so long as the inducements received are greater than the individual's contributions. Similarly, Katz and Kahn (1978) list "joining and staying in system" among the individual behaviors required for organizational survival and effectiveness. People must be induced to enter the organization at a sufficiently rapid rate to counteract the amount of retirement and defection, they must be induced to remain within the organization, and while members, they must validate their membership by regular and punctual attendance.

I
commit
to sta
factic
Horn,
ment p
when t
ly sig
1976).

I
pital
that c
and mo

A
24 wes
commit
to qui

F
Steers
nitmen
remain.

I
(when r
Smith (

Porter, Steers, Mowday, and Boulian (1974) found that organizational commitment had more of a discriminating influence on a person's decision to stay or leave the organization than did the components of job satisfaction (pay, promotion, supervision, co-workers, etc.). Similarly, Horn, Katerberg and Hulin (undated) reported that organizational commitment predicted retention better than work satisfaction. In addition, when there is a significant decline in commitment, this serves as a likely signal of impending voluntary turnover (Porter, Crampon, and Smith, 1976).

In a study of the outcomes of commitment carried out among 382 hospital employees and 119 scientists and engineers, Steers (1977) reported that commitment was strongly related to both intent and desire to remain, and moderately related to job survival.

Angle and Perry (1978), in a study of 1,224 lower level employees of 24 west coast public transit organizations, found that organizational commitment was negatively related to tardiness, turnover, and intention to quit.

From these and other studies, (Butler and Bridges, 1978; Mowday, Steers and Porter, 1978; Staw, 1974) it appears that organizational commitment is positively related to both job survival and the intention to remain.

In an ingenious study of employee attendance during a major blizzard (when most business transportation activity was stalled) in the Midwest, Smith (1977) found that only committed employees fought the weather and

cam

lat

tiv

par

and

abs

with

emp

is

Ther

out

and

scri

goal

spon

to o

func

evok

nati

appr

infl

areas

curit

betwe

came to work.¹ Steers (1977) reported that commitment was moderately related to attendance.

Summary - Although studies are scarce, the evidence suggests a positive relationship between organizational commitment and the decision to participate. Commitment appears to be a good predictor of job survival, and appears to be related to other forms of employee withdrawal such as absenteeism (attendance) and tardiness (punctuality).

Decision to Produce. Katz and Kahn (1978) note that people may be within an organization physically, but be psychological absentees. An employee may be regular and punctual in attendance, and yet daydream. It is not enough, then, to have people participate in an organization. There must be dependable activity. The assigned roles must be carried out in ways that meet some minimal level of quantity and quality. Katz and Kahn would also consider those actions not specified by role prescriptions but which facilitate the accomplishment of organizational goals. By this they mean the resources of people for innovation, for spontaneous cooperation, for protective and creative behavior are vital to organizational survival and effectiveness.

March and Simon (1958) state that the motivation to produce is a function of the character of, and the perceived consequences of, the evoked set of alternatives. They identify the perceived external alternatives, the work group and its norms, formal organizational practices, appraisal systems, compensation systems, and management policies as all influencing the decision to produce. The motivation to produce is also

¹Smith assessed the employees' attitudes towards six work-related areas: supervision, kind of work, amount of work, career future and security, financial rewards, and company identification. The correlation between company identification and attendance was $r = .42$.

de

ex

pa

di

mi

fo

qu

qu

wo

ci

li

Ar

i:

m

t:

e

un

a

a

c:

s:

f:

o:

o:

dependent upon the unique personal characteristics of the individual, for example: need for achievement, age, education, ability, and desire for particular organizational rewards.

Theoretically, one would expect organizational commitment to be indirectly related to performance (Hall, 1979). Since committed employees might put more thought and care in their work, the quality of their performance should be higher than that of less committed employees. The quantity of performance might not be as strongly related to commitment as quality, since exercising more care and effort may take time, which would work against a high volume of output.

The few studies relating commitment to performance have been inconclusive. Van Maanen (1975) found that organizational commitment was related to police "street" performance after two months of employment. Angle and Perry (1978) report that the mean level of employee commitment in an organization was significantly related to organizational performance. In a review of organizational literature, Evan (1977) concluded that the organizational commitment of members is related to the overall effectiveness of the organization. On the other hand, Steers (1977) was unable to find a consistent relationship between commitment and individual performance.

Summary - If the quantity and quality of job performance are used as an indicator of the decision to produce, studies linking organizational commitment and the decision to produce have been inconclusive. While studies show a mixed relationship between commitment and individual performance, there is evidence of a strong relationship between the organization-wide level of employee commitment and the performance of the organization as a whole. Since studies linking commitment and

perform

of pe

betwe

measu

(c) T

ceden

nent

concl

viron

sona.

Pers.
(nee
age,

Job
(tas
inte

Work
(gro
orga
pers

F

(Hre

1976

est

performance have been inclusive, both subjective and objective measures of performance are used in this present study to test the relationship between organizational commitment and the decision to produce. These measures will be described in chapter 3 of this paper.

(c) The Antecedents of Commitment

Steers (1977) proposed a preliminary model incorporating both antecedents and outcomes of organizational commitment (Figure 1). The component dealing with antecedents draws heavily on previous research. Steers concluded that the major influences can be found throughout the work environment. He grouped these influences into three main categories: personal characteristics, job characteristics, and work experiences.

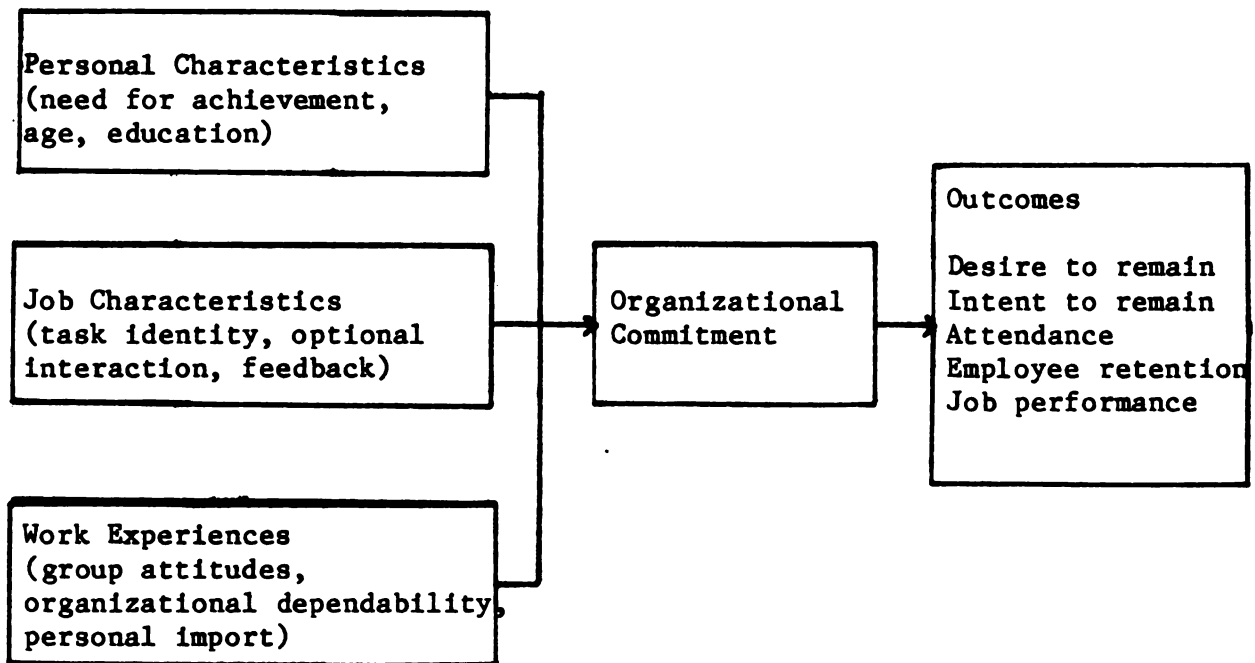


Figure 1. Hypothesized Antecedents and Outcomes of Organizational Commitment (from Steers, 1977) .

Personal characteristics consist of such variables as: age (Hrebiniak, 1974; Lee, 1971; Sheldon, 1971), education (Koch and Steers, 1976), role tension (Hrebiniak and Alutto, 1972), and central life interest (Dubin, Champoux, and Porter, 1975).

Ste
ment to
enced by
tunities
back pro
1973).

Fin
nature a
ual's te
attitude
nization
percepti
zation (
realizat

Ste
and 119
first pe
Table 1,
lated to
found, f
ated wi
thereby
mitment
(1977) s
two sets

One
model to

Steers suggests that job characteristics may also influence commitment to some degree. Research has shown that commitment may be influenced by job challenge (Buchanan, 1974; Hall and Schneider, 1972), opportunities for social interaction (Sheldon, 1971), and the amount of feedback provided on the job (Ross and Zander, 1957; Porter and Steers, 1973).

Finally, Steers' model suggests that commitment is influenced by the nature and quality of an employee's work experiences during that individual's tenure in an organization. These work experiences include group attitudes towards the organization (Buchanan, 1974; Patchen, 1970), organizational dependability and trust (Buchanan, 1974; Hrebiniak, 1974), perceptions of personal investment and personal importance to an organization (Buchanan, 1974; Patchen, 1970; Sheldon, 1971), and rewards or the realization of expectations (Grusky, 1966).

Steers (1977) tested this model in a study of 382 hospital employees and 119 scientists and engineers. His findings provided support for the first part of the model presented in Figure 1. The results presented in Table 1, show that all three sets of antecedents were significantly related to commitment. This finding emerged for both samples. It was also found, for both samples, that work experiences were more closely associated with commitment ($r = .71$ and $.64$) than the other two categories, thereby providing partial support for Buchanan's (1974) thesis that commitment is largely a function of work experiences. However, the Steers (1977) study extended this thesis by noting the importance of these other two sets of antecedents.

One of the purposes of this present study is to extend the Steers' model to include the expectations of new employees regarding job

charac

ty sho

be disc

Ante

Pers

Job

Work

(d) The

Op

the con

to fou

little

Gruskey

tion wit

eral att

items wa

characteristics and work experiences, and to measure the effect of reality shock on commitment. The extended model, presented in Figure 3, will be discussed later in Section 3 of this chapter.

Table 1
Multiple Correlations between Antecedents and
Organizational Commitment for Both Samples
(from Steers, 1977)

Antecedents	Hospital Employees (N = 382)		Scientists and Engineers (N = 119)	
	R	F-value	R	F-value
Personal characteristics	.55	24.96 ^b	.42	3.28 ^a
Job characteristics	.64	47.86 ^b	.38	3.89 ^a
Work experience	.71	89.26 ^b	.64	20.04 ^b
a. Significant at .01 level.				
b. Significant at .001 level.				

(d) The Measurement of Commitment

Operational measures of organizational commitment are as diverse as the conceptual definitions. Most of these measures consist of from two- to four-item scales that are created on an a priori basis and for which little or no validity and reliability data are presented. For example, Gruskey's (1966) scale used four items: company seniority, identification with the company, attitudes toward company administrators, and general attitudes toward the company. The median intercorrelation among the items was $r = .15$, with the Spearman-Brown reliability being low at .41.

Hreb

senc

Spea

or r

ploy

(197

fail

and

rela

mate

Comm

Boul

zati

upon

empl

by l

item

duce

scal

ing

These

ees,

scie:

and r

form

Hrebiniak and Alutto (1972) used a four-item scale which asked, in essence, what it would take for the employee to leave the organization. Spearman-Brown reliability was reported at .79 but no additional validity or reliability data were presented. Similar procedures have been employed by Brown (1969), Buchanan (1974), Hall, Schneider and Nygren (1970) and Sheldon (1971). Kanter (1968, 1977) used a 36-item scale, but failed to report either validity or reliability data. Finally, Wiener and Gechman (1977) asked employees to keep diaries of voluntary work-related activities on personal time, using a decoding procedure to estimate commitment.

Organizational Commitment Questionnaire (OCQ). The Organizational Commitment Questionnaire, (OCQ), developed by Porter, Steers, Mowday and Boulian (1974) is the most commonly used questionnaire to measure organizational commitment. The 15 item instrument, shown in Table 2, is based upon the definition of commitment that is used here. The response format employed a seven-point Likert type scale. Results are summed and divided by 15 to arrive at a summary indicator of employee commitment. Several items were negatively phrased and were reverse scored in an effort to reduce response bias.

Mowday, Steers and Porter (1979) show that the OCQ has impressive scale characteristics. The OCQ was administered to 2563 employees working in a wide variety of jobs in nine different work organizations. These studies include: public employees, classified university employees, hospital employees, bank employees, telephone company employees, scientists and engineers, auto company managers, psychiatric technicians, and retail management trainees. In several studies, a nine-item short-form of the instrument using only positively worded items was

Listed
that in
they w
zation
gree o
of the

1. I
2. I
3. I
4. I
5. I
6. I
7. I
8. Th
9. It
10. I
11. Th
12. Of
13. I
14. Fo
15. De

NOTE: P
P
&
s
d

TABLE 2

Organizational Commitment Questionnaire (OCQ)
(from Mowday, Steers, and Porter, 1979)

Instructions

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the particular organization for which you are now working (company name) please indicate the degree of your agreement or disagreement with each statement by checking one of the seven alternatives below each statement.

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.
 2. I talk up this organization to my friends as a great organization to work for.
 3. I feel very little loyalty to this organization. (R)
 4. I would accept almost any type of job assignment in order to keep working for this organization.
 5. I find that my values and the organization's values are very similar.
 6. I am proud to tell others that I am part of this organization.
 7. I could just as well be working for a different organization as long as the type of work was similar. (R)
 8. This organization really inspires the very best in me in the way of job performance.
 9. It would take very little change in my present circumstances to cause me to leave this organization. (R)
 10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.
 11. There's not too much to be gained by sticking with this organization indefinitely. (R)
 12. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees. (R)
 13. I really care about the fate of this organization.
 14. For me this is the best of all possible organizations for which to work.
 15. Deciding to work for this organization was a definite mistake on my part. (R)
-

NOTE: Responses to each item are measured on a 7-point scale with scale point anchors labeled (1) strongly disagree; (2) moderately disagree; (3) slightly disagree; (4) neither disagree nor agree; (5) slightly agree; (6) moderately agree; (7) strongly agree. An "R" denotes a negatively phrased and reverse scored item.

administered. Mowday, et al. (1979) do not give any reasons for the use of the nine-item short form, nor did they find any significant differences in results between the 15-item instrument using both positively and negatively phrased items, and the nine-item instrument containing only positively phrased items.

As can be seen from Table 3, the mean level of commitment ranges from a low of 4.0 to a high of 6.1 across these nine samples. Mean scores are slightly above the midpoint on the seven-point Likert scale. The internal consistency reliability (coefficient Alpha) of the instrument has been very high, ranging from .82 to .93, with a median of .90 (Table 3).

TABLE 3

Means, Standard Deviations, and Internal Consistencies for OCQ
(from Mowday, Steers, and Porter, 1979)

	N	Mean	SD	Coefficient Alpha
Public employees	569	4.5	.90	.90
Classified university employees ^a	243	4.6	1.30	.90
Hospital employees ^a	382	5.1	1.18	.88
Bank employees	411	5.2	1.07	.88
Telephone company employees	605	4.7	1.20	.90
Scientist and engineers ^a	119	4.4	.98	.84
Auto company managers	115	5.3	1.05	.90
Psychiatric technicians ^b	60	4.0/3.5 4.3/3.5 4.3/3.3 4.0/3.0	1.00/1.00 1.10/0.91 0.96/0.88 1.10/0.98	.82-.93
Retail management trainees	59	6.1	.64	NA

a. A nine-item shortened version of the OCQ was used in this study.

b. For this sample, means and standard deviations are reported separately for leavers across four time periods.

sca

vie

lat

lat

era

sco

gre

mog

sup

lyi

whi

ret.

ove

wer

ly.

ove

com

form

l).

ples

(esp

an e

Item analysis (correlations between each item of the commitment scale and the total score less the item) are reported in Table 4. A review of these correlations indicates that each item had a positive correlation with the total score for the OCQ, with the range of average correlations being from .36 to .72, and a median correlation of .64. In general, the negatively worded items correlate less highly with the total score than the positively worded items, although this difference is not great. These results suggest the 15 items of the OCQ are relatively homogeneous with respect to the underlying attitude construct they measure.

Mowday, et al. (1979) reports that further factor analysis provides support for their conclusion that the OCQ measures a single common underlying construct.

Test-retest reliabilities were computed for the two samples for which multiple data points were available (psychiatric technicians and retail management trainees), in order to examine the stability of the OCQ overtime. For the psychiatric technicians, test-retest reliabilities were $r = .53$, $.63$, and $.75$ over 2-, 3-, and 4-month periods, respectively. For retail management trainees, test-retest reliability was $r = .72$ over a 2-month period, and $r = .62$ for three months.

The theory underlying the commitment construct suggests that highly committed employees will be less likely to leave their jobs and may perform at higher levels than their less committed counterparts (see Figure 1). Data relevant to this theory were available from five of the samples. As Table 5 shows, there is strong evidence of predictive validity (especially for turnover).

Overall, the Organizational Commitment Questionnaire appears to be an excellent measure of organizational commitment. The instrument

TABLE 4

Item Analyses for the Organizational Commitment Questionnaire
(from Mowday, Steers, and Porter, 1979)

OCQ item No. ^a	Public employees	Classified university employees	Hospital employees	Scientists and engineers	Bank employees	Telephone co. employees	Average item-total correlations
1	.46	.72	.62	.54	.53	.56	.57
2	.73	.63	.75	.61	.71	.73	.69
*3	.48				.39	.40	.43
4	.33	.47	.33	.35	.35	.46	.38
5	.69	.80	.65	.67	.66	.65	.68
6	.79	.67	.76	.63	.74	.75	.72
*7	.37				.30	.28	.36
8	.72	.61	.69	.57	.64	.72	.67
*9	.51				.45	.55	.47
10	.72	.72	.73	.56	.71	.73	.69
*11	.67				.62	.63	.64
*12	.48				.51	.45	.47
13	.56	.70	.63	.48	.68	.62	.62
14	.75	.70	.70	.64	.69	.72	.70
*15	.65				.60	.71	.64

^aAn asterisk indicates item is reversed in scoring. Reverse scored items were omitted from short form.

Pub

Hos

Sci

Psy

Re

a.

b.

c.

d.

availab

e.

ence,

f.

in a lo

ary and

availab

relation

studies,

TABLE 5

Predictive Validities for the OCQ
(from Mowday, Steers, and Porter, 1979)

	Turnover	Tenure	Absenteeism	Performance
Public employees	-.19 ^c	.23 ^c	-.13 ^c	
Hospital employees ^d	-.17 ^c	.26 ^c	.08	.05
				.07
				.11 ^b
				.10 ^b
Scientists and engineers			-.28 ^c	
Psychiatric technicians ^e	-.02			
	-.32 ^b			
	-.43 ^c			
	-.43 ^c			
Retail management trainees ^f	-.41 ^b			.36 ^a
	-.43 ^b			.33 ^a
				.20

a. Significant at the .10 level.

b. Significant at the .05 level.

c. Significant at the .01 level.

d. For the hospital sample, four separate measures of performance were available for the one time period.

e. Results presented are from four data points of a longitudinal study. Hence, the relationship between commitment and turnover increased over time.

f. Results for the turnover analysis presented are from two data points of a longitudinal study representing measures taken on the employees' first day and the last 2 months in the organization. Analysis for performance were available for measures taken at three points in time and represent cross-lag relationships between commitment and subsequent performance from 4 to 6 months, 6 to 9 months, and 4 to 9 months.

combines attitudes and behavioral intentions, and empirically these two aspects of commitment are sufficiently highly correlated to justify this sort of aggregate index of commitment. The fact that norms and results from multiple studies are also available add to the appeal of this measure.

Behavioral Outcomes. As previously discussed, commitment represents something more than mere passive loyalty to an organization. It involves an active relationship with the organization, whereby committed members have made decisions to participate and produce in order to contribute to the achievement of the organization's goals. This writer suggests that the behavior of the individual can be used as one indicator of that person's commitment decisions.

On the other hand, Schein (1968) states that one mechanism for obtaining organizational commitment is to get the new member to make a series of small behavioral commitments which can only be justified through the acceptance and incorporation of organizational values. In effect, commitment-related behavior may be one antecedent of commitment.

In the present study, behaviors which are associated with commitment will be measured, recognizing that a circular pattern may emerge, whereby commitment-related behavior precedes commitment which in turn results in more commitment-related behavior.

What types of behaviors can be classified as commitment-related? When individuals are committed to a cause, person, activity, or institution, they must express this in some way. In a study of young men who had joined the U.S. Army Reserve Officers' Training Corps to avoid being drafted, Staw (1974) measured commitment in terms of which men subsequently signed ROTC contracts after having received their draft numbers.

Indi
drafi

to i
rela
elem
that
In re
ness
sough
work
work,

In so
relat
be re
of pr
measu
other
tailor

S
tional
tude.
lated
tion a
The Or

Individuals who signed after learning that their probability of being drafted was low, were regarded as highly committed.

But it is not always possible to have such a specific, overt action to indicate commitment. An alternate strategy, to record commitment-related behavior was used by Wiener and Gechman (1977). In a study of 54 elementary school teachers, they identified socially acceptable behaviors that exceed formal and/or normative expectations relevant to the jobs. In rejecting the traditional measures of job behavior such as effectiveness of performance, absenteeism and tardiness, Weiner and Gechman (1977) sought to measure such behavior as the amount of personal time devoted to work activities, the amount of talk, conversation, and reading related to work, or personal sacrifices for the sake of the job.

Commitment-related behavior needs to be defined for each situation. In some situations, a specific, overt act will constitute commitment-related behavior. In others, Wiener and Gechman's (1977) approach will be relevant. Sometimes objective measures such as quality and quantity of production, attendance, punctuality, and job survival, or subjective measures such as supervisory appraisals will be the most suitable. In other words, measures of commitment-related behavior would need to be tailored for each job and each organization.

Summary. Two trends have emerged for the definition of organizational commitment. One approach defines commitment in terms of an attitude. Implicit in this definition is the notion that commitment is related to behavioral intentions -- intent to participate in the organization and intent to produce in an effort to achieve organizational goals. The Organizational Commitment Questionnaire has been shown to be an

excellent instrument for measuring organizational commitment and behavioral intentions.

The second approach has been to focus on commitment related behaviors. It has been suggested that commitment can be inferred by measuring such job behaviors as: performance, job attendance, punctuality, and job survival. The inference about the degree of commitment can be made by noting the extent to which these job behaviors exceed formal and/or normative requirements. The expectation is that these job behaviors for committed employees should exceed the job behaviors for less committed employees. In Chapter 3, the specific commitment-related behaviors for this study will be defined.

2. Organizational Entry

The present study examines the effect of socialization during organizational entry on organizational commitment. Organizational socialization is defined partly as the process by which a person learns the values, norms, and required behaviors which permit the individual to function as a member of an organization; and partly as the process by which an individual learns what outcomes will be received by organizational members. This definition, in short, sees socialization as a two-way process of establishing expectations -- the individual learns what the organization expects from its members, and at the same time learns what the members can expect from the organization.

The individual's expectations can be separated into at least three categories: job content expectations, job context expectations, and career expectations. The first two types of expectations relate to the specific job that the employee will be doing, and to the climate in which

the employee works, a distinction made first by Herzberg (1966). Career expectations are those perceptions that an individual has about his or her future career. These include (a) expectations regarding promotions, intraorganizational mobility (both lateral and vertical moves), opportunities for progression into middle and upper management, pay progressions, and organizational assistance with career planning; and (b) expectations regarding interorganizational mobility — that is, the extent to which a position in this organization will enable the individual to obtain a desired position in another organization at some future time.

This broad definition of socialization recognizes that the individual may acquire, to some degree, the job content, job context, and career expectations, and the intent to participate and produce sometime prior to entering the organization. This "pre-entry" socialization can be influenced by numerous societal stereotypes (Van Maanen, 1976a, notes such stereotypes about police work); by childhood experiences (for example, a child visiting a bank may attach unrealistic status to the role of a bank teller); through professional training (Fox, 1957; Miller and Wager, 1971); and via the organization's recruitment, selection, orientation, and placement processes (Wanous, 1976; Gomersall and Myers, 1966).

Once an individual has joined the organization, the socialization process continues as expectations are further established, modified, or reinforced. In addition, the individual may experience what Hughes (1959) calls "reality shock." Reality shock occurs when a newcomer's expectations, established prior to joining the organization, differ from what is experienced upon entering the organization. It may also occur when the newcomer passes from the orientation and training program to commence work in the organization.

th

te

an

pr

co

(a

It

ti

be

to

th

er

th

pa

fr

ua

ce

ti

ti

ent

jo

The present research is concerned with the socialization effect of the organizational entry process. The purpose of this section is to determine what expectations are formed during the recruitment, selection and orientation activities; and what are the effects of a realistic job preview (RJP) on these expectations, and subsequently on organizational commitment.

(a) Socialization during Organizational Entry

Organizational entry refers to new members joining organizations. It is concerned with the processes of recruitment, selection, orientation, and placement of employees. Organizational entry has traditionally been viewed from the organization's perspective, where the employer seeks to attract individuals to apply for employment, gathers information about the applicant, makes selection decisions, attempts to introduce a newcomer to the organization, and finally makes a placement decision. During this process, the individual is frequently regarded as a passive participant.

A non-traditional approach has been to examine organizational entry from the perspective of the individual. This approach views the individual as an active participant in the entry process. The individual's perceptions which are formed at this time may affect subsequent organizational commitment.

Wanous (1976) states that there are a variety of reasons why attention should be paid to the individual's perceptions during organizational entry. First, motivational theories which seek to explain why people join organizations depend heavily on cognitions. Using expectancy

theor

tive

als n

even

for s

inacc

tion

ously

1976)

will

(b) O

exami

are s

views

(Gome

of en

or to

appli

film,

an ora

cept t

to def

A

(1978)

higher

as com

theory, it is possible to explain why some organizations are more attractive than others. However, if outsider expectations are naive, individuals may be motivated to join organizations based on faulty information, even though the motivational theory may itself be valid. A second reason for studying the individual's perceptions concerns the consequences of inaccurate expectations of new members. When a newcomer to an organization experiences an environment quite different from the expected (previously defined as "reality shock"), dissatisfaction can occur (Wanous, 1976). The present study tests the hypothesis that this dissatisfaction will reduce the level of commitment.

(b) Organizational Entry Research

The results of thirteen experimental studies (Wanous, 1980) which examined the organizational entry process from the individual's viewpoint are shown in Table 6. Ten of these studies concern realistic job previews during the recruitment and selection processes. Two studies (Gomersall and Myers, 1966; Krausz and Fox, 1979) were conducted at point of entry, and one study (Horner, 1979) was conducted after entry but prior to training. Five of the thirteen studies used a booklet to provide applicants with a realistic preview of the work. Two studies used a film, another used a booklet and a narrated slide show, four studies used an oral presentation, and one used a simulated work sample. In all except two studies, a questionnaire survey or employee interviews were used to define the meaning of "realism" for the realistic job previews.

All except Gomersall and Myers (1966) and Parkington and Schneider (1978) measured job survival as a dependent variable. Eight found a higher job survival rate for subjects receiving a realistic job preview, as compared to subjects receiving no preview, or a preview portraying

STUDY

BEFORE

Farr,
Bartle

Hacco
(1978)

Ligen
(1977)

Ligen
(1974)

Macedo
(1969)

Parkinson
Schne

Reilly,
& Tene

Various

Weitz

Young
(1963)

AT POI

Gomers
Myers

Krausz

AFTER

Borner

TABLE 6

REALISTIC JOB PREVIEW STUDIES

(Adapted from: Wanous, 1980)

<u>STUDY</u>	<u>BASIS FOR REALISM</u>	<u>DEPENDENT VARIABLES</u>
<u>BEFORE ENTRY:</u>		
Farr, O'Leary & Bartlett (1973)	Simulated Work Experience	Job Acceptance Job Survival
Haccoun (1978)	Booklet & Narrated Slide Show	Ability to Recruit Performance Job Survival
Ilgen & Dugoni (1977)	Oral Presentation	Initial Expectations Performance Job Survival
Ilgen & Seely (1974)	Booklet Distributed by Mail	Job Acceptance Job Survival
Macedonia (1969)	Booklet Distributed by Mail	Job Acceptance Job Survival
Parkington & Schneider (1978)	Telephone Conversation	Ability to Recruit Job Satisfaction Performance Job Survival
Reilly, Sterling & Tenopyr (1979)	Booklet Distributed during Selection	Job Acceptance Job Survival
Wanous (1973)	Film	Ability to Recruit Initial Expectations Job Acceptance Thoughts of Quitting Performance Job Survival
Weitz (1956)	Booklet Mailed to Prospective Employees	Ability to Recruit Job Survival
Youngberg (1963)	Booklet Mailed to Applicants	Ability to Recruit Initial Expectations Job Satisfaction Performance Job Survival
<u>AT POINT OF ENTRY:</u>		
Gomersall & Myers (1966)	Seminar during Orientation	Performance
Krausz & Fox (1979)	Oral Presentation	Initial Expectations Job Satisfaction Job Survival
<u>AFTER ENTRY:</u>		
Horner (1979)	Videotape	Initial Expectations Performance Job Survival

pre

no

rec

an

men

pre

con

onl

twe

enh

job

Rail

fusa

Wanc

afte

of s

ness

ly l

viewe

tions

of pr

job c

tions

two c

predominantly favorable job information. The other three studies found no difference between the groups. The five studies measuring ability to recruit found that the realistic job preview had no significant effect on an organization's ability to recruit new employees. Five of the experiments measured initial organizational expectations after the realistic previews, and each indicate that such expectations were changed by the content of the previews. Of the eight studies measuring job performance only the Gomersall and Myers study found any significant difference between the groups. In that study, it was found that realistic information enhanced performance.

Five studies measured the effects of an individual's acceptance of a job offer. The evidence is quite inconclusive because Farr et al., and Reilly, et al. found a higher refusal rate, Macedonia found a lower refusal rate, and Wanous found no differences between groups. In the Wanous study, thoughts of quitting were lower for the experimental group after one month, Parkington, et al. and Youngberg reported a higher level of satisfaction for the group given a realistic job preview.

Only one study (Gomersall and Myers) reported absenteeism and tardiness results. They reported absenteeism and tardiness rates significantly less for the realistic group, but no actual data were shown.

For the thirteen studies cited, the information included in the previews was directed towards both the job content and job context expectations of the individual. In none of the studies was there a separation of preview information into types of expectations influenced. That is, job content expectations, job context expectations, and career expectations were not studied. Wanous (1973) separated the expectations into two categories:

(1) those that were supposed to be lowered by the RJP, and (2) those that were not mentioned in either preview, but which were measured anyway.

(c) The Psychological Effects of Job Previews

The primary focus in these studies has been to assess the effect of realistic job previews on organization outcomes -- primarily job survival, and secondarily job performance. Less attention has been paid to why the previews work, and how they affect the individual's perceptions of the job and the organization.

Wanous (1978) proposes a theoretical model (Figure 2) to explain the psychological effects of the realistic job preview. Wanous (1980) suggests that realistic recruitment operates in much the same way as a medical vaccination. Job candidates are given a small dose of organizational reality during the recruitment stage in an attempt to lower expectations. This vaccination provides candidates with the opportunity to self-select out of the market for this position. Self-selection influences the individual's sense of commitment to the choice of an organization, and increases the probability that the individual's needs are matched to the organizational climate. Additionally, the vaccination effect enables a job candidate to develop coping mechanisms relevant to the new job. It has also been suggested that realistic job previews can develop the perception that the organization is being honest and caring.

While Wanous recognizes "tenure in the organization" (or job survival) as the outcome of a realistic job preview, in this dissertation, organizational commitment will be treated as the dependent variable. Organizational commitment, as defined, would include tenure in the organization, recognizing that some turnover may result from low organizational commitment. It is hypothesized that a realistic job preview will have a

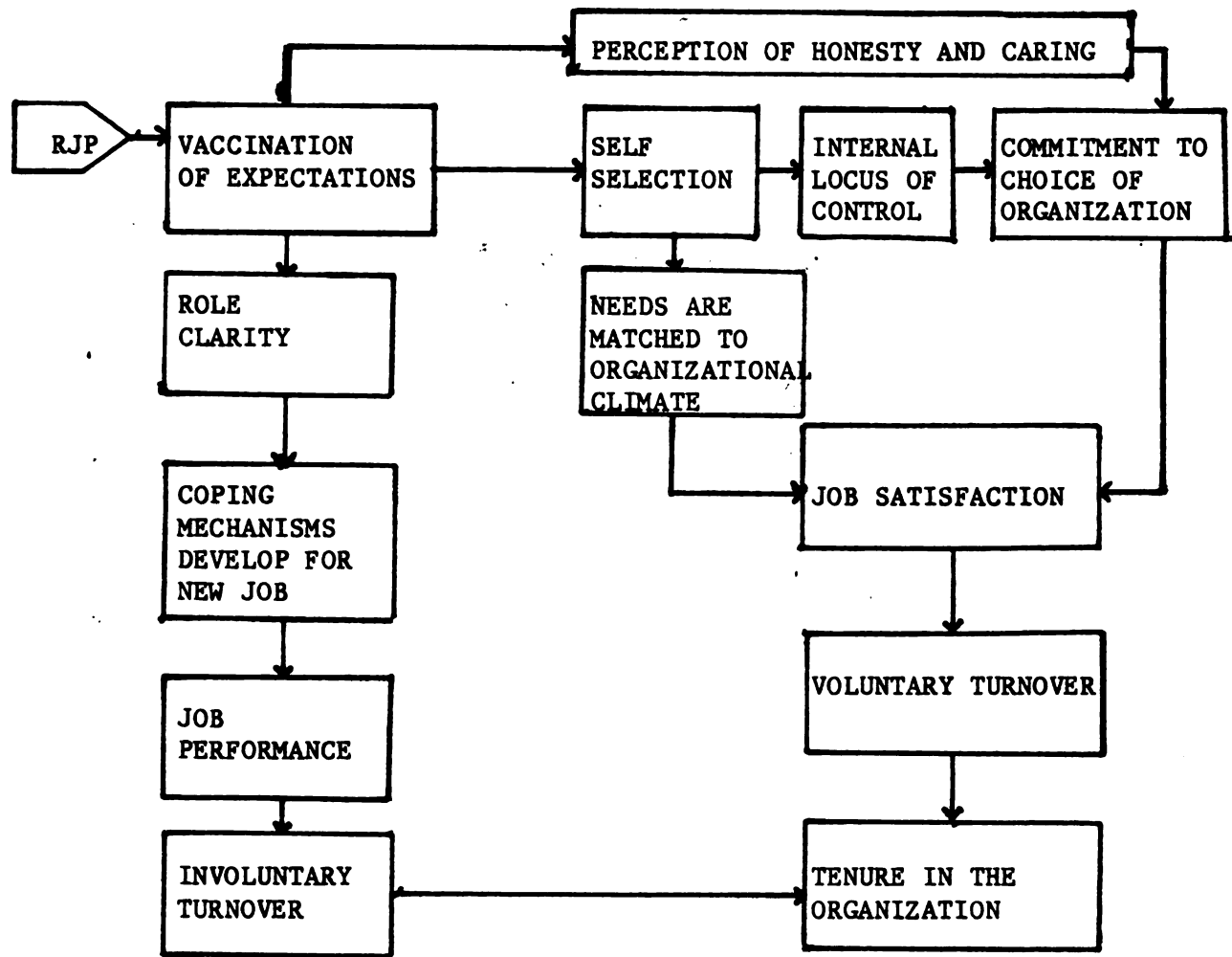


Figure 2. Psychological Effects of the Realistic Job Preview
(from Wanous, 1980)

positive effect on organizational commitment. This effect can be shown by measuring attitudes, behavioral intentions, and behavioral outcomes. The relationship between organizational commitment and realistic expectations, developed through the organizational socialization process, will be discussed in Section 3 of this chapter.

(d) The Measurement of Expectations

To assess the effect of a recruitment strategy, it becomes necessary to measure the expectations of a job candidate with regard to the job characteristics that the recruitment strategy addresses. Measurement will be discussed for job content expectations, job context expectations, and career expectations.

The Job Descriptive Index (JDI). The JDI is the best known measure of job satisfaction in use today. Its complete development, reliability, validity, scoring techniques, norms, etc. are discussed in Smith, Kendall, and Hulin (1969). The JDI measures satisfactions with five facets: the type of work, the pay, the opportunities for promotion, the supervision, and the co-workers on the job. For each area there is a list of adjectives or short phrases, and the respondent is instructed to indicate whether each word or phrase applies with respect to the particular facet of the job in question. Subjects are to choose "yes, no, or ?" for each of the adjectives. The JDI yields five subscales (one for each of the job areas), and a total score. Table 7 lists the 72 items used in the JDI.

To measure expectations of job content and job context, it is necessary to re-word the instructions of the JDI. Subjects can be asked to

Work

Fasc
Rout
Sati
Bori
Good
Crea
Respe
Hot
Plea
Usefu
Tires
Heal
Chall
On yo
Frustr
Simpl
Endle
Gives
of

Pay

Incom
Satis
Barel
Bad
Incom
Insec
Less
Highl
Under

TABLE 7

Job Descriptive Index

<u>Work</u>	<u>Supervision</u>	<u>Co-Workers</u>
Fascinating	Asks my advice	Stimulating
Routine	Hard to Please	Boring
Satisfying	Impolite	Slow
Boring	Praises good work	Ambitious
Good	Tactful	Stupid
Creative	Influential	Responsible
Respected	Up-to-date	Fast
Hot	Doesn't supervise enough	Intelligent
Pleasant	Quick tempered	Easy to make enemies
Useful	Tells me where I stand	Talk too much
Tiresome	Annoying	Smart
Healthful	Stubborn	Lazy
Challenging	Knows job well	Unpleasant
On your feet	Bad	No Privacy
Frustrating	Intelligent	Active
Simple	Leaves me on my own	Narrow interests
Endless	Lazy	Loyal
Gives some sense of accomplishment	Around when needed	Hard to meet

<u>Pay</u>	<u>Opportunities for Promotion</u>
Income adequate for normal expenses	Good opportunity for advancement
Satisfactory profit sharing	Opportunity somewhat limited
Barely live on income	Promotion on ability
Bad	Dead-end job
Income provides luxuries	Good chance for promotion
Insecure	Unfair promotion policy
Less than I deserve	Infrequent promotions
Highly paid	Regular promotions
Underpaid	Fairly good chance for promotion

choose "yes, no, or ?" for each item to indicate if the adjective describes what the job candidate realistically expects the job to be like.

Career Expectations. Career expectations have been defined as those perceptions that an individual has about his or her future career. These include (a) expectations regarding promotions, intra-organizational mobility, opportunities for progression into middle and upper management, pay progression, and organizational assistance with career planning; and (b) expectations regarding interorganizational mobility.

How to measure these expectations will depend upon the specific organization. A questionnaire is needed that will measure a new employee's perceptions regarding career prospects. This would focus, for example, on the employee's perceptions of career opportunities, on how pay increases are determined, or on the employee's knowledge of the organization's promotional policies.

This same questionnaire, when completed by organizational insiders, (management and experienced employees), could be used as a measure of organizational "reality." "Reality" is defined as "what actually happens," not formal organizational policy. A "coefficient of correctness" can thus be obtained by calculating the sum of the absolute differences between the newcomer's responses and "reality." This coefficient of correctness will be a measure of the accuracy of a new employee's career expectations -- a small coefficient indicating more correct expectations than a large coefficient. Reality shock increases with the size of the coefficient of correctness.

A second approach to measuring reality shock would be to obtain the employee's responses at two points in time. First at point-of-entry, and

second after the individual has been a member of the organization for a specified time period. The sum of the absolute differences would give a measure of how these expectations were modified through the influence of membership, experience, co-workers, and management.

To this writer's knowledge, no standardized instrument has been developed which would accurately measure career expectations. Because of the diversity of organizational career opportunities, it is recommended that a specialized instrument be prepared for each specific organization. Chapter 3 of this dissertation describes the specific instrument designed for this study.

3. Organizational Commitment, Organizational Entry - Some Hypotheses

Figure 3, The Hypothesized Effect of Expectations on the Antecedents and Outcomes of Organizational Commitment, extends Steers' (1977) model (Figure 1) in an attempt to link together the organizational commitment and organizational entry theories into a common model.

This model classifies antecedents into personal characteristics and work experiences categories. The organizational entry research recognizes that new employees develop expectations regarding their jobs sometime prior to actually entering the organization. In Section 2 of this chapter, these expectations have been categorized as job content expectations, job context expectations, and career expectations. This model suggests that if these first two categories of expectations are substantially different from the job characteristics actually experienced in the organization, reality shock occurs. In addition, reality shock also occurs if the new employee's career expectations are not confirmed by the individual's work experiences in the organization.

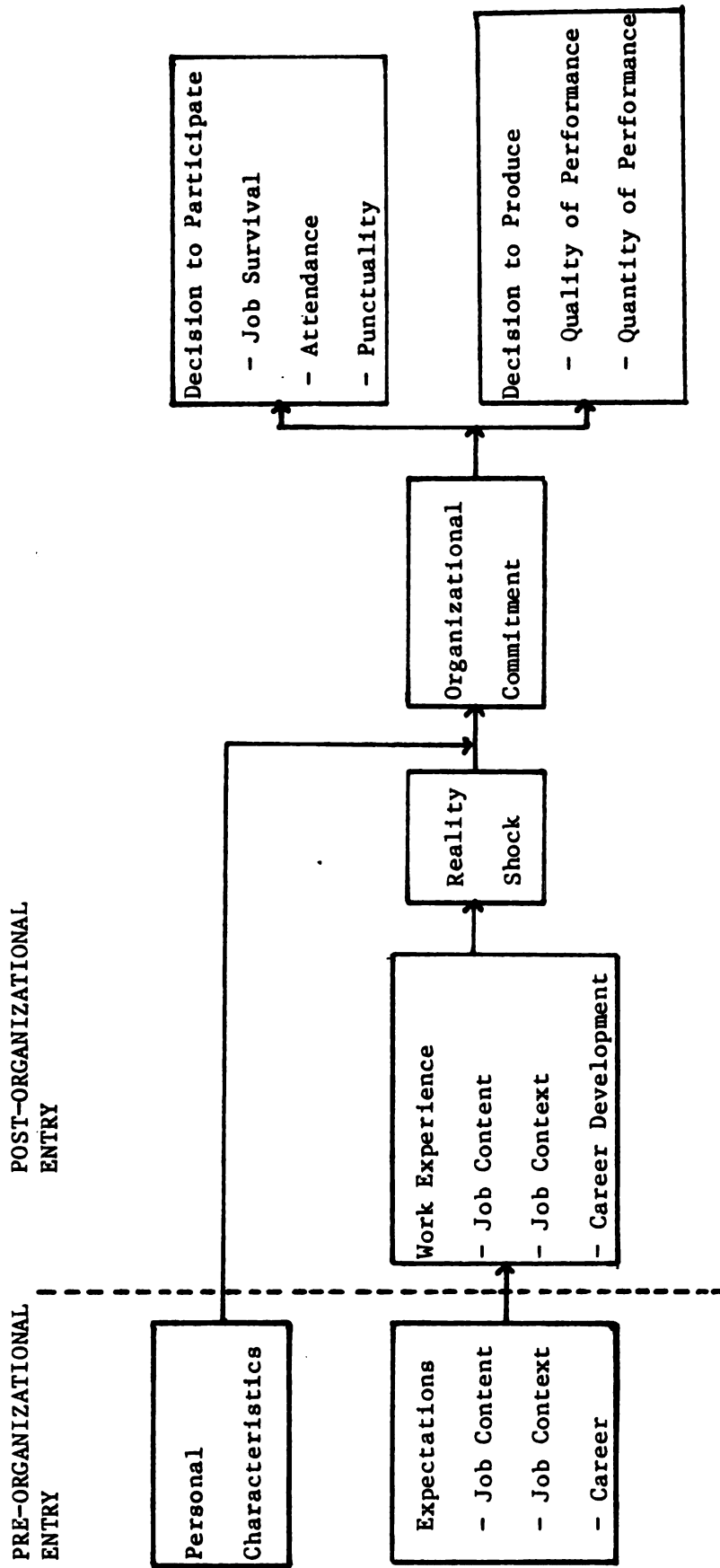


Figure 3. Hypothesized Effect of Expectations on the Antecedents and Outcomes of Organizational Commitment

This model assumes that the personal characteristics of the individual (age, education, need for achievement, etc.) are stable and unaffected by the organizational entry process of the organization. These personal characteristics will probably be a factor in the organization's selection decision, but are not influenced by the organization during entry. In this study, personal characteristics of the subjects will be measured, but not manipulated.

This model hypothesizes that organizational commitment is dependent upon the personal characteristics of the individual (see Steers, 1977), and the degree of reality shock that occurs when the actual job characteristics and work experiences are substantially different from the individual's job expectations and career expectations, respectively.

This model further classifies the outcomes of organizational commitment into two categories, the decision to participate (job survival, attendance, punctuality) and the decision to produce (quality and quantity of performance), consistent with much previous research and theory.

Summary of Hypotheses

The hypotheses tested in this study, with reference to Figure 3, include:

1. A new employee's commitment to the organization is inversely proportional to the extent of the reality shock experienced when expectations do not match reality. Reality shock is measured by calculating (a) the difference between the newcomer's job expectations (job content and job context) and the employee's description of work experiences after a specified time in the organization; and (b) the change in the individual's coefficient of correctness, measured at point of entry and again after a specified time in the organization.

The coefficient of correctness is a measure of the accuracy of an employee's career expectations.

This theory is only concerned with the reality shock that occurs when expectations are inflated when compared to reality. It makes no statement about what occurs when reality is more positive than expectations, because this is a relatively rare occurrence.

2. A new employee's decision to participate and to produce are dependent upon that individual's commitment to the organization. An individual's decision to participate can be measured by a questionnaire asking behavioral intentions (e.g. to remain a member of the organization), and by observing job survival (turnover), attendance (absenteeism), and punctuality (tardiness). The individual's decision to produce is measured with questions concerning an intent to exert effort to achieve organizational goals, and by observing the quality and quantity of performance.

It is hypothesized that both the decision to participate and the decision to produce are directly proportional to the degree of the individual's commitment to the organization. Thus, both the decision to participate and the decision to produce are inversely proportional to the extent of reality shock experienced.

3. In addition to testing these hypotheses, data are analyzed to ascertain: The integrity of Wanous' (1980) model of the Psychological Effects of the Realistic Job Preview, (Figure 2), specifically self selection, perception of honesty, and concern for job match.

4. Summary of Chapter One

Organizational commitment has been defined as the relative strength of an individual's identification with and involvement in a particular organization. This definition recognized the fact that commitment is an attitude -- (the identity of the person becomes linked to the organization); the attitude is linked to behavioral intentions; and behavioral intentions are the most direct influence on behavior. Thus to determine the extent of an employee's commitment to the employing organization it becomes necessary to measure the attitude, the behavioral intentions, and the actual behavior of the individual. This chapter suggests a means for such measurement.

Organizational socialization is defined as a two-way process of establishing expectations -- the individual learns what the organization expects from its members, and at the same time learns what the members can expect from the organization. This chapter has been specifically concerned with the socialization that occurs during the organizational entry process. Three categories of expectations were identified: job content expectations, job context expectations, and career expectations.

Realistic job previews have been offered as one means of establishing realistic expectations during organizational entry. Research has shown a positive relationship between the use of a realistic job preview and job survival.

A model has been hypothesized which links the organizational entry and the organizational commitment theories. This model shows the hypothesized effect of expectations on the antecedents and outcomes of organizational commitment. This model predicts that new employees having

realistic expectations upon entry into an organization will have a higher degree of organizational commitment than newcomers with unrealistic expectations.

CHAPTER TWO

Diagnostic Study

The present experimental study was preceded by a diagnostic study. Approval for the diagnosis, conducted at a large bank, was given in September, 1978, and a feedback report was presented to senior Bank officers in September, 1979. The purpose of this diagnosis was twofold. First, it was necessary to measure the expectations of newly hired bank tellers to ascertain the degree of accuracy of such expectations. The perceptions of experienced tellers were measured to provide data for a Realistic Job Review.

This chapter begins with a description of the research site, followed by a description of the preliminary study, the survey instruments used, the design of the diagnostic study, and a discussion of the relevant findings.

1. Research Site

This study has been conducted entirely within a single organization, a large bank. In addition to banking facilities at the Main Office, the Bank operates 107 branches throughout the surrounding area. (For the purposes of this study, the Main Office bank is treated as the 108th branch.)

Entry into this organization was based on the mutual interests of the researcher and the senior Bank management. The researcher was interested in examining the effect of realistic expectations, formed during organizational entry, on organizational commitment and on subsequent

commitment-related behaviors. These research interests were specified in Chapter One. On the other hand, the organization was interested in the creation of a realistic job preview booklet for distribution to applicants for teller positions. Specifically, the Bank wished to evaluate the extent to which a realistic job preview might increase the job survival of newly hired tellers.

At the commencement of the experiment, the total number of tellers employed was 1,454. Of these, 851 were hourly tellers. Since almost all newly hired tellers commence as hourly tellers, and since the annual turnover rate in 1979, for hourly tellers was 45%, it was this segment of the teller population that was included in the present study. Table 8 presents the breakdown of the teller population and shows the 1979 turnover rates for each teller classification.

An agreement to conduct this research was reached in September, 1978, using newly hired bank tellers as the subject sample. The research project was to consist of three basic components. The first was a diagnostic study of the teller position. The second component was an experimental study of the effects of realistic information supplied to job candidates during the selection process. The final component was the collection of data on organizational commitment and commitment-related behaviors during the first two months in the organization.

After receiving the feedback report from the diagnosis, the Bank gave approval for the experimental study in March, 1980.

2. Preliminary Study

The first part of the diagnostic study involved speaking with tellers at various stages of their banking careers. Interviewees ranged from

job candidates prior to entering the selection process, to tellers with many years tenure in the Bank. The interviews were unstructured, and the interviewees were asked to express their perceptions and feelings about the Bank, the organizational climate, opportunities for advancement, and Bank policies. Some interviews were conducted with individuals, while others were group interviews. The interviewer made notes during the interviews, but no scientific analysis of these was done. The subjects were not randomly sampled, but an attempt was made to interview a cross-section of tellers with regard to demographics and tenure. Approximately 100 tellers were interviewed.

Table 8

(a) Teller Staff as of 12-31-79

Teller Grade	Salaried		Hourly		Total	% of Total Teller Staff
	Number	% of Grade Level Total	Number	% of Grade Level Total		
Teller	264	24	851	76	1,115	77
Senior	159	76	51	24	210	14
General	96	100	--	0	96	7
Adminis- trative	32	97	1	3	33	2
TOTAL	551		903		1,454	
% of TELLER STAFF		38		62		100

(b) 1979 Teller Turnover

Teller Grade	Salaried		Hourly		Total	
	Number	Annual Rate	Number	Annual Rate	Number	Annual Rate
Teller	49	24	292	45	341	40
Senior	12	8	4	8	16	8
General	10	11	--	--	10	11
Adminis- trative	1	3	--	--	1	3
TOTAL	72		296		368	
ANNUAL RATE		15		43		31

two

3.

stru

Job

was

The

perv

meas

(a)

of a

(1)

the

cons

thei

JDS

over

by OJ

natio

876 d

aging

compu

the a

The information obtained from these interviews formed the basis for two questionnaires that were later administered to all tellers.

3. Survey Instruments

Using the information from the preliminary study, three survey instruments were used to obtain information about the tellers' job. The Job Diagnostic Survey (JDS) developed by Hackman and Oldham (1974, 1980) was selected to determine how tellers perceive the actual work they do. The JDS (Job Rating Form) was selected to ascertain how the tellers' supervisors perceived the tellers' job. The Teller Survey was designed to measure the career expectations of tellers.

(a) Job Diagnostic Survey

The JDS is a data collection instrument that can be useful as part of a multiple-method diagnosis. The major intended uses of the JDS are (1) to diagnose existing jobs prior to work design, and (2) to evaluate the effects of work redesign (Hackman and Oldham, 1980). The JDS was constructed by Hackman and Oldham to tap each major class of variables in their theory of work motivation (Hackman and Oldham, 1976). A copy of JDS is provided in Appendix A.

The JDS has been used extensively in research and change projects over the last few years, and data from many of these have been compiled by Oldham, Hackman and Stepina (1979). Column I of Table 9 shows the JDS national norms, based upon the responses of 6930 employees who work on 876 different jobs in 56 organizations. The norms were computed by averaging the scores of employees who work on each of the 876 jobs and then computing overall means across those jobs. Column II of Table 9 presents the average JDS scale scores for clerical jobs. These norms were

Table 9

Job Diagnostic Survey Norms

(Adapted from: Oldham, Hackman & Stepina, 1979)

	I National Norms	II Clerical \bar{X}	Norms S.D.
<u>Job Characteristics</u>			
Skill variety	4.7	4.0	1.3
Task identity	4.7	4.7	1.2
Task significance	5.5	5.3	1.1
Autonomy	4.9	4.5	1.2
Feedback from job	4.9	4.6	1.3
Feedback from agents	4.1	4.0	1.4
Dealing with others	5.6	5.2	1.1
<u>Critical psychological states</u>			
Experienced meaningfulness of the work	5.2	4.9	1.0
Experienced responsibility for work outcomes	5.5	5.3	.88
Knowledge of results	5.0	4.9	1.1
<u>Affective outcomes</u>			
General satisfaction	4.7	4.5	1.1
Growth satisfaction	4.8	4.6	1.2
Internal work motivation	5.6	5.4	.83
<u>Context satisfactions</u>			
Job security	4.9	4.8	1.3
Pay	4.3	4.0	1.5
Co-workers	5.4.	5.2	1.0
Supervision	4.9	4.9	1.4
Motivating Potential Score (MPS)	128.	106.	59.

computed by averaging the scores of respondents who worked on clerical jobs (including bank tellers).

(b) JDS (Job Rating Form)

The Job Rating Form is a companion instrument of the JDS, designed specifically for use in collecting assessments of job characteristics by individuals who do not work on the job (Hackman and Oldham, 1974). This survey instrument is useful in determining if the employee and the supervisor have similar perceptions of the employee's job. A copy of the JDS (Job Rating Form) is included in Appendix A.

Usually it turns out that the shape of the job characteristics profiles provided by supervisors and by job incumbents are quite similar, with supervisors having a somewhat more optimistic view of the motivating characteristics of a job than do the job incumbents (Hackman and Oldham, 1980).

(c) Teller Survey

From the preliminary study, three areas of concern emerged; (1) how promotions within teller ranks were decided, (2) what it took to move from teller ranks into management, and (3) how pay increases are determined. Accordingly, the Teller Survey was designed containing specific items to tap tellers' perceptions of these three areas.

For example, one question asked: "If a teller wants a promotion, he/she needs to ...," with possible responses including such factors as: seniority, education, good interpersonal relationships with one's boss and one's co-workers, good ratings on performance reviews, few customer complaints, few "teller differences," etc. Tellers were asked to rate each of the possible responses using a seven-point Likert-type scale

ranging from "very inaccurate" to "very accurate," with "uncertain" as the mid-point. A copy of the Teller Survey is provided in Appendix A.

The 22-item questionnaire was broken down into three scales: promotions, movement into management, and pay increases. The internal consistency reliability (coefficient Alpha) of the scales ranged from .49 for promotion and movement into management to .60 for pay increases. The internal consistency of the instrument as a whole was .72 (see Table 10).

Table 10

Internal Consistency Reliability for Teller Survey

Scale	Item #	Coefficient Alpha
Promotions	1-8	.49
Movement into Management	10-14	.49
Pay Increases	16-22	.60
Overall	1-22	.72

The Teller Survey was scored by comparing a teller's responses with "organizational reality," and computing a coefficient of correctness" for each of the three areas (promotion, movement into management, and pay increases). To obtain a measure of "organizational reality," copies of the Teller Survey were sent to two senior executives in each of the employment, training and development, and operations sections of the Bank. These executives were chosen because of their knowledge of, and involvement in the hiring, training, placement, appraisal, and career development of the tellers. These executives were asked to fill in the "correct" answer to each item. The meaning of "correct" was actual Bank practice, not formal policy. These data were collected and a group

meeting was arranged to discuss the results. Table 11, Column I summarizes the responses of these executives. At the group meeting, the executives were given a listing of each of the executives' responses to the survey. They then discussed each item in an attempt to reach a consensus. Column II of Table 11 lists the consensus responses. At this meeting, some of the executives revealed that they were not familiar with actual Bank practice for each area. This lack of familiarity is reflected in the changes from individual to consensus responses for some of the items in Table 11. The group was unable to reach a consensus on items 18 and 20, which were dropped from the analysis. The consensus responses (Table 11, Column II) were used as the standard of organizational reality in determining the correctness of each teller's responses.

A coefficient of correctness was computed by comparing each teller's responses to this measure of organizational reality, and an absolute difference score obtained. These absolute differences were then summed for each of these scales (promotions, movement in management, and pay increases), and averaged. This yielded a "coefficient of correctness" measure of one's beliefs. The coefficient of correctness can range from zero, representing very accurate perceptions, to a high of 6 which represents very inaccurate perceptions.

4. Diagnostic Design

The Teller Survey was designed to measure career expectations and perceptions of tellers with respect to how promotions are awarded, how to move into management, and how pay increases are determined. Using a cross-sectional design, the Teller Survey was administered to newly hired tellers prior to entering the organization, to newcomers who had just

Table 11

Organizational Reality

("Correct Responses to the Teller Survey")

Item	I		II
	Individual Responses \bar{X}	SD	Consensus Response
Promotion			
1	6.0	2.0	6
2	6.0	0	6
3	6.3	0.5	6
4	5.7	1.0	6
5	2.6	1.7	2
6	6.0	0.6	6
7	6.0	0.6	6
8 (a)	1.3	0.5	1
Movement into Management			
10	5.7	2.3	7
11	3.7	2.6	1
12	4.3	2.3	1
13	2.2	1.6	1
14 (a)	4.2	1.7	1
Pay Increases			
16	6.3	0.8	6
17	5.8	1.0	5
18	3.8	2.9	(b)
19	3.5	2.2	5
20	2.2	1.8	1
21	6.7	0.8	7
22 (a)	4.5	1.2	(b)

(a) Items 9, 15 & 23 were "Other, please explain" and were not scored.

(b) No consensus could be reached on these times, so they were dropped from the analysis.

completed orientation, to newcomers just completing the three week training program, and to tellers who were already working in the organization. These tellers who were already in the organization were randomly selected from each branch. That is, two tellers from each of the 108 branches were randomly selected to participate in the survey.

The Job Diagnostic Survey (JDS), developed by Hackman and Oldham (1974), was used to determine how tellers perceive the actual work they do. The JDS was administered to the tellers who had been randomly selected from each branch. It was not administered to newcomers who had not commenced work in the branches, since such individuals had not yet experienced the teller's work.

The two questionnaires were personally administered to the new employees and the tellers who had been randomly selected from the branches. This face-to-face administration made it possible for the respondents to be personally identified for comparison purposes. The questionnaires were administered by university personnel who promised anonymity to the subjects.

These two survey instruments were also administered by mail to all other tellers employed by the Bank.

Table 12 illustrates the number of individuals included in the survey, and the questionnaires completed. The responses of tellers to whom the questionnaires were administered face-to-face were compared to those of the tellers who received the questionnaires through the mail. No significant differences were found between the responses of the two groups. Accordingly, the results of the diagnosis will be discussed for the total number of subjects who completed the surveys.

A modified version of the JDS, called the JDS (Job Rating Form), was administered by mail to the 108 branch managers; 79 managers returned the completed questionnaires. The JDS (Job Rating Form) was designed to determine how the branch managers perceive the tellers' job.

Table 12

Diagnostic Questionnaire Administration

	Teller Survey	Job Diagnostic Survey	JDS Job Rating Form
Administered Face-to-Face	335	179 ^a	
Administered by Mail	550	550	79
Total Completed	885	729	79

^aNew employees who had not commenced work in the branches did not complete the JDS.

5. Results of Diagnosis

The theory developed in Chapter One, and illustrated in Figure 3, identified four categories of antecedents of organizational commitment: (a) job content expectations and perceptions, (b) job context expectations and perceptions, (c) career expectations and perceptions, and (d) personal characteristics. The results of the diagnostic study will be discussed with regard to each of these categories.

(a) Job Content Expectations and Perceptions

The Job Diagnostic Survey was only administered to the tellers who were already working in the branches. Sections One and Two of the JDS focus on the actual work that the teller does, as compared with other facets of the company. Table 13, Column I summarizes the tellers'

responses regarding job content perceptions.² The seven job dimensions are summary measures calculated from the responses to items in Sections One and Two of the JDS (see Hackman & Oldham, 1974). Scores may range from a low of 1, indicating that only a minimal amount of the dimension

Table 13
Job Content Perceptions

Job Dimensions	I Tellers' Perceptions (n = 729)		II Clerical Norms ^a (n = 255)		t
	\bar{X}	SD	\bar{X}	SD	
Skill Variety	4.1	1.3	4.0	1.3	1.06 ^f
Task Identity	4.9	1.3	4.7	1.2	2.24 ^d
Task Significance	5.6	1.1	5.3	1.1	3.74 ^c
Autonomy	4.1	1.2	4.5	1.2	-4.57 ^c
Feedback from Job	5.3	1.2	4.6	1.3	7.53 ^c
Feedback from Agents	4.2	1.5	4.0	1.4	1.92 ^e
Dealing with Others	5.7	0.9	5.2	1.1	6.52 ^c
Motivating Potential Score ^b	111.	55.	106.	59.	1.18 ^f

^aSee Oldham, Hackman & Stepina (1979).

^bMotivating Potential Score (MPS) is a single index that reflects the overall potential of the job to foster internal work motivation on the part of job incumbents. That is:

$$\text{MPS} = \frac{\text{Skill Variety} + \text{Task Identity} + \text{Task Significance}}{3} \times \text{Autonomy} \times \text{Job Feedback}$$

c. $p < .005$, d. $p < .01$, e. $p < .025$, f. $p = \text{N.S.}$

²Since the JDS was only administered to tellers already working in the branches, the job content expectations of outsiders and newly hired employees were not measured.

is present in the job, to a high of 7, a substantial amount. Column II of Table 13 lists norms for clerical work (see Table 9 of this chapter).

Table 14 provides a breakdown of job content perceptions by the teller's length of tenure, as follows: Newcomers -- new employees with less than four months tenure, Insiders -- employees with more than four months, but less than two years in the Bank, and Old-timers -- those with more than two years. This analysis indicates relatively consistent job content perceptions over length of tenure. Only two job dimensions

Table 14
Effect of Tenure on Job Content Perceptions

Job Dimensions	I Newcomers ^a		II Insiders ^b		III Old Timers ^c		IV Correlation ^d r
	(n = 42)		(n = 224)		(n = 463)		
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
Skill Variety	4.2	1.5	3.9	1.2	4.2	1.4	.07
Task Identity	5.0	1.1	4.8	1.4	4.9	1.3	
Task Significance	5.5	1.1	5.5	1.1	5.6	1.3	
Autonomy	4.0	1.1	4.1	1.3	4.1	1.2	
Feedback from Job	5.5	1.1	5.3	1.2	5.3	1.1	
Feedback from Agents	4.7	1.8	4.3	1.6	4.2	1.5	-.06
Dealing with Others	5.6	0.9	5.7	0.9	5.7	0.9	
M.P.S.	114.	57.	107.	52.	113.	56.	

^aNewcomers -- New employees with Less than four months tenure.

^bInsiders -- Employees with more than four months, but less than two years tenure

^cOld-timers -- Employees with more than two years tenure.

^dOnly significant ($p < .05$) correlations are shown.

(sk

witt

bra

sug

ces

job

fla

Dim

Ski

Tas!

Tas!

Aut:

Feed

Feed

Deal

M.P.

a.

(b)

tive

(skill variety and feedback from agents) had any significant correlation with job tenure ($r = .07$, $p < .05$; and $r = -.06$, $p < .05$ respectively).

Table 15 indicates that for all job dimensions except autonomy, branch managers rated the job higher than did the tellers. This fact suggests that, to the extent that they are involved in the hiring process, branch managers may be inaccurately describing the tellers' job to job applicants. Consequently, new employees may join the Bank with inflated expectations regarding the content of their work.

Table 15
Managers' Perceptions of Job Content of Tellers' Job

Job Dimensions	Managers' Perceptions (n = 79)		Tellers' Perceptions (n = 729)		t
	\bar{X}	SD	\bar{X}	SD	
Skill Variety	4.6	1.2	4.1	1.3	3.5 ^a
Task Identity	5.3	1.2	4.9	1.3	2.6 ^b
Task Significance	5.9	1.0	5.6	1.1	2.5 ^b
Autonomy	3.9	1.1	4.1	1.2	-1.9 ^c
Feedback from Job	5.7	0.9	5.3	1.2	3.0 ^a
Feedback from Agents	5.7	0.8	4.2	1.5	8.2 ^a
Dealing with Others	5.9	0.9	5.7	0.9	2.3 ^c
M.P.S.	119.	50.	111.	55.	1.2 ^d

a. $p < .001$, b. $p < .01$, c. $p < .05$, d. N.S.

(b) Job Context Expectations and Perceptions

Sections three, four, and five of the JDS provide measures of affective outcomes and context satisfactions. Hackman and Oldham's (1974)

de:

ti

as

cle

Tat

men

rit

ins

Dim

Aff

Ge

In

Gr

Cont

Jo

Pa

Co

Sup

a. S

(c)

2easu

description of these dimensions is consistent with this writer's definition of job context factors.

Table 16, Column I summarizes the tellers' job context perceptions, as obtained from the JDS. Column II of Table 16 lists the norms for clerical work. When the responses were broken down by length of tenure, Table 17, it was found that the tellers' affective responses to most dimensions of the job context decreased. The main exception was job security which was significantly higher for newcomers and old-timers than for insiders.

Table 16
Job Context Perceptions

Job Dimensions	I Tellers' Perceptions (n = 729)		II Clerical Norms ^a (n = 255)		t
	\bar{X}	SD	\bar{X}	SD	
Affective Outcomes					
General satisfaction	4.6	1.1	4.5	1.1	1.25 ^c
Internal work motivation	5.8	0.8	5.4	0.8	6.86 ^b
Growth satisfaction	4.9	1.2	4.6	1.2	3.43 ^b
Context Satisfactions					
Job Security	5.2	1.3	4.8	1.3	4.22 ^b
Pay	4.1	1.6	4.0	1.5	0.90 ^c
Co-workers	5.6	0.9	5.2	1.0	5.63 ^b
Supervisor	4.9	1.4	4.9	1.4	0

a. See Oldham, Hackman & Stepina (1979). b. $p < .005$ c. $p = \text{N.S.}$

(c) Career Expectations and Perceptions

Each teller's responses to the Teller Survey were compared to the measure of organizational reality and an absolute difference score was

obtained. These absolute differences were summed for each of the three scales (promotions, movement into management, and pay increases), and averaged. This yielded a "coefficient of correctness" measure of one's beliefs. The sample of 885 subjects is distributed by stage of entry or length of tenure as follows: Entrants -- those in the one-day orientation session, Newcomers -- those in the 15 day training program or with less than four months tenure, Insiders -- those with more than four months, but less than two years in the organization, and Old-timers -- those with more than two years tenure.

Table 17

Effect of Tenure on Job Context Perceptions

Job Dimensions	I		II		III		IV
	Newcomers		Insiders		Old Timers		Correlation ^a
	(n = 42)		(n = 224)		(n = 463)		
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	r
Affective Outcomes							
General satisfaction	5.0	1.0	4.5	1.1	4.6	1.1	-.06 ^b
Internal work motivation	5.8	0.8	5.8	0.8	5.8	0.8	
Growth satisfaction	5.5	0.9	4.9	1.2	4.9	1.2	-.06 ^b
Context Satisfactions							
Job Security	5.3	1.1	5.0	1.3	5.3	1.3	.06 ^b
Pay	5.0	1.4	4.0	1.5	4.0	1.6	-.09 ^c
Co-workers	5.7	0.8	5.5	0.9	5.6	0.9	
Supervisor	5.6	1.2	5.0	1.3	4.8	1.5	-.13 ^d

^aOnly significant correlations are shown.

^c p < .01

^b p < .05

^d p < .001

an

ze

re

Ca
Dim

Pro

Mov

Pay

an
ac
pe

cate

tion

and

thes

perc

ties

zatic

so th

Table 18 lists the coefficient of correctness of career expectations and perceptions for the total sample. This coefficient can range from zero, representing very accurate perceptions, to a high of 6, which represents very inaccurate perceptions.

Table 18
Correctness of Career Expectations & Perceptions

Career Dimension	Coefficient of Correctness ^a (n = 885)	
	\bar{X}	SD
Promotions	1.18	0.58
Movement into Management	3.89	0.96
Pay increases	1.50	0.61

^aThe coefficient of correctness can range from zero, representing very accurate perceptions, to a high of 6, which represents very inaccurate perceptions.

When broken down by organizational tenure (Table 19), results indicate that at point of entry the new employees have inaccurate expectations regarding career opportunities (that is, movement into management) and how pay increases are determined. An individual's perceptions in these two areas tend to become more accurate over time. However, the perceptions of Insiders and Old-timers with regard to career opportunities were still significantly inaccurate.

The promotions scale did not show any trend associated with organizational tenure. These teller beliefs were initially accurate ($\bar{X} = 1.1$), so that there would be little trend expected.

Di

Pr

Mo

Pay

a p

b p

(d)

ana

plo

vi)

part

sala

to w

clas

were

subje

years

Table 19

Correctness of Career Expectations & Perceptions by Tenure

Career Dimensions	Entrants (\underline{n} = 88)		Newcomers (\underline{n} = 110)		Insiders (\underline{n} = 224)		Old-timers (\underline{n} = 463)		Correlation r	ANOVA p
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Promotions	1.1	0.32	1.1	0.46	1.2	0.56	1.2	0.64	.05 ^a	< .30
Movement into Management	4.4	0.75	4.1	0.80	3.9	0.87	3.7	1.03	-.21 ^b	< .001
Pay Increases	1.8	0.62	1.5	0.58	1.4	0.60	1.5	0.61	-.13 ^b	< .001

^a $p = .07$

^b $p < .001$

(d) Personal Characteristics

In addition to length of tenure, which has already been discussed, analyses were performed to test the possible moderating effects of i) employment classification, ii) sex, iii) age, iv) education, v) race, and vi) marital status of the subjects.

Employment Classification - Most tellers commence as hourly, or part-time employees. Bank policy is to promote an hourly teller to a salaried, or full-time, position when a teller is consistently scheduled to work a full-time week. Of the subjects who reported their employment classification, 400 were hourly and 324 were salaried employees.

Sex - Of the subjects whose sex was known, 37 were males, and 691 were females.

Age - Age was broken down into 6 categories: under 20 years (45 subjects), 20-29 years (273), 30-39 years (153), 40-49 years (128), 50-59 years (111), over 59 years (20).

Education - Subjects were asked to indicate their level of education which was broken down into 9 categories, ranging from "some grade school" to "graduate degree."

Race, Marital status - Information regarding the marital status and racial background of the subjects was available only for those tellers to whom the questionnaires were administered face-to-face. Of these, 119 were single, 152 married, 10 widowed, 1 separated and 2 divorced; and 67 were black, 215 were white, and 1 was Spanish-American.

Multiple regression analysis was utilized in the investigation of the possible moderating effects of these personal characteristics. The JDS responses and the correctness of career beliefs due to length of tenure, employment classification, sex, age, education, race, and marital status was assessed via multiple regression. The total amount of explained variance due to these personal characteristics is presented in Table 20. As illustrated, the combined effects of these personal characteristics account for, at most, 11% of the variance (on the internal work motivation scale). For most of the dimensions, personal characteristics explain less than 5% of the variance.

It was concluded that the personal characteristics of the tellers have only a minimal effect on their perceptions of the job content, job context, and career opportunity dimensions of the tellers' job.

6. Summary of Chapter Two

This chapter has described the research site and the diagnostic study which preceded the experiment. Following informal interviews of selected tellers, one questionnaire, the "Teller Survey," was designed and a second questionnaire, the "Job Diagnostic Survey," was selected to

Table 20

Effect of Personal Characteristics on Perceptions

Dimension	Explained Variance ^a
Job Content	
Skill Variety	.071
Task Identity	.010
Task Significance	.049
Autonomy	.013
Feedback from Job	.028
Feedback from Agents	.017
Dealing with Others	.015
MPS	.037
Job Context	
General Satisfaction	.079
Internal Work Motivation	.110
Growth Satisfaction	.091
Job Security	.015
Pay	.031
Co-workers	.029
Supervision	.049
Career	
Promotions	.009
Movement into Management	.017
Pay Increases	.038

^aR² adjusted for number of variables in regression equation.

measure the tellers' expectations and perceptions. A third questionnaire, the "JDS (Job Rating Form)," was used to measure the branch managers' perceptions of the tellers' job.

The diagnostic study was conducted to measure the expectations of newly hired tellers and the perceptions of experienced tellers. Branch managers were surveyed to obtain their perceptions of the tellers' job.

The diagnostic study identified career expectations of newly hired tellers and career perceptions of experienced tellers which were inaccurate. These career beliefs became more accurate as the individual's tenure in the organization increased.

Significant differences were found between the tellers' perceptions of their job and the branch managers' perceptions of the tellers' job.

The tellers' perceptions of their job were measured to provide input for a realistic job preview which will address job content expectations, job context expectations, and career expectations. The design of the experiment, including the realistic job preview, will be the subject of Chapter Three of this dissertation.

CHAPTER THREE

Design of Experiment

This chapter describes the research design for the present experiment. After a review of the purpose for the experiment, the various components of the experiment are discussed. This discussion includes: modifications to the Bank's selection procedures, the preview booklets designed, and the instruments used to collect data.

1. Outline of Experiment

The purpose of this present experiment is to study the effects of realistic information supplied to job candidates during the selection process. The independent variable is the amount of realism concerning job content, job context, and career opportunities that is included in a job preview. The dependent variables are organizational commitment, and commitment-related behaviors. The theory underpinning this research is discussed in Chapter One and illustrated in Figure 3.

This experiment has been conducted entirely within a single organization, a large bank. The research site has been described in Chapter Two. An agreement to conduct this experiment was reached in March 1980, using newly hired bank tellers as the subject sample. The experiment was to consist of two basic components. The first was a study of the effects of realistic information supplied to job candidates during the selection process. The second component was the collection of data on

o

f

q

r

c

be

co

me

2.

ces

per

ly

(a)

pro

If a

plic

bran

mana

blan

and

offic

inter

organizational commitment, and commitment-related behaviors during the first two months in the organization.

The basic design of this research is experimental. This design required a) modifications to the Bank's selection procedures, b) the preparation of a "Realistic Job Preview" booklet and a "Control" booklet, and c) the preparation of survey instruments to monitor the job applicants' behavior, and to measure the new employees' expectations, perceptions, commitment, and commitment-related behaviors.

This chapter will describe each of the components of this experimental design.

2. Selection Procedures

At the commencement of the experiment, the organizational entry process was standardized, as much as possible, to permit each subject to experience a common entry procedure, with the type of preview being the only difference between the two groups of tellers who were hired.

(a) Application

As illustrated in Figure 4, job candidates may commence the entry process at either a branch or at the main office employment department. If an applicant first applies for a position at a branch office, the applicant will complete an application blank which will be sent by the branch manager to the main office employment department. Some branch managers will interview the applicant prior to sending the application blank to the main office. If the applicant meets minimum requirements, and there is a vacancy at a branch near the applicant's home, the main office employment department will invite the individual to a screening interview at the main office.

Ca
at

Ca
to

C

Exit
SU

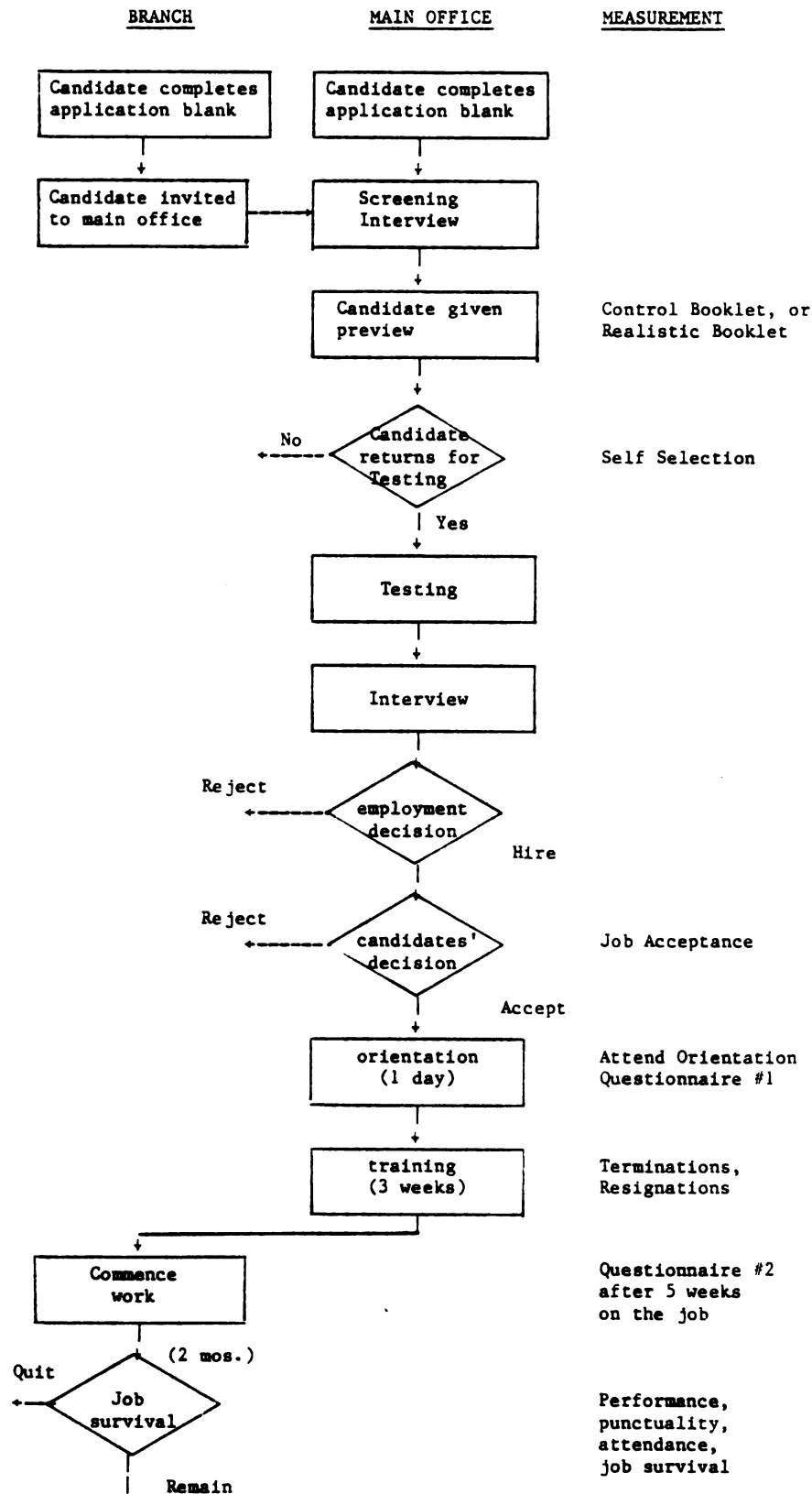


Figure 4. Organizational Entry Process

2
3
4

(

s

t

w

T

u

o

i

in

th

tr

Th

se

ing

If the job candidate first applies at the main office employment department, the individual will be asked to complete an application blank. If the Bank has vacancies for tellers, the applicant will be interviewed.

(b) Screening Interview

At the first interview, the interviewer will review the application blank, and through questions, will determine if the applicant meets the minimum qualifications for a teller position. If the applicant is qualified, he/she will be handed a preview booklet with the following instructions:

This booklet describes the tellers' job, read it carefully. Then if you are still interested in becoming a teller, please return to this office at (time) for testing.

(c) Experimental Treatments

All candidates for the teller position who were included in this study were assigned to one of two treatments: the control booklet, or the realistic booklet. The treatment that a particular subject received was dependent upon the "hiring period" during which the person applied. The Bank's training and development department had scheduled the dates upon which teller training classes would begin and specified the number of newly hired tellers to be included in each class. A "hiring period" is that period of time immediately preceding a teller training class during which the employment department will be selecting individuals for that class. Table 21 illustrates the hiring periods, orientation dates, training classes, and treatments received for the period of this study. The researcher decided against randomly assigning subjects to the treatments, as this would result in both booklets being used during each hiring period. The effect of the treatment could then become contaminated

when the newcomer associated, during orientation and training, with the other newly hired tellers who had received a different treatment.

TABLE 21
Groups Included in Experiment

Group #	Hiring Period	Orientation	First day of Training	Treatment of Group	n
1	6/12 - 7/4/80	7/7/80	7/8/80	Realistic	15
2	7/7 - 7/29/80	7/30/80	7/31/80	Control	18
3	7/30 - 8/21/80	8/22/80	8/25/80	Realistic	22
4	8/22 - 9/16/80	9/17/80	9/18/80	Control	23
5	9/17 - 9/23/80	9/24/80	9/25/80	Control	12
6	9/24 - 10/13/80	10/14/80	10/15/80	Control	22
7	10/14 - 11/4/80	11/5/80	11/6/80	Realistic	19
8	11/5 - 12/1/80	12/2/80	12/3/80	Control	19
9	12/2 - 1/12/81	1/13/81	1/14/80	Realistic	<u>18</u>
					168

The content of the preview booklets is described later in this chapter.

(d) Hiring

If the job candidate returned for testing, met the Bank's minimum test score requirements, and performed adequately at the subsequent interview, and if there was a job opening at a branch convenient to the candidate's home, a job offer was made. If the individual accepted the offer, he/she would be scheduled for the one day orientation and three week training program prior to commencing work as a teller in a branch. At any time during orientation or training, the individual could resign

or be terminated. Once commencing work in a branch, the teller may also resign or be terminated.

(e) Data Collection

As illustrated in Figure 4, data were collected at different stages of the entry process. It was recorded i) to which preview group the job candidate was assigned, ii) if the job candidate self-selected out of the entry process after receiving a job preview, iii) if the applicant accepted a job offer, iv) if the hiree followed through and attended the orientation program, and v) if the new employee resigned or was terminated during training.

Two questionnaires were administered to the subjects. The newcomers completed Questionnaire #1 before orientation. This was personally administered by University personnel who promised anonymity to the subjects. Questionnaire #2 was mailed to the tellers two months after joining the Bank (that is, after three weeks in teller training and approximately five weeks of working in the branch). The tellers were asked to return these, in pre-addressed, postage-paid envelopes, to the University. The subjects' names were written on both questionnaires for comparison and identification. These questionnaires are described later in this chapter.

Job performance, punctuality, attendance, and job survival data were recorded during the first five weeks of each subject's tenure in the branch. Biographical data, including sex, age, marital status, race, education, employment classification, and test scores of each subject were recorded. Self selection data were collected during the hiring process.

1.

ti

g2

po

al

bo

te

th

ti

the

bo

tom

eac

tio

exe

a se

on t

to t

Copi

Fifty

respe

cusse

ments

3. Job Previews

Using the information from the diagnostic study two "preview" booklets were written: a "Realistic Job Preview" (RJP) booklet, and a "Control" booklet. The RJP booklet contained very specific information regarding job content, job context, and career opportunities of the teller position. Alternatively, the Control booklet contained primarily generalized information about the teller position. For example, the Control booklet listed the pay ranges for tellers, the RJP also included the criteria by which pay increases are determined; the Control booklet listed the teller categories (Teller, Senior Teller, General Teller, Administrative Teller), the RJP booklet listed the number of positions in each of these categories and stated that promotions don't come fast; the RJP booklet described some negative aspects of dealing with the Bank's customers, the Control booklet contained no such negative information.

Drafts of both preview booklets were distributed to executives in each of the employment, training and development, operations, compensation and benefits, and employee relations departments of the Bank. These executives suggested changes which were incorporated, as appropriate, in a second draft. After agreement had been reached with these executives on the content and format of the preview booklets, a final draft was sent to the Senior Vice President, Personnel, who approved both booklets. Copies of both booklets are included in Appendix B.

Table 22 summarizes the areas addressed in the preview booklets. Fifty organization behavior students read both booklets to identify their respective impacts on job applicants. These differences will be discussed in section 4 of this chapter, in an analysis of the survey instruments used to measure the new employees' expectations.

TABLE 22

Comparison of Preview Booklets

Topic	RJP Booklet Information	Control Booklet Information
Training	Training described Failure rate	Not mentioned
Work	Banking transactions Accuracy important Working under pressure Manager schedules work	Banking transactions
Customers	Courtesy required Rude customers	Courtesy required
Career Opportunities	Promotion criteria Promotion rates How to move into branch management	The various teller positions described
Compensation	Pay rates How increases are determined Employee benefits	Pay rates Employee benefits
Summary of Major Points	Included	Not included

4. Data Collection Instruments

In this section, the instruments used to collect data during the experiment will be described. Questionnaire #1 was administered on the new employees' first day in the organization, prior to orientation. Questionnaire #2 was administered approximately two months after the person joined the organization. The performance appraisal was completed by branch managers after the teller had spent five weeks working in the branch. Biographical data was provided for each subject by the personnel department. Self selection data was collected by the employment department.

(a) Questionnaire #1

Questionnaire #1 was administered to newly hired tellers at Orientation by University personnel who promised anonymity. The questionnaire is included in Appendix C, and is in five sections.

Section One measures the new employee's job content and job context expectations. In addition to the five JDI subscales, discussed in Chapter One of this dissertation, two new subscales, "Customer" and "Teller Training" were included. The "Customers" subscale consists of 12 items (Table 23). The internal consistency reliability (coefficient Alpha) of this subscale was .83. The "Teller Training" subscale consists of 12 items. Since the internal consistency reliability (coefficient Alpha) was less than .1, this subscale was dropped from the analysis.

TABLE 23

Customers Subscale

<u>N</u>	Annoying
<u>Y</u>	Friendly
<u>Y</u>	Easy to work with
<u>N</u>	Unreasonable
<u>N</u>	Rude
<u>Y</u>	Grateful
<u>N</u>	Discourteous
<u>N</u>	Tough to please
<u>Y</u>	Helpful
<u>Y</u>	Pleasant
<u>N</u>	Impatient
<u>N</u>	Expecting too much

To measure the expectations of new tellers regarding job content and job context, the instructions of the JDI were reworded. The tellers were asked to indicate if the adjective describes what they realistically expected the job to be like. The scoring techniques for the JDI subscales are discussed in Smith, Kendall, and Hulin (1969). The scoring for the "Customers" subscale is indicated in Table 23.

Fifty college students in an introductory organizational behavior class were formed into eighteen groups of two or three people. Each group was instructed to read both the Control and RJP booklets to identify where the booklets will have a different impact on a job candidate's expectations. The groups were then asked to check which items in Section One of Questionnaire #1 they would expect an "RJP" subject to answer differently from a "Control" subject. The number of items checked in each of the subscales was computed. Table 24 lists the responses of these students. This data suggests that the experimental and control groups can be expected to respond differently on the work, promotion, and customer subscales of Section 1. Little or no differences can be expected on the pay, co-workers, and supervision subscales. The "pay" information was identical in both booklets,³ while "co-workers" and "supervision" were not discussed in either booklet.

Section Two of Questionnaire #1 measures the tellers' career aspirations and their perceptions of organizational career facilitation. This data does not form a part of this dissertation, and will not be discussed here.

³The JDI address the amount of pay, not pay increases which was discussed differently.

TABLE 24

Differential Impact of RJP -v- Control Booklets

Subscale	Total Number of Items	"Different" Items (a) (n = 18)	
		\bar{X}	SD
Work	18	6.8	3.5
Pay	9	1.1	0.9
Promotion	9	5.3	2.5
Co-workers	18	0.2	0.5
Supervision	18	2.4	2.1
Customers	12	8.4	3.0

(a) Students identified the number of items in each subscale that was treated differently in the two booklets.

The new employees' career expectations are measured in Section Three which is titled "Knowledge of Bank Policies." The items in this section were written to ascertain the accuracy of new employees' expectations regarding promotions within the teller ranks, becoming a Branch manager, and how pay increases are determined. The items were written based upon the findings of the diagnostic study.

For example, one question asked: "If a Teller wants a promotion to Senior Teller he/she needs to ...," with possible responses including such factors as: discussing it with the manager, a commendable rating on the written performance review, education, seniority, few mistakes, popularity with management and customers, etc. Tellers were asked to rank each of the responses using a five-point scale, ranging from "not at all accurate" to "very accurate."

The 24-item questionnaire was broken down into three scales: promotions, branch management, and pay increases. The internal consistency reliability (coefficient Alpha) were promotions = .71, branch management = .45, and pay increases = .75.

This section of the questionnaire was scored by comparing a new employee's responses with "organizational reality," and computing a "coefficient of correctness" for each of the three scales. Three approaches were used to obtain a measure of "organizational reality": i) The "official" bank policy was obtained by asking the executive responsible for the career development of tellers to complete section 3 of this questionnaire. His response is shown in column I of Table 25. ii) Copies of section 3 of Questionnaire #1 were mailed to a random sample of 30 of the Bank's branch managers who were asked to fill in the "correct" answers to each item. The meaning of "correct" was actual Bank practice, not formal policy. Table 25, column II summarizes the responses of the 26 managers who returned the survey. iii) Fifty college students in an introductory organizational behavior class were formed into eighteen groups of two or three people. Each group was asked to read the RJP booklet and answer section 3 of this questionnaire based upon the information contained in the booklet. A summary of their responses is given in column III of Table 25.

After an analysis of the three sets of responses, a "correct" response was determined by averaging the three sets of responses, and dropping those items where the difference between the highest and lowest score was greater than 1.5. The "correct" responses used in calculating the "coefficient of correctness" are listed in column IV of Table 25.

TABLE 25

Career Realities

Career Dimension Item #1	I	II		III		IV
	"Official"	Branch Managers'		Independent Readers'		"Correct"
	Response	Response (n = 26)		Response (n = 18)		Response
		\bar{X}	SD	\bar{X}	SD	
Promotion						
1	2	3.2	1.6	2.5	1.8	2
2	4	3.9	1.2	4.8	0.4	4
3	4	4.0	1.1	4.9	0.4	4
4	1	1.0	0.2	2.8	1.8	(a)
5	4	4.1	1.1	4.3	1.2	4
6	4	4.0	1.0	4.2	1.4	4
7	2	2.3	1.2	1.8	1.6	2
8	4	4.2	1.0	4.8	0.4	4
9	1	1.8	0.9	1.2	0.7	1
10	3	3.9	0.8	4.2	0.9	4
11	1	2.1	1.0	4.5	0.9	(a)
12	2	2.6	1.0	3.3	1.8	3
Branch Management						
13	4	3.6	1.2	4.6	1.1	4
14	2	2.7	1.4	4.1	1.6	(a)
15	2	3.2	1.2	3.1	1.9	3
16	1	2.1	1.2	1.3	0.7	1
17	5	4.4	1.0	2.8	1.9	(a)
Pay Increase						
18	3	3.0	1.2	3.4	1.6	3
19	3	2.8	1.0	3.6	1.4	3
20	1	1.3	0.6	1.7	1.1	1
21	3	1.4	0.6	1.7	1.4	(a)
22	1	1.3	0.7	2.2	1.6	1
23	5	3.6	0.9	4.4	1.3	4
24	1	1.8	1.1	3.2	1.8	(a)

(a) These items were dropped from the analysis due to the differences in responses.

The "coefficient of correctness" was computed by comparing each new employee's responses to this "correct" response, and an absolute difference score obtained. These absolute differences were then summed for each of the three scales, and averaged. This yielded a "coefficient of correctness" measure of one's expectations. The coefficient can range from zero, representing very accurate expectations, to a high of 4 which represents very inaccurate expectations.

Section Four of Questionnaire #1 contains the 15-item Organizational Commitment Questionnaire, previously discussed in Chapter One, plus nine items written to measure specific attitudes regarding the Bank. Table 26 indicates how these items were scored. The tellers were asked to indicate the degree of their agreement or disagreement with each of the 24 items in section four, using a seven-point Likert-type scale, ranging from "strongly disagree" to "strongly agree" with "neither disagree nor agree" as the midpoint.

TABLE 26
Scoring Section 4 "Work Attitudes" of
Questionnaire #1

Scale	Item # (a)	Reliability
Commitment	1 - 15	.40
Desire to Remain	11(R), 21, 22(R)	.72
Feelings about the Bank	18(R), 19	.77
Feelings of Honesty	20	-
Concern for Job Match	16, 17, 23	.59
Job Pressure	24	-

(a) The responses to the items in each scale were summed and averaged. (R) indicates a reverse-scored item.

f:

to

pe

(b

no

ma

Un

st

Qu

te.

#1.

"Cu

12

cie

ite

thi

thi

tio

dat

here

gard

Section Five asks the tellers whether they or any member of their family have previously worked at this Bank. If a person responded "yes" to the question "Have you ever previously worked for this Bank?" that person was eliminated from the study.

(b) Questionnaire #2

Questionnaire #2 was administered to tellers approximately two months after they entered the organization. The questionnaires were mailed to the tellers, who were instructed to return them by mail to the University.

Of the 168 tellers who completed Questionnaire #1, 127 or 76% were still employed as tellers after two months. Of these, 79 or 62% returned Questionnaire #2. A copy of Questionnaire #2 is included in Appendix C.

This questionnaire is in five sections. Section One measures the tellers' perceptions of job content and job context. As in Questionnaire #1, the five JDI subscales are used in addition to two new subscales, "Customers" and "Teller Training." The "Customers" subscale consists of 12 items (Table 23), and has an internal consistency reliability (coefficient Alpha) of .83. The "Teller Training" subscale consists of 12 items, but since the internal consistency (coefficient Alpha) was .17, this subscale was dropped from the analysis. The scoring technique for this section has been described earlier in this section.

Section Two of Questionnaire #2 measures the tellers' career aspirations and their perceptions of organizational career facilitation. This data does not form part of this dissertation, and will not be discussed here.

Section Three measures the tellers' knowledge of Bank policies regarding promotions within the teller ranks, becoming a branch manager,

and how pay increases are determined. These items are also included in Section Three of Questionnaire #1, and their development and scoring have already been discussed.

Section Four of Questionnaire #2 contains the 15-item Organizational Commitment Questionnaire, previously discussed in Chapter One, plus sixteen items written to measure specific attitudes towards the Bank. Table 27 indicates how these items will be scored. Subjects are instructed to indicate their degree of agreement or disagreement with each of these 31 items, using a Likert-type scale, ranging from "strongly disagree" to "strongly agree" with "neither disagree nor agree" as the midpoint. Items 32-37 of Section Four measure the tellers' perception of the Bank's customer service and the source of their knowledge about the tellers' job. These items are not discussed here, and do not form a part of this dissertation.

TABLE 27

Scoring Section 4 "Work Attitudes" of
Questionnaire #2

Scale	Item # (a)	Reliability
Commitment	1-14, 16	.54
Desire to Remain	11 (R), 26, 28(R)	.83
Feelings about the Bank	21(R), 22	.57
Feelings of Honesty	25	-
Concern for Job Match	17, 19, 29	.46
Job Pressure	30	-
Perceived Competence of Branch Manager	15, 18, 20, 23, 24, 27, 31	.88

(a) The responses to the items in each scale were summed and averaged. (R) indicates a reverse-scored item.

(c) Performance Appraisal

After the tellers had completed at least five weeks working in the branches, the respective branch managers were asked to provide information about the tellers' performance during their first five weeks. The managers were mailed a form which requested objective data regarding the number of days scheduled to work, days absent, days late, number of customers served, number of differences (that is, the number of days out of balance), and the cumulative difference amount. The managers were also asked to rate the tellers' overall performance on a 10-point scale ranging from "fair" to "outstanding." A copy of this form is included in Appendix C. To determine the behavioral outcomes of the subjects (see Figure 3), the performance appraisal data and the following formulae were used:

Decision to Produce

- i) $\text{Quantity} = \text{No. of customers served} / \text{No. of days scheduled}$
- ii) $\text{Quality} = \text{No. of differences} / \text{No. of days scheduled}$

Decision to Participate

- i) Job Survival = was the teller still employed after 2 months?
- ii) $\text{Punctuality} = \text{No. of days late} / \text{No. of days scheduled}$
- iii) $\text{Attendance} = \text{No. of days absent} / \text{No. of days scheduled}$

(d) Biographical Data

At the conclusion of the study, the Bank's personnel department provided biographical data about each of the subjects. The personal characteristics included: race, sex, marital status, employment test scores,⁴

⁴During selection, job candidates were administered standardized tests which measured mathematical, verbal and clerical skills.

a
n
s
s
r
e

(

ti

Th

it

it

pr

af

5.

sen

Sect

rese

per

type

diffe

tion

age, and education. If the teller had terminated, the Bank provided a reason for the termination and the teller's length of service. An analysis of the tellers in the two treatment groups found that there were no significant differences between the control and RJP groups based on the race, sex, marital status, test scores, age or education of the employees.

(e) Self Selection

The employment department was provided with forms to record the activities of job candidates as they participated in the entry process. These forms, a copy of which is included in Appendix C, were used to monitor the experiment, and to provide self selection data. Specifically, it was noted if the candidate i) returned for testing after reading the preview, ii) accepted a job offer, and iii) actually attended orientation after accepting an offer.

These data were analyzed to provide self selection information.

5. Summary of Chapter Three

This chapter has described the methodology used to conduct the present experiment. Section 1 of this chapter outlined the experiment. Section 2 described the selection procedures used by the Bank during the research. The entry process was standardized, as much as possible, to permit each applicant to experience a common entry procedure, with the type of preview being the only variable.

Two job previews have been prepared and these were discussed. The difference between the two previews was the specificity of the information included. The focus of the overall research design was to compare

tl

me

po

ti

ch

these two previews in terms of their effects on self-selection, commitment, and commitment-related behaviors.

The design included two questionnaires, a performance appraisal report, the collection of biographical data, and a measure of self selection. Each of these data collection instruments is described in this chapter.

CHAPTER FOUR

Results of Experiments

This chapter reports the results of the experiment. The expectations of newly hired employees were measured to test the effect of the job previews. Reality shock was computed as the change in new employees perceptions during their first two months in the organization. The effect of reality shock on organizational commitment and subsequent behavioral outcomes were measured.

This chapter will describe the expectations of entrants, the work experiences of new employees, and their subsequent reality shock. The effects of reality shock are examined. Finally data are presented to test the integrity of Wanous' (1980) Model of the Psychological Effects of the Realistic Job Preview.

1. Expectations of Entrants.

The expectations of newly hired employees ("entrants") were measured using Questionnaire #1 when the subjects first entered the organization. The questionnaire was administered to the entrants at the beginning of the orientation program on their first day at work.

(a) Job Content and Job Context Expectations

As discussed in Chapter 3, and illustrated in Tables 22 and 24, new employees who received the RJP booklet have been provided with more specific information regarding the work, promotion, and customer dimensions

of

t:

an

28

ti

ga

Pa

di

ing

fec

Dim

Worl

Pay

Prou

Supe

Co-w

Cust

were

work,

scribe

of their job than employees from the control group. Identical information was provided to both groups regarding the amount of pay. Co-workers and supervision were not discussed in either booklet.

The effect of this differential information is illustrated in Table 28. As expected, significant differences existed between the expectations of respondents in the RJP group and those in the control group regarding the work, promotion, and customer dimensions of the tellers' job. Pay, supervision, and co-worker dimensions did not reveal significant differences between the expectations of the two groups, further supporting the hypothesis that the RJP has differential effects on workers' affective responses to their jobs.

TABLE 28

Job Content & Context Expectations of Entrants

Job Dimension	Control Group (n = 94)		RJP Group (n = 74)		t	Should the RJP group have lower expectations
	\bar{X}	SD	\bar{X}	SD		
Work	2.17	.39	2.01	.37	2.40 ^a	Yes
Pay	2.05	.55	1.99	.52	.62 ^c	No
Promotion	2.33	.63	2.13	.72	1.79 ^b	Yes
Supervision	2.14	.30	2.38	.29	.57 ^c	No
Co-workers	2.70	.35	2.61	.35	1.48 ^c	No
Customers	1.94	.71	1.64	.64	2.61 ^a	Yes

^a_p < .01 ^b_p = .07 ^cN.S.

The participants' responses to the job content and context items were scored as prescribed by Smith, Kendall and Hulin (1969), for the work, pay, promotion, supervision, and co-workers dimensions, and as described in Table 23 of Chapter 3 for the customer dimension. If a teller

responded to at least half of the items on a particular dimension, those responses were scored and averaged. If less than half of the items on a particular dimension were responded to, that person's responses were treated as missing data. Thus, for example, if an individual answered eleven of the eighteen items on the work dimension, those eleven items were scored, summed, and divided by eleven. However, if only eight items on the work dimension were answered, the work dimension for that person would be treated as missing data.

The scores listed on Table 28 reflect these averages. Scores may range from zero, representing low expectations, to a high of three, representing high expectations.

b) Career Expectations

Table 29 summarizes the correctness of the career expectations of the newly hired employees. The coefficient of correctness is a measure of the accuracy of these career expectations. It can range from a low of zero representing very accurate expectations to a high of 4, which represents very inaccurate expectations. A description of how this coefficient is calculated was presented in Chapter 3.

The RJP booklet contained more specific information regarding career opportunities for tellers. It was hypothesized that the RJP group would have more accurate career expectations, and thus a lower coefficient of correctness for each career dimension than the control group. An analysis of the responses of newly hired tellers revealed no significant differences between the career expectations of new employees in the RJP group and those in the control group (Table 29). The data failed to provide support for his hypothesis.

TABLE 29

Correctness of Career Expectations of Entrants^a

Career Dimension	Control Group (n = 94)		RJP Group (n = 74)		t	Should the RJP group be more correct
	\bar{X} ^(a)	SD	\bar{X} ^(a)	SD		
Promotions	1.08	.33	1.19	.28	-1.91 ^b	Yes
Branch Management	1.88	.62	1.92	.60	-0.44 ^b	Yes
Pay Increases	1.10	.49	1.05	.44	0.65 ^b	Yes

^aThe coefficient of correctness can range from zero representing very accurate expectations, to a high of 4, which represents very inaccu-rate expectations.

^bN.S.

2. Work Experiences of New Employees

The work experiences of new employees were measured using Questionnaire #2, approximately two months after the tellers had joined the Bank (three weeks in teller training, and five weeks working in a branch).

(a) Job Content and Job Context Experiences

The job content and job context perceptions of the new employees were measured using the JDI and an additional "customer" dimension. If an individual responded to at least half of the items on a particular dimension, those responses were scored and averaged as prescribed by Smith, Kendall, and Hulin (1969) for the work, pay, promotion, supervision, and co-workers dimensions, and as described in Table 23 of Chapter 3, for the customer dimension. If less than half the items on a particular dimension were answered, that person's responses were treated as missing data.

Table 30 summarizes the job content and job context perceptions of the new employees after their first two months at the Bank. As expected,

significant differences no longer exist between the RJP and Control groups on the work, promotion, and customer dimensions of the tellers' job. Tellers in the RJP group were given more complete information regarding these dimensions than those in the Control group, and this different preview information was reflected in the expectations of the tellers when they entered the organization. As expected, both groups reported similar perceptions of these dimensions after two months experience in the Bank.

TABLE 30

Job Content & Context Perceptions After 2 months

Job Dimension	Control Group (n = 46)		RJP Group (n = 29)		t
	\bar{X}	SD	\bar{X}	SD	
Work	1.99	.44	1.92	.37	.74 ^b
Pay	1.77	.60	1.53	.81	1.48 ^b
Promotion	1.71	.78	1.42	.74	1.60 ^b
Supervision	2.60	.31	2.34	.51	2.74 ^a
Co-workers	2.64	.35	2.37	.60	2.43 ^a
Customer	1.75	.63	1.67	.60	.55 ^b

^a_p > .01^bN.S.

On the other hand, significant differences now exist between the RJP and Control groups on the supervision and co-workers dimensions. No information was contained in either of the preview booklets relating to the supervision and co-workers dimensions, and no significant differences were recorded at the time of entry into the organization. These differences after two months' employment cannot be explained in terms of the intervention used.

(b)

tel

con

can

a h

of

fican

the C

of th

3. E

R

tions

of the

(b) Perception of Career Opportunities

Table 31 summarizes the correctness of the career perceptions of tellers after two months' employment in the Bank. The coefficient of correctness is a measure of the accuracy of these career perceptions, and can range from a low of zero, representing very accurate perceptions, to a high of 4, which represents very inaccurate perceptions. A description of how this coefficient is calculated is presented in Chapter 3.

TABLE 31

Correctness of Career Perceptions After 2 Months^a

Career Dimension	Control Group (n = 46)		RJP Group (n = 33)		t
	\bar{X}	SD	\bar{X}	SD	
Promotion	1.14	.34	1.06	.32	.92 ^b
Branch Management	1.77	.61	1.81	.61	-.28 ^b
Pay Increases	0.99	.53	1.17	.54	-1.38 ^b

^aThe coefficient of correctness can range from zero, representing very accurate perceptions, to a high of 4, which represents very inaccurate perceptions.

^bN.S.

The analysis of the tellers' career perceptions indicates no significant differences between the perceptions of the RJP group and those of the Control group. This is about what one would expect since the effect of the RJP is on the expectations of new employees at point-of-entry.

3. Reality Shock

Reality shock, in this study, is the difference between the expectations of employees upon entry into the organization and the perceptions of the same employees two months after joining the Bank. Table 32

displays the reality shock that occurred for the job content and context dimensions, and the career dimensions.

TABLE 32

Reality Shock

	Control Group (n = 46)		RJP Group (n = 33)		t	Should RJP group be lower
Dimension	\bar{X}	SD	\bar{X}	SD		
Job						
Work	.24	.49	.04	.34	1.91 ^a	Yes
Pay	.29	.56	.38	.67	-0.64 ^c	No
Promotion	.58	.78	.51	.76	.37 ^c	Yes
Supervision	-.24	.40	-.02	.52	-1.95 ^a	No
Co-workers	.08	.42	.19	.58	-0.97 ^c	No
Customer	.20	.85	-.14	.74	1.72 ^b	Yes
Career						
Promotions	.28	.26	.32	.24	-0.60 ^c	Yes
Branch Management	.61	.55	.59	.52	0.20 ^c	Yes
Pay Increases	.48	.32	.41	.33	0.93 ^c	Yes

^a_p = .06 ^b_p = .09 ^cN.S.

It was expected that the reality shock experienced by the RJP group would be lower than that experienced by the Control group for the work, promotion and customer dimensions of job content and context perceptions, and for the promotions, branch management and pay increases dimensions of career perceptions. Since both preview booklets contained identical information about the amount of pay, and no information regarding supervision or co-workers, both the RJP and Control groups were expected to experience the same degree of reality shock on these three job dimensions.

As illustrated in Table 32, amongst the job dimensions, the work, supervision, and customer dimensions have close to significant differences between the reality shock of the Control and RJP groups. This provides partial support for the hypothesis, as the expected differences on the promotion dimension was not achieved. Where reality shock is indicated as negative (the supervision dimension, and the customer dimension for the RJP group), the actual job experienced was more favorable than expectations.

No significant differences appeared between the reality shock related to any of the career dimensions of the Control and RJP groups. This is contrary to the hypothesis that the RJP subjects would experience significantly less reality shock on the three career dimensions than subjects in the Control group.

4. Effect of Reality Shock on Commitment

The first hypothesis, discussed in Chapter One, stated that a new employee's commitment to the organization would be inversely proportional to the extent of the reality shock experienced when expectations do not match reality. The present study provided support for this hypothesis.

As illustrated in Table 33, significant relationships exist between reality shock and commitment on four of the job dimensions. Of the career dimensions, only on the branch management dimension is there close to a significant correlation between reality shock and commitment.

TABLE 33

Effect of Reality Shock on Commitment

Dimension	Commitment ^a (n = 79) r
Job	
Work	-.31 ^c
Pay	-.30 ^c
Promotion	-.06 ^e
Supervision	-.35 ^b
Co-workers	-.35 ^b
Customer	.06 ^e
Career	
Promotions	-.05 ^e
Branch Management	-.17 ^d
Pay Increases	.11 ^e

^aMeasured after 2 months' employment.

^b $p < .001$ ^d $.05 < p < .10$

^c $p < .01$ ^eN.S.

5. Effect of Commitment on Behavioral Outcomes

The second hypothesis discussed in Chapter One states that the individual's decisions to participate and produce are directly proportional to the degree of the individual's commitment to the organization. Commitment was measured at two points: 1) at point-of-entry, and 2) after two months' employment. As illustrated in Table 34, the only close to significant correlation between commitment at point-of-entry and behavioral outcomes was on the punctuality outcome ($r = 0.15$, $p = .08$). This

is about what was expected, since the tellers had not experienced reality shock or working in the organization.

Table 34

Effect of Commitment on Behavioral Outcomes

Commitment	Decision to Produce		Decision to Participate	
	Quantity	Quality	Attendance	Punctuality
	r	r	r	r
At Point-of-Entry ^a	-.04 ^e	.06 ^e	.02 ^e	.15 ^d
After 2 mos. Employment ^b	-.09 ^e	.14 ^e	.19 ^c	.22 ^c

^a_n = 93. (Of the 168 subjects completing Questionnaire #1, performance data were available for 93 subjects.)

^b_n = 79 ^c_p < .05 ^d.05 < p < .10 ^eN.S.

However, significant correlations were found between commitment, measured after two months employment, and the decision to participate. For attendance, the correlation with commitment after two months was $r = 0.19$, $p < .05$; for punctuality, the correlation was $r = 0.22$, $p < .05$. No significant correlations were found between commitment measured after two months' employment and the decision to produce.

No significant relationship was found between commitment and job survival. Since the job survival data were collected during the first two months' employment, this may be too short a time period for tellers with low organizational commitment to seek out and find alternative employment. The relationship between commitment and intention to turnover will be discussed later in this chapter.

6. Effect of Reality Shock on Behavioral Outcomes

The second hypothesis also stated the decisions to participate and produce are inversely proportional to the extent of reality shock

experienced. Table 35 lists the relationships between reality shock and the behavioral outcomes.

TABLE 35

Effect of Reality Shock on Behavioral Outcomes

Dimension(a)	<u>Decision to Produce</u>		<u>Decision to Participate</u>	
	Quantity	Quality	Attendance	Punctuality
	r	r	r	r
Job				
Work	-.02	-.08	-.23 ^d	-.11
Pay	.07	-.03	-.44 ^b	-.24 ^d
Promotion	-.05	-.01	-.27 ^c	-.20 ^e
Supervision	-.12	.21 ^d	-.01	-.07
Co-workers	-.07	.10	.03	-.06
Customers	.02	-.02	-.08	-.03
Career				
Promotions	-.15	.10	-.06	-.01
Branch Management	-.15	.15	.02	.16
Pay Increases	-.18 ^e	.04	-.04	-.13

^a_n = 79

^b_p < .001

^c_p < .01

^d_p < .05

^e.05 < _p < .10

The most significant correlations were found between reality shock on the job dimensions and the employee's decision to participate. The strongest correlation was between reality shock on the pay dimension and attendance ($r = -0.44$, $p < .001$). No significant relationship was found between reality shock on the career dimensions and behavioral outcomes.

These results provide partial support for the hypothesis linking reality shock and behavioral outcomes. Specifically, reality shock due to unrealistic job content and context expectations was found to be

C

v

7

s

a

n

d

Ta

mi

di

mi

to

.00

sup

0.3

p <

negatively correlated with an employee's decision to participate in the organization.

Further analyses were performed to test the effect of reality shock on job survival (a decision to participate outcome). Although approximately 21% of the participants had terminated during their first two months employment, no significant relationship was found between reality shock and job survival. This finding was not altogether surprising since turnover data were collected during the first two months' employment. An employee's intention to turnover may be a more suitable measure, and this will be discussed later in this chapter.

7. Effect on Behavioral Intentions

This writer recognizes that job survival need not be a suitable measure of an individual's decision to participate. An individual may have a strong desire to leave the organization and be actively seeking alternative employment. Accordingly, this research also measured the tellers' desire to remain as an additional measure of the decision to participate. Table 36 illustrates the effects of reality shock and organizational commitment on the individual's desire to remain in the organization.

Significant correlations were found between reality shock on the job dimensions and the desire to remain, and the between organizational commitment and the desire to remain. The strongest influences on the desire to remain were found to be: (1) reality shock - work ($r = -0.37$, $p < .001$), (2) reality shock - pay ($r = -0.32$, $p < .01$), (3) reality shock-supervision ($r = -0.37$, $p < .001$), (4) commitment at point-of-entry ($r = 0.31$, $p < .01$), and (5) commitment after 2 months' employment ($r = 0.77$, $p < .001$). The data support the hypothesis that reality shock and

organizational commitment are related to an individual's desire to remain a member of the organization. Low reality shock and high organizational commitment may be predictors of job survival.

TABLE 36

Effect of Reality Shock and Commitment on Behavioral Intentions

	Desire to Remain ^a (n = 79) r
Job	
Work	-.37 ^b
Pay	-.32 ^c
Promotion	.14
Supervision	-.37 ^b
Co-workers	-.18 ^d
Customers	.06
Career	
Promotions	-.06
Branch Management	-.01
Pay Increases	.07
Commitment	
At Point-of-entry	.31 ^c
After 2 mos. employment	.77 ^b

^aMeasured after 2 months employment.

^b_p < .001 ^c_p < .01 ^d.05 < p < .10

8. Psychological Effect of Job Previews

Data were collected and analyzed to test the validity of Wanous' (1980) Model of the Psychological Effects of the Realistic Job Preview, (see Figure 2, in Chapter 1 of this dissertation). Specifically self selection, perceptions of honesty, and concern for job match data are analyzed.

(a) Self Selection

Table 37 lists the self selection rates for tellers included in the study. Of the 116 job candidates receiving the control preview, 115 (99.1%) returned for the scheduled testing. All of the 95 job candidates who received the realistic job preview returned for testing.

TABLE 37

Self Selection

Stage of Entry	Control Group		RJP Group	
	n	%	n	%
Given Preview & invited to testing	116		95	
Returned for testing	115	99.1	95	100.
Received Job offer	115	99.1	93	97.9
Accepted offer	80	69.0	68	71.6
Showed up	78	67.2	68	71.6

Of the 115 (99.1%) control group applicants who received job offers, 80 (69%) accepted the offer, and 78 (67.2%) actually showed up for work. In the RJP group, 93 (97.9%) received job offers, 68 (71.6%) accepted and showed up for work.

These data does not support the hypothesis that job candidates who receive a realistic job preview are more likely to self select out of the hiring process than candidates receiving a non-realistic preview.

(b) Perceptions of New Employees

As illustrated in Table 38, the RJP group reported lower perceptions of honesty than subjects in the Control group, both at point-of-entry and after two months' employment. However, the degree of change in

perceptions of honesty during these two months was not significantly different for the RJP and Control groups. The RJP group also reported lower perceptions of a concern for job match than subjects in the Control group, after two months' employment. No significant differences were found regarding the perception of a concern for job match at point-of-entry, or in the degree of change of those perceptions.

TABLE 38

Psychological Effect of Job Previews

Psychological Effect	Control Group \bar{X}	SD	RJP Group \bar{X}	SD	t
<u>Upon Entry:^a</u>					
Perception of Honesty	6.20	1.12	5.79	1.34	1.94 ^d
Concern for Job Match	5.76	.86	5.53	1.01	1.40
<u>After 2 months:^b</u>					
Perception of Honesty	5.74	1.29	4.83	1.39	2.92 ^c
Concern for Job Match	5.25	.92	4.70	1.24	2.20 ^d
<u>Change in Perceptions:^b</u>					
Perception of Honesty	0.43	1.52	0.96	1.29	-1.53
Concern for Job Match	0.41	.95	0.75	1.01	-1.44

^an (Control group) = 94, n (RJP group) = 74

^bn(Control group) = 46, n (RJP group) = 33

^cp < .01

^dp < .05

Wanous' (1980) model hypothesized that job candidates who received a realistic job preview would have increased perceptions of honesty and increased perceptions of a concern for job match. This study did not find evidence to support Wanous' hypothesis.

R

P

C

P

A

T

A

M

N

R

fo

Co

ef

ca

ho

and

cur

ree

who

of

tio

was

9. Summary of Chapter 4

The purpose of this present experiment was to examine the effects of realistic information supplied to job candidates during the selection process, and to test a model of the effect of expectations on the antecedents and outcomes of organizational commitment.

Two job previews were used to manipulate the expectations of new employees. A content analysis of the preview booklets indicated that job applicants who read the RJP booklet should have lower expectations on three of the six job dimensions (work, promotion, customers), and more accurate expectations on all three career dimensions (promotions, branch management, pay increases) than applicants who read the Control booklet. No differences were expected between the RJP and Control groups on the remaining three job dimensions (pay, supervision, co-workers).

An analysis of the expectations of new employees at point-of-entry found the anticipated differences in job expectations between the RJP and Control groups. This indicates that the preview booklets had the desired effect in producing different job expectations for the two groups of job candidates. An analysis of the career expectations of new employees, however, found no significant differences between the expectations of RJP and Control group respondents. This finding indicates that the more accurate information in the RJP booklet did not produce more accurate career expectations when compared with the career expectations of tellers who read the Control booklet.

Reality shock was defined as the difference between the expectations of new employees at point-of-entry into the organization, and the perceptions of the same employees measured after two months' employment. It was anticipated that tellers who read the RJP booklet would experience

le

th

re

ca

me

ti

sup

den

pre

to

pro

wer

sen

Job

ime

tio

Thi

less reality shock than those who read the Control booklet on three of the six job dimensions (work, promotions, customers) and on all three career dimensions. The results indicated that there were close to significant differences in reality shock on two of the three predicted job dimensions and on none of the three predicted career dimensions. In addition, close to significant differences in reality shock appeared on the supervision dimension, where no differences were expected.

The Model of the Hypothesized Effect of Expectations on the Antecedents and Outcomes of Organizational Commitment (Figure 3 in Chapter One) predicted that (1) organizational commitment was inversely proportional to the degree of reality shock, (2) behavioral outcomes were inversely proportional to the degree of reality shock, and (3) behavioral outcomes were positively related to organizational commitment. The results presented in this Chapter provide significant support for these hypotheses.

Wanous' (1980) Model of the Psychological Effects of the Realistic Job Preview (Figure 2 in Chapter One) was partially tested in this experiment. Specifically, this experiment tested the self selection, perceptions of honesty, and concern for job match components of Wanous' model. This study did not find evidence to support Wanous' hypotheses.

CHAPTER FIVE

Discussion and Conclusions

The purpose of the present research was to study the effects of realistic information supplied to job candidates during the selection process. The independent variable was the amount of realism concerning job content, job context, and career opportunities that was included in a job preview. The dependent variables were organizational commitment and commitment-related behaviors.

It was hypothesized that the extent of reality shock occurring when work experiences are substantially different from what was expected is inversely proportional to organizational commitment. It was further hypothesized that organizational commitment would be positively related to an individual's decisions to participate and produce in the organization.

This chapter discusses the results presented in Chapter 4.

1. The Job Previews

Two job preview booklets were written for this experiment. The information contained in both preview booklets was accurate, based upon the findings of the diagnostic study and a knowledge of the organization's policies. The major differences between the two previews concerned the amount and the specificity of the information. The RJP booklet contained very specific information about the job content, job context, and career opportunities of the teller position. Alternatively, the Control booklet contained primarily generalized information.

Both booklets had been read and, after modifications, approved by executives in each of the employment, training and development, operations, compensation and benefits, and employee relations departments of the Bank. Fifty organizational behavior students read both booklets to identify their respective impacts on job applicants. The students found that job candidates who read the RJP booklet would have significantly different responses on three of the six job dimensions, and on all three career dimensions, than job candidates who had read the Control booklet.

An analysis of the new employees' expectations indicated that those who had received the RJP booklet had lower expectations regarding the three job content and job context dimensions that had been differentially addressed in the previews, than those employees who had received the Control preview. This finding indicates that that RJP booklet had been effective in reducing newcomers' expectations of the job. The booklets did not appear, however, to have had a significantly different effect on the candidates' career expectations. Both groups reported substantially accurate career beliefs.

A distinguishing aspect of this research is that both previews presented accurate information. In previous studies (for example, Wanous, 1976) the control previews presented inflated job information that led to inaccurate and unrealistic expectations. In the present study, an attempt was made to ensure that all preview information was accurate. The main differences between the two previews were (1) the amount, and (2) the specificity of the information.

No measure was used in this study of the expectations of newly hired tellers who had received no formal preview. Further research is suggested to ascertain whether it is merely the presence of a job preview

(

t

d

t

C

1

tl

2.

er

al

ad

jo

pl

Su

po

jo

re

tha

spe

the

are

tun

fer

(specific or generalized) that influences a new employee's perception of the organization.

In the present study, the preview booklet was handed to the job candidate who was asked to read it. The researcher has no guarantee that the subject did, in fact, read the booklet. It is possible that both the Control and RJP groups contained individuals who did not read the booklet, and this would influence the degree of the differential impact of the previews on expectations.

2. Reality Shock

Reality shock was measured by computing the difference between an employee's expectations upon joining the organization, and the individual's experiences after two months in the organization. On the dimensions addressed in the job previews, both groups reported substantially similar job experiences after two months. This was to be expected, since all employees encountered a similar job after entry into the organization. Subjects who had received the RJP booklet reported lower expectations at point-of-entry than Control subjects, on the work, promotion and customer job dimensions. Accordingly, the RJP group reported significantly less reality shock on two of these three job dimensions (work and customer) than subjects from the Control group. This supports the prediction that specific, accurate job information provided to job candidates will reduce the degree of reality shock experienced upon entry into the organization.

The prediction that reality shock would be reduced if job candidates are provided with complete, accurate information regarding career opportunities was not supported by the present research. No significant differences were found between the career expectations of new employees from

the RJP group and new employees from the Control group, either at point-of-entry or after two months' employment. Three possible reasons are suggested for the lack of reality shock on career dimensions. As previously discussed, this could be due to the fact that some job candidates did not read the preview booklet. A second possibility is that career opportunities were not of major concern to the job candidates. Given the poor economic conditions in the Bank's geographic area at the time of this study, it may be that job candidates were anxious to find a job and career opportunities were secondary. A third possibility is that some of the job candidates had received information about a teller career from friends employed at the Bank, or from the branch manager prior to the formal hiring process.

The hypotheses of this study concerned the effect of reality shock on organizational commitment and subsequent behavioral outcomes. The two job previews were used to manipulate the degree of reality shock, so that for some subjects the amount of reality shock would be greater than for other subjects. This intervention was more successful in producing a range in the degree of reality shock on job content and job context dimensions than on career dimensions.

3. Hypothesis 1

The first hypothesis, which stated that the new employee's commitment to the organization was inversely proportional to the extent of reality shock, received support from the experiment. On four of the six job dimensions, significant correlations were found between reality shock and organizational commitment (work -- $r = -0.31$, $p < .01$; pay -- $r = -.30$, $p < .01$; supervisor -- $r = -0.35$, $p < .001$; co-workers -- $r =$

-0.35, $p < .001$). Close to significant correlations were found between reality shock and organizational commitment on only one of the career dimensions (branch management -- $r = -0.17$, $p = .07$).

This suggests that the newly hired tellers were more concerned with the actual job content and context than with career opportunities. It is also possible that the high rate of unemployment in the organization's geographic area influences an employee's lack of career concern at this time.

4. Hypothesis 2

The second hypothesis, linking organizational commitment to behavioral outcomes, and reality shock to behavioral outcomes received support from the experiment.

Organizational commitment, measured after two months' employment, was found to be significantly correlated with the employee's decision to participate during the first two months' employment. The correlation between commitment and attendance was $r = 0.19$, $p < .05$. The correlation between commitment and punctuality was $r = 0.22$, $p < .05$. No significant correlations were found between organizational commitment and the decision to produce, that is, the quantity and quality of production.

Reality shock on three of the job dimensions was found to negatively influence an employee's decision to participate in the organization. Attendance was found to be significantly correlated with reality shock on the work ($r = -0.23$, $p < .05$), pay ($r = -0.44$, $p < .001$), and promotion ($r = -0.27$, $p < .01$) dimensions. Punctuality was significantly correlated with reality shock on the pay dimension ($r = -0.24$, $p < .05$).

No significant relationships were found between reality shock on the career dimensions and behavioral outcomes.

It was noted that job survival may not be a suitable determinant of an employee's decision to participate. Turnover is also influenced by the local economy, the availability of alternative employment, etc. Thus, the desire to remain was used as an additional measure of the decision to participate. The desire to remain was found to be strongly influenced by: (1) reality shock - work ($r = -0.36$, $p < .001$), (2) reality shock - pay ($r = -0.32$, $p < .01$), (3) reality shock - supervision ($r = 0.37$, $p < .001$), and (4) commitment ($r = 0.77$, $p < .001$).

5. Effect of Expectations on Reality Shock and Commitment

A model of the hypothesized effect of expectations on the antecedents and outcomes of organizational commitment was developed and discussed in Chapter 1 (Figure 3). This model presented the hypotheses that if a job candidate received a realistic job preview, and was subsequently hired, that individual would enter the organization with realistic job content, job context, and career expectations. These realistic expectations would substantially reduce the reality shock experienced when expectations do not match reality. It was further hypothesized that reality shock was negatively correlated with both organizational commitment and commitment-related behavior, and that organizational commitment and commitment-related behavior were positively correlated with each other.

This experiment provided support for this model. Job candidates who received a realistic job preview had more accurate expectations than job candidates receiving a job preview that was less than realistic. Reality shock was found to be negatively correlated with both organizational

commitment and commitment-related behavior. Organizational commitment and commitment-related behavior were positively correlated. Behavioral intentions (specifically, the desire to remain in the organization) was found to be negatively correlated with reality shock, and positively correlated with organizational commitment. Overall, the data provide substantial support for the researcher's model.

6. Psychological Effect of the Job Previews

Data were analyzed to test three elements in Wanous' (1980) Model of Psychological Effects of the Realistic Job Preview (self selection, perceptions of honesty, and perceptions of a concern for job match). No support could be found for this model. This writer suggests that Wanous' model is more applicable when a realistic job preview is compared with an unrealistic preview (that is, one containing false or inflated information). In the present study, the comparison was made between a preview that contained generalized, but accurate information, and one that contained more complete and specific information. Further research is needed to test the validity of Wanous' model.

7. Summary of Chapter Five

The realistic job preview did influence the expectations of new employees, and thus reduced reality shock. In this chapter, it was suggested that the job preview per se (control or realistic) was the intervention that influenced the job candidates. It was also noted that the previews may not have been read by some candidates, and that the previews may have addressed some dimensions (specifically career opportunities) that were of low importance to the job candidates.

This chapter also discussed the support that this study provided for the hypotheses presented in Chapter One of this dissertation. Reality shock was shown to be significantly correlated with both commitment and behavioral outcomes. Similarly, commitment was shown to influence the behavioral outcomes of employees.

This dissertation limits the data collection and analysis to the subject's first two months in a new organization. Further research is needed to test the longer term influence of reality shock on organizational commitment and behavioral outcomes.

APPENDICES

APPENDIX A

Diagnostic Survey Instruments⁵

5. To conceal the identity of the client organization, its name has been deleted from the questionnaires, and "the Bank" substituted.

BRANCH # ____/____

JOB DIAGNOSTIC SURVEY

This questionnaire was developed as part of a Yale University study of jobs and how people react to them. The questionnaire helps to determine how jobs can be better designed, by obtaining information about how people react to different kinds of jobs.

On the following pages, you will find several different kinds of questions about your job. Specific instructions are given at the start of each section. Please read them carefully. It should take no more than 25 minutes to complete the entire questionnaire. Please move through it quickly.

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

There are no "trick questions. Your individual answers will be kept completely confidential. Please answer each item as honestly and frankly as possible.

Thank you for your cooperation.

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

If you do not understand these instructions, please ask for assistance.
If you do understand them, turn the page and begin.

1. To what extent does your job require you to work closely with other people (either customers or people in related jobs in your own organization)?

1-----2-----3-----4-----5-----6-----7
<div style="display: inline-block; width: 33%; vertical-align: top;"> <p>Very little; dealing with other people is not at all necessary in doing the job.</p> </div> <div style="display: inline-block; width: 33%; vertical-align: top;"> <p>Moderately some dealing with others is necessary.</p> </div> <div style="display: inline-block; width: 33%; vertical-align: top;"> <p>Very much; dealing with other people is an absolutely essential and crucial part of doing the job.</p> </div>

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

1-----2-----3-----4-----5-----6-----7
<div style="display: inline-block; width: 33%; vertical-align: top;"> <p>Very little; the job gives me almost no personal "say" about how and when the work is done.</p> </div> <div style="display: inline-block; width: 33%; vertical-align: top;"> <p>Moderate autonomy; many things are standardized and not under my control, but I can make some decisions about the work.</p> </div> <div style="display: inline-block; width: 33%; vertical-align: top;"> <p>Very much; the job gives me almost complete responsibility for deciding how and when the work is done.</p> </div>

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

1-----2-----3-----4-----5-----6-----7
<div style="display: inline-block; width: 33%; vertical-align: top;"> <p>My job is only a tiny part of the overall piece of work; the results of my activities cannot be seen in the final product or service</p> </div> <div style="display: inline-block; width: 33%; vertical-align: top;"> <p>My job is a moderate-sized "chunk" of the overall piece of work; my own contribution can be seen in the final outcome.</p> </div> <div style="display: inline-block; width: 33%; vertical-align: top;"> <p>My job involves doing the whole piece of work, from start to finish; the results of my activities are easily seen in the final product or service.</p> </div>

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

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Very little; the job requires me to do the same routine things over and over again.			Moderate variety	Very much; the job requires me to do many different things using a number of different skills and talents.		

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

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Not very significant; the outcomes of my work are <u>not</u> likely to have important effects on other people.			Moderately significant	Highly significant; the outcomes of my work can affect other people in very important ways.		

6. To what extent do managers or co-workers let you know how well you are doing on your job?

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Very little; people almost never let me know how well I am doing.			Moderately; sometimes people may give me "feedback;" other times they may not.	Very much; managers or co-workers provide me with almost constant "feedback" about how well I am doing.		

7. To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing -- aside from any "feedback" co-workers or supervisors may provide?

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Very little; the job itself is set up so I could work forever without finding out how well I am doing.			Moderately; sometimes doing the job provides "feedback" to me; sometimes it does not.	Very much; the job is set up so that I get almost constant "feedback" as I work about how well I am doing.		

Section Two

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

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

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

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

How accurate is the statement in describing your job?

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

- ___ 1. The job requires me to use a number of complex or high-level skills.
- ___ 2. The job requires a lot of cooperative work with other people.
- ___ 3. The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.
- ___ 4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
- ___ 5. The job is quite simple and repetitive.
- ___ 6. The job can be done adequately by a person working alone -- without talking or checking with other people.
- ___ 7. The supervisors and co-workers on this almost never give me any "feedback" about how well I am doing in my work.
- ___ 8. This job is one where a lot of other people can be affected by how well the work gets done.
- ___ 9. The job denies me any chance to use my personal initiative or judgment in carry out the work.
- ___ 10. Supervisors often let me know how well they think I am performing the job.
- ___ 11. The job provides me the chance to completely finish the pieces of work I begin.

- ___ 12. The job itself provides very few clues about whether or not I am performing well.
- ___ 13. The job gives me considerable opportunity for independence and freedom in how I do the work.
- ___ 14. The job itself is not very significant or important in the broader scheme of things.

Section Three

Now please indicate how you personally feel about your job.

Each of the statements below is something that a person might say about his or her job. You are to indicate your own, personal feelings about your job by marking how much you agree with each of the statements.

Write a number in the blank for each statement, based on this scale:

How much do you agree with the statement?

1	2	3	4	5	6	7
Disagree		Disagree		Agree		Agree
Strongly	Disagree	Slightly	Neutral	Slightly	Agree	Strongly

- ___ 1. It's hard, on this job, for me to care very much about whether or not the work gets done right.
- ___ 2. My opinion of myself goes up when I do this job well.
- ___ 3. Generally speaking, I am very satisfied with this job.
- ___ 4. Most of the things I have to do on this job seem useless or trivial.
- ___ 5. I usually know whether or not my work is satisfactory on this job.
- ___ 6. I feel a great sense of personal satisfaction when I do this job well.
- ___ 7. The work I do on this job is very meaningful to me.
- ___ 8. I feel a very high degree of personal responsibility for the work I do on this job.
- ___ 9. I frequently think of quitting this job.
- ___ 10. I feel bad and unhappy when I discover that I have performed poorly on this job.
- ___ 11. I often have trouble figuring out whether I'm doing well or poorly on this job.
- ___ 12. I feel I should personally take the credit or blame for the results of my work on this job.

- ___ 13. I am generally satisfied with the kind of work I do in this job.
- ___ 14. My own feelings generally are not affected much one way or the other by how well I do on this job.
- ___ 15. Whether or not this job gets done right is clearly my responsibility.

Section Four

Now please indicate how satisfied you are with each aspect of your job listed below. Once again, write the appropriate number in the blank beside each statement.

How satisfied are you with this aspect of your job?

1	2	3	4	5	6	7
Extremely Dissatis.	Dissatisfied	Slightly Dissatis.	Neutral	Slightly Satisfied	Satisfied	Extremely Satis.

- ___ 1. The amount of job security I have.
- ___ 2. The amount of pay and fringe benefits I receive.
- ___ 3. The amount of personal growth and development I get in doing my job.
- ___ 4. The people I talk to and work with on my job.
- ___ 5. The degree of respect and fair treatment I receive from my supervisor.
- ___ 6. The feeling of worthwhile accomplishment I get from doing my job.
- ___ 7. The chance to get to know other people while on the job.
- ___ 8. The amount of support and guidance I receive from my supervisor.
- ___ 9. The degree to which I am fairly paid for what I contribute to this organization.
- ___ 10. The amount of independent thought and action I can exercise in my job.
- ___ 11. How secure things look for me in the future in this organization.
- ___ 12. The chance to help other people while at work.
- ___ 13. The amount of challenge in my job.
- ___ 14. The overall quality of the supervision I receive in my work.

Section Five

Now, please think of the other people in your organization who hold the same job you do. If no one has exactly the same job as you, think of the job which is most similar to yours.

Please think about how accurately each of the statements describes the feelings of those people about the job.

It is quite all right if your answers here are different from when you described your own reactions to the job. Often different people feel quite differently about the same job.

Once again, write a number in the blank for each statement, based on this scale:

How much do you agree with the statement?

1	2	3	4	5	6	7
Disagree Strongly	Disagree	Disagree Slightly	Neutral	Agree Slightly	Agree	Agree Strongly

- ___ 1. Most people on this job feel a great sense of personal satisfaction when they do the job well.
- ___ 2. Most people on this job are very satisfied with the job.
- ___ 3. Most people on this job feel that the work is useless or trivial.
- ___ 4. Most people on this job feel a great deal of personal responsibility for the work they do.
- ___ 5. Most people on this job have a pretty good idea of how well they are performing their work.
- ___ 6. Most people on this job find the work very meaningful.
- ___ 7. Most people on this job feel that whether or not the job gets done right is clearly their own responsibility.
- ___ 8. People on this job often think of quitting.
- ___ 9. Most people on this job feel bad or unhappy when they find that they have performed the work poorly.
- ___ 10. Most people on this job have trouble figuring out whether they are doing a good or a bad job.

Section Six

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

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

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

4	5	6	7	8	9	10
Would like having this only a moderate amount (or less)			Would like having this very much			Would like having this <u>extremely</u> much

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

Section Seven

People differ in the kinds of jobs they would most like to hold. The questions in this section give you a chance to say just what it is about a job that is most important to you.

For each question, two different kinds of jobs are briefly described. You are to indicate which of the jobs you personally would prefer -- if you had to make a choice between them.

In answering each question, assume that everything else about the jobs is the same. Pay attention only to the characteristics actually listed.

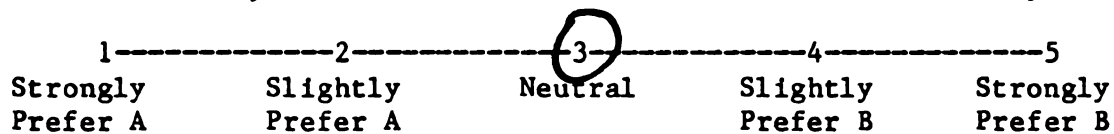
Two examples are given below.

JOB A

A job requiring work
with mechanical equipment
most of the day

JOB B

A job requiring work
with other people most
of the day



If you like working with people and working with equipment equally well, you would circle the number 3, as has been done in the example.

*

*

*

*

Here is another example. This one asks for a harder choice -- between two jobs which both have some undersirable features.

JOB A

A job requiring you to expose yourself to considerably physical danger.

JOB B

A job located 200 miles from your home and family.

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

If you would slightly prefer risking physical danger to working far from your home, you would circle number 2, as has been done in the example.

Please ask for assistance if you do not understand exactly how to do these questions.

JOB AJOB B

1. A job where the pay
is very good.

A job where there is
considerable opportunity
to be creative and
innovative.

1-----2-----3-----4-----5
Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B

2. A job where you are often
required to make impor-
tant decisions.

A job with many pleasant
people to work with.

1-----2-----3-----4-----5
Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B

3. A job in which greater
responsibility is
given to those who do
the best work.

A job in which greater
responsibility is given
to loyal employees who
have to most seniority.

1-----2-----3-----4-----5
Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B

4. A job in an organization
which is in financial trouble --
and might have to close down
within the year.

A job in which you are
not allowed to have any
say whatever in how your
work is scheduled, or in
the procedures to be
used in carrying it out.

1-----2-----3-----4-----5
Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B

5. A very routine job.

A job where your co-
workers are not very
friendly.

1-----2-----3-----4-----5
Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B

JOB AJOB B

6. A job with a supervisor who is often very critical of you and your work in front of other people.

A job which prevents you from using a number of skills that you worked hard to develop.

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

7. A job with a supervisor who respects you and treats you fairly

A job which provides constant opportunities for you to learn new and interesting things.

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

8. A job where there is a real chance you could be laid off.

A job with very little chance to do challenging work.

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

9. A job in which there is a real chance for you to develop new skills and advance in the organization.

A job which provides lots of vacation time and an excellent fringe benefit package.

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

10. A job with little freedom and independence to do your work in the way you think best.

A job where the working conditions are poor.

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

JOB AJOB B

11. A job with very
satisfying team-work.

A job which allows you
to use your skills and
ability to the fullest
extent.

1-----	2-----	3-----	4-----	5
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

12. A job which offers
little or no challenge.

A job which requires you
to be completely isolat-
ed from co-workers.

1-----	2-----	3-----	4-----	5
Strongly	Slightly	Neutral	Slightly	Strongly
Prefer A	Prefer A		Prefer B	Prefer B

Section Eight

Biographical Background

1. Sex: MALE _____ FEMALE _____
2. Age (check one):
_____ under 20 _____ 40-49
_____ 20-29 _____ 50-59
_____ 30-39 _____ 60 or over
3. Education (check one):
_____ Grade School
_____ Some High School
_____ High School Diploma
_____ Some Business College or Technical School Experience
_____ Some College Experience (other than business or technical school)
_____ Business College or Technical School Degree
_____ College Degree
_____ Some Graduate Work
_____ Master's or higher degree
4. What is your brief job title? _____
5. How long have you worked at the Bank? (check one)
_____ Less than 4 months
_____ 4 months - 1 year
_____ 1 - 2 years
_____ Longer than 2 years
6. Are you a full time (salaried) or part time (hourly) employee? (check one)
_____ Full time
_____ Part time

JOB DIAGNOSTIC SURVEY

Job Rating Form

This questionnaire was developed as part of a Yale University study of jobs and how people react to them. The questionnaire helps to determine how jobs can be better designed, by obtaining information about how people react to different kinds of jobs.

You are asked to rate the characteristics of the following job:

TELLER

Please keep in mind that the questions refer to the job listed above, and not to your own job.

On the following pages, you will find several different kinds of questions about the job listed above. Specific instructions are given at the start of each section. Please read them carefully. It should take you no more than 10 minutes to complete the entire questionnaire. Please move through it quickly.

A sample question is given below.

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

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

1. To what extent does the job require a person to work closely with other people (either customers or people in related jobs in the organization)?

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Very little; dealing with other people is not at all necessary in doing the job.			Moderately; some dealing with others is necessary.			Very much; dealing with other people is an absolutely essential and crucial part of doing the job.

2. How much autonomy is there in the job? That is, to what extent does the job permit a person to decide on his or her own how to go about doing the work?

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Very little; the job gives a person almost no personal "say" about how and when the work is done.			Moderate autonomy; many things are standardized and not under the control, of the person, but he or she can make some decisions about the work.			Very much; the job gives the person almost complete responsibility for deciding how and when the work is done.

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

1-----	2-----	3-----	4-----	5-----	6-----	7-----
The job is only a tiny part of the overall piece of work; the results of the person's activities cannot be seen in the final product or service.			The job is a moderate-sized "chunk" of the overall piece of work; the person's own contribution can be seen in the final outcome.			The job involves doing the whole piece of work, from start to finish; the results of the person's activities are easily seen in the final product or service.

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

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Very little; the job requires the person to do the same routine things over and over again.			Moderate variety			Very much; the job requires the person to do many different things using a number of different skills and talents.

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

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Not very significant; the outcomes of my work are <u>not</u> likely to have important effects on other people.			Moderately significant			Highly significant; the outcomes of the work can affect other people in very important ways.

6. To what extent do managers or co-workers let the person know how well he or she is doing on the job?

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Very little; people almost never let the person know how well the work is done.			Moderately; sometimes people may give "feedback;" other times they may not.			Very much; managers or co-workers provide the person with almost constant "feedback" about how well the work is done.

7. To what extent does doing the job itself provide the person with information about your work performance? That is, does the actual work itself provide clues about how well the person is doing -- aside from any "feedback" co-workers or supervisors may provide?

1-----2-----3-----4-----5-----6-----7		
Very little; the job itself is set up so the person could work forever without finding out how well he or she is doing.	Moderately; sometimes doing the job provides "feedback;" sometimes it does not.	Very much; the job is set up so that the person gets almost constant "feedback" as he or she works about how well he or she is doing.

Section Two

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

You are to indicate whether each statement is an accurate or an inaccurate description of the job listed on the front page.

Once again, please try to be as objective as you can in deciding how accurately each statement describes the job -- regardless of your own feelings about that job.

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

How accurate is the statement in describing the job listed on the front page?

1	2	3	4	5	6	7
Very	Mostly	Slightly	Uncertain	Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate		Accurate	Accurate	Accurate

- ___ 1. The job requires a person to use a number of complex or sophisticated skills.
- ___ 2. The job requires a lot of cooperative work with other people.
- ___ 3. The job is arranged so that a person does not have the chance to do an entire piece of work from beginning to end.
- ___ 4. Just doing the work required by the job provides many chances for a person to figure out how well he or she is doing.
- ___ 5. The job is quite simple and repetitive.
- ___ 6. The job can be done adequately by a person working alone -- without talking or checking with other people.
- ___ 7. The supervisors and co-workers on this almost never give a person any "feedback" about how well I am doing in my work.
- ___ 8. This job is one where a lot of other people can be affected by how well the work gets done.
- ___ 9. The job denies a person any chance to use his or her personal initiative or discretion in carrying out the work.
- ___ 10. Supervisors often let the person know how well they think he or she is performing the job.
- ___ 11. The job provides a person the chance to finish completely any work he or she starts.

- ☐ 12. The job itself provides very few clues about whether or not the person is performing well.
- ☐ 13. The job gives a person considerable opportunity for independence and freedom in how he or she does the work.
- ☐ 14. The job itself is not very significant or important in the broader scheme of things.

Section Three

Other Information

1. What is your job title? _____
2. How long have you been employed at the Bank? (check one)
____ less than 1 year ____ 5-10 years
____ 1-2 years ____ 10 or more years
____ 2-5 years
3. How long have you been in your present position? (check one)
____ less than six months ____ 2-5 years
____ 1/2-1 year ____ 5-10 years
____ 1-2 years ____ 10 or more years
4. In the space below, please write down any additional information about the teller's job which you feel might be helpful to us in understanding that job. Thank you for your cooperation.

TELLER SURVEY

BRANCH # ____/____

This questionnaire was developed as part of a Michigan State University study of bank tellers. The questionnaire helps to determine how the tellers' job can be better designed, by obtaining information about how tellers react to their job.

The questions are designed to obtain your perceptions of your job, and your reactions to it.

There are no "trick" questions. Your individual answers will be kept completely confidential. No employee or officer of the Bank will learn how you personally answered any particular question. The data are being collected by John Wanous and Roger Dean of Michigan State University, and no person from the bank will see your name or responses.

If you wish, postage paid envelopes are available, so that you can mail your questionnaire direct to the University.

Please answer each question as honestly and frankly as possible. Thank you for your cooperation.

For more information about this questionnaire and its use please contact:

Mr. Roger A. Dean
Department of Management
Michigan State University
East Lansing, MI 48824

or

Professor John P. Wanous
Department of Management
Michigan State University
East Lansing, MI 48824

Listed below are a number of statements about a teller's job at the Bank.

You are to indicate whether each statement is an accurate or an inaccurate statement about the teller's job.

Write a number in the blank beside each statement, based on the following scale: [Statements 9, 15, and 23 are optional.]

1	2	3	4	5	6	7
Very	Mostly	Slightly		Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate	Uncertain	Accurate	Accurate	Accurate

If a teller wants a promotion he/she needs to: [Please write a number beside each statement].

- _____ 1. Discuss with the manager
- _____ 2. Get a consistently commendable rating on the Teller Performance Review
- _____ 3. Be in his/her present position for at least one year
- _____ 4. Work well, because good performance is usually rewarded
- _____ 5. Get a college degree
- _____ 6. Have demonstrated a knowledge of, and a capacity to perform many prescribed banking functions
- _____ 7. Have few teller differences
- _____ 8. Do nothing, because promotions are based on seniority
- _____ 9. If you think promotions are awarded by any other means, give details here:

If a teller wants to move into management, he/she must necessarily:

- _____ 10. Get a college degree
- _____ 11. Be competent teller

- _____ 12. Get a consistently commendable rating on the Teller Performance Review
- _____ 13. Submit a request to the branch manager
- _____ 14. Move through the ranks - (Teller, Senior Teller, General Teller, Administrative Teller, Assistant Manager)
- _____ 15. If you think there are other ways of moving into management, not covered above, please give details here:

Whether or not a teller gets a pay raise is dependent upon:

- _____ 16. The number of teller differences
- _____ 17. The number of customer complaints
- _____ 18. Whether or not he or she is on good terms with the manager
- _____ 19. How well the other employees like him/her
- _____ 20. Educational Qualifications
- _____ 21. The Teller Performance Review
- _____ 22. How long he/she has worked for the Bank?
- _____ 23. If you feel that pay raises are given on some other basis, please give details here:

APPENDIX B

Job Previews⁶

6. To conceal the identity of the client organization, its name has been deleted from the job previews, and "the Bank" substituted.

THE REALISTIC JOB PREVIEW

BEING A TELLER AT THE BANK

This booklet has been prepared to introduce you to the Bank, and to acquaint you with the teller's job.

Please take a few minutes to read it before deciding whether you would like to be a teller.

CONTENTS

Steps to becoming a teller

What does a teller do?

Career opportunities at the Bank

What are tellers paid?

Employee benefits

It's not for everyone!

SUMMARY OF MAJOR POINTS

1. All tellers go through 15 days of full time (8 hour days) training. You must pass an examination at the end of training to qualify as a teller.
2. Some work days are more hectic than others and some customers can be rude to tellers. Despite this, tellers are expected to provide friendly services.
3. Tellers must be accurate in their work. Each teller's work is checked at the end of each day.
4. Pay raises and promotions are based on how accurate you are and the quality of your customer service.
5. Most tellers stand on their feet at work.
6. The Bank pays \$4.50 per hour and has extensive employee benefits, however, certain benefits are limited to full time employees.

STEPS TO BECOMING A TELLER

- STEP 1: After reviewing your application and discussing the job requirements, the Employment Department may ask you to take a one hour test. This test will examine your basic mathematical, English, and decision-making skills.
- STEP 2: One of the staff in the Employment Department will interview you and tell you more about the teller's job.
- STEP 3: Either - If there is a vacancy at a branch and you are qualified for the position, an appointment will be made for you to meet with the Branch Manager.
- Or - If there are no suitable vacancies, your application will be kept on file in the Employment Department. You may be contacted if a suitable vacancy opens for which you are qualified.
- STEP 4: If you are hired, you will spend 15 days in a comprehensive teller training program. The 15 days of training are "full-time" 8 hour days for all new tellers. The training program concludes with a final exam, which you will be expected to pass before beginning work in a branch.

During the three weeks of training, about 5% of the trainees quit and another 5% fail the exam. This means that about one of every 10 new teller trainees does not actually go to work as tellers.

WHAT DOES A TELLER DO?

At the Bank, the teller performs a very important job. In addition to handling a variety of banking transactions, the teller must deal with the Bank's customers. This can be both rewarding and frustrating.

Please read this section carefully, as we attempt to explain both the positive and negative features of the tellers' job.

BANKING TRANSACTIONS

After 15 days of training, the new teller will be assigned to a branch and will be required to handle a variety of banking transactions. These include:

- ° cashing checks
- ° accepting checking and savings account deposits

- ° accepting loan, Mastercard, and Visa payments
- ° operating a keyboard that is directly connected to the Bank's computer

There are precise rules and procedures for performing each of these transactions, and you will learn how to handle these transactions during teller training.

At first these transactions seem complicated. However, once you have learned them, they can be handled without a great deal of difficulty. At times the work may appear to be routine and repetitive.

WORK ACCURACY

Tellers are expected to complete their work without making errors, or unnecessary delay. The computer records all transactions. If a teller makes an error, it will usually be discovered at the end of each day when the work of each teller is checked.

CUSTOMER SERVICE

A teller must deal with many customers. Unfortunately, some customers will be discourteous and impatient. Despite the rudeness of some customers, it is the Bank's policy that tellers provide courteous customer service at all times.

For many customers, the teller is the only contact they will have with the Bank. Even though tellers spend only a little time with each customer, tellers are required to be polite, efficient, and businesslike at all times.

WORKING UNDER PRESSURE

Mondays, Fridays, and pay days are the busiest banking days. On these days you will service more customers and work longer hours than on other banking days. This increased work load may cause you to feel that you are working under pressure, and you may feel exhausted at the end of the day.

Tellers have stools that they may sit on to do their work. Most tellers, however, stand on their feet to service customers. Being on your feet most of the day can be tiring.

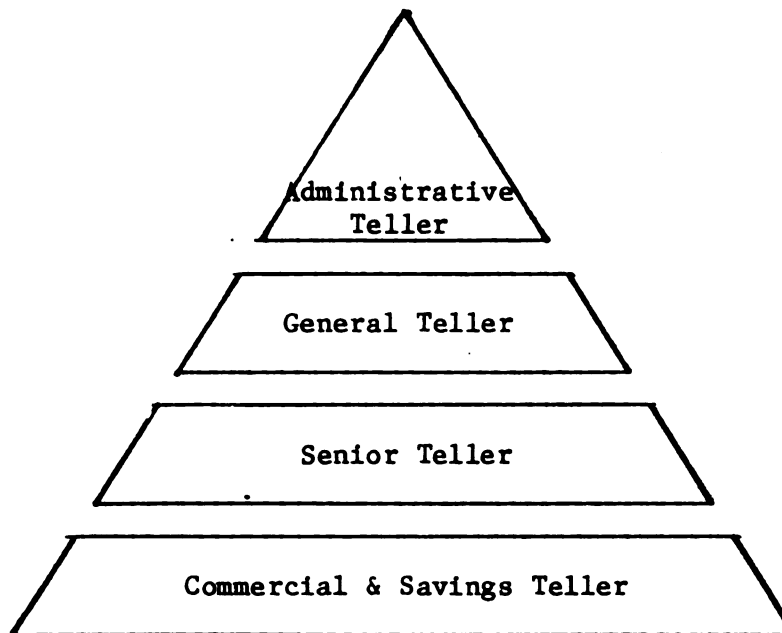
JOB SATISFACTION

Most tellers think of the Bank as a "good place to work." Tellers feel that they have a secure job with one of the largest banks in the country.

WORK SCHEDULING

At each branch the Senior Assistant Manager schedules your work. You will usually know your work schedule about one week in advance.

CAREER OPPORTUNITIES AT THE BANK

COMMERCIAL & SAVINGS TELLER

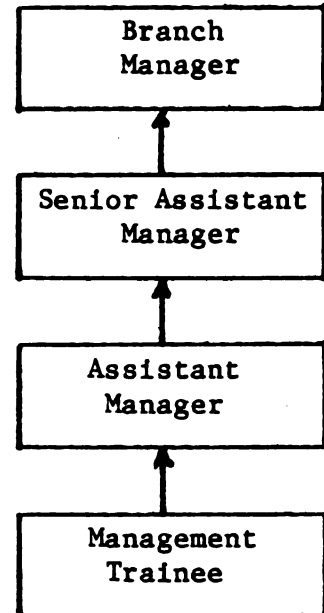
- ° Initially, tellers begin as Commercial and Savings Tellers. Most of the recent new hires work on a part-time basis.
- ° Right from the beginning, your Senior Assistant Manager will be regularly reviewing your performance.
- ° This Teller Performance Review is extremely important, because promotions and pay raises are awarded on the basis of a teller's performance, not on seniority.
- ° A teller can enjoy a satisfying career at the Bank. It is possible to be promoted to Senior Teller, to General Teller, and to Administrative Teller - but promotions do not come quickly.

PROMOTION RATES

For a Teller to be promoted to Senior Teller, the person must have been employed at the Bank a minimum of 18 months. In addition to this, the person must have received at least a "commendable" rating in the last two performance reviews. These are minimum requirements. Presently only 10% of the Senior Tellers have less than 3 years experience at the Bank.

BRANCH MANAGEMENT

- ° Each year, selected college and university graduates are employed for development as future management personnel.
- ° A teller who earns a four year college degree may apply to enter the Management Training Program.
- ° Management trainees gain job experience by doing a variety of jobs in branch offices.

WHAT ARE TELLERS PAID?CURRENT PAY RATES

	<u>Starting</u>	<u>Maximum</u>
Teller		
° Part Time	\$4.50 per hour	\$6.65 per hour
° Full Time	\$9,360 per year	\$13,832 per year

PAY INCREASES

A teller may receive a pay increase every six months. The pay increases are not automatic, but are based on performance. When reviewing a teller's performance, the Branch Manager considers the accuracy of your work, as well as the quality of the customer service you provide.

EMPLOYEE BENEFITS

The Bank's objective is to maintain a program of employee benefits which will help protect employees and their families against the financial hardships of illness, death and old age without discouraging personal planning for future security.

The Bank provides attractive benefits, which include: a profit-sharing plan, a retirement plan, health care insurance, major medical insurance, and dental insurance. In some cases there are only small differences between the benefits received by full time as compared to part time employees. In other cases, there are some benefits that only full time employees receive (for example, profit-sharing, retirement, and major medical).

The details of all these benefits will be explained to you later. Just remember that there are differences between those for part vs. full time employees.

IT'S NOT FOR EVERYONE!

The tellers job at the Bank is an important, exacting job. There is a real need for accuracy, courtesy, and patience.

We have tried to give you a realistic impression of what it would be like to be a teller. You should now carefully consider if you would still like to apply for a teller position.

REMEMBER THESE POINTS

1. All tellers go through 15 days of full time (8 hour days) training. You must pass an examination at the end of training to qualify as a teller.
2. Some work days are more hectic than others and some customers can be rude to tellers. Despite this tellers are expected to provide friendly service.
3. Tellers must be accurate in their work. Each teller's work is checked at the end of each day.
4. Pay raises and promotions are based on how accurate you are and the quality of your customer service.
5. Most tellers stand on their feet at work.
6. The Bank pays \$4.50 per hour and has extensive employee benefits, however certain benefits are limited to full time employees.

THE CONTROL PREVIEW

BEING A TELLER AT THE BANK

This booklet has been prepared to introduce you to the Bank, and to acquaint you with the teller's job.

Please take a few minutes to read it before deciding whether you would like to be a teller.

CONTENTS

Steps to becoming a teller

What does a teller do?

Career opportunities at the Bank

What are tellers paid?

Employee benefits

How to apply

STEPS TO BECOMING A TELLER

- STEP 1: After reviewing your application and discussing it with you, the Employment Department may invite you to take a one hour test. This test will examine your basic mathematical, English, and decision-making skills.
- STEP 2: One of the staff in the Employment Department will interview you and tell you more about the teller's job.
- STEP 3: Either - If there is a vacancy at a branch and you are qualified for the position, an appointment will be made for you to meet with the Branch Manager.
- Or - If there are no suitable vacancies, your application will be kept on file in the Employment Department. You will be contacted if a suitable vacancy opens up.

WHAT DOES A TELLER DO?

At the Bank, the teller performs a very important job. In addition to handling a variety of banking transactions, the teller must serve customers.

BANKING TRANSACTIONS

After three weeks of training, the new teller will be assigned to a branch and will be required to handle a variety of banking transactions. These include:

- ° cashing checks
- ° accepting checking and savings account deposits
- ° accepting loan, Mastercard, and Visa payments
- ° operating a keyboard that is directly connected to the Bank's computer

Tellers are expected to complete their work without making errors, or unnecessary delay.

CUSTOMER SERVICE

A teller must deal with many customers. It is the Bank's policy that tellers provide courteous customer service at all times.

For many customers, the teller is the only contact they will have with the Bank. Tellers are required to be polite, efficient, and business like at all times.

JOB SATISFACTION

Most tellers think of the Bank as a "good place to work." Tellers feel that they have a secure job with one of the largest banks in the country. They like serving the public and enjoy working as part of a team.

CAREER OPPORTUNITIES AT NBD

COMMERCIAL & SAVINGS TELLER

- Initially, tellers start off as Commercial and Savings Tellers. Mostly they are employed on a part-time basis.
- A teller can enjoy a satisfying career at the Bank. It is possible to be promoted to Senior Teller, General Teller, and Administrative Teller.

SENIOR TELLER

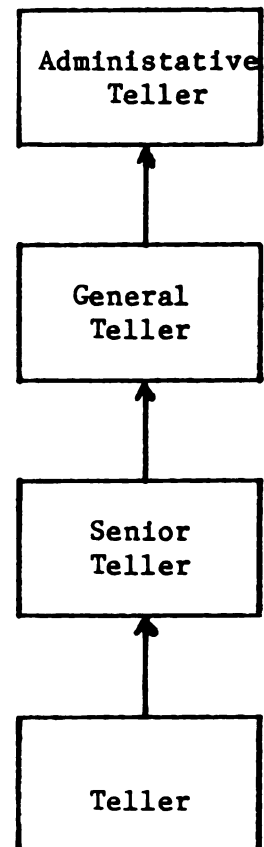
- After 18 months of consistently commendable performance, a Teller is eligible for consideration for promotion to Senior Teller.
- A Senior Teller serves as a replacement for the General Teller and is required to learn The responsibilities of that position.

GENERAL TELLER

- Full-time Senior Tellers may be promoted to General Teller if a vacancy occurs.
- The General Teller supervises the Tellers, and handles the more specialized banking Transactions.

ADMINISTRATIVE TELLER

- Some branches employ an Administrative Teller, who performs the duties of the General Teller, and assists in the management area.
- This is a full time position.
- A General Teller may be promoted to Administrative Teller if a vacancy occurs.



WHAT ARE TELLERS PAID?

CURRENT PAY RATES

	<u>Starting</u>	<u>Maximum</u>
Teller		
° Full Time	\$9,360 per year	\$13,832 per year
° Part Time	\$4.50 per hour	\$6.65 per hour

EMPLOYEE BENEFITS

The Bank's objective is to maintain a program of employee benefits which will help protect employees and their families against the financial hardships of illness, death and old age without discouraging personal planning for future security.

The Bank provides attractive benefits, which include: a profit-sharing plan, a retirement plan, health care insurance, major medical insurance, and dental insurance.

HOW TO APPLY

The tellers job at the Bank is important and interesting. You will have the opportunity to work as part of a team, providing service to the Bank's customers.

If you would still like to become a teller, please return for testing or interviews.

APPENDIX C

Experimental Study Survey Instruments⁷

7. To conceal the identity of the client organization, its name has been deleted from the survey instruments, and "the Bank" substituted.

This
stud

The
will

There
comp
how
coll
no p

If y
tati

Plea
you

For

Prof
Depa
Mich
East

Phon

<p>SURVEY OF NEW BANK TELLERS QUESTIONNAIRE 1</p>

This questionnaire was developed as part of a Michigan State University study of newly hired bank tellers.

The questions are designed to obtain your expectations of the job you will be doing, and your reactions to it.

There are no "trick" questions. Your individual answers will be kept completely confidential. No employee or officer of the Bank will learn how you personally answered any particular question. The data are being collected by John Wanous and Roger Dean of Michigan State University, and no person from the Bank will ever see your name or responses.

If you wish, postage paid envelopes are available, from the MSU representative, so that you can mail your questionnaire direct to the University.

Please answer each question as honestly and frankly as possible. Thank you for your cooperation.

For information about this questionnaire and its use please contact:

Professor Roger A. Dean
Department of Management
Michigan State University
East Lansing, MI 48824

Phone: (517) 353-5415

Professor John P. Wanous
Department of Management
Michigan State University
East Lansing, MI 48824

Phone: (517) 353-5415

SECTION 1 - REALISTIC EXPECTATIONS

In this section, we are interested in finding out about your realistic expectations about the Tellers' job. When considering what you expect your job to be like, use both the information you got before applying for a Teller's job, and the information you have received from the Bank.

For each of the statements you are asked to write:

Y for "yes" if it describes what you expect your job to be like
N for "no" if it does NOT describe what you expect your job to be like
? if you are uncertain about what you expect to happen

You realistically expect
WORK on the Tellers' job to be

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

You realistically expect
PAY to be

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

R

Y

O

You

you

REMEMBER: For each statement you are asked to write:

Y for "yes" if it describes what you expect your job to be like

N for "no" if it does NOT describe what you expect your job to be like

? If you are uncertain about what you expect to happen

You realistically expect

OPPORTUNITIES FOR PROMOTION to be

- Good Opportunity for advancement
- 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

You realistically expect

your CO-WORKERS to be

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

You realistically expect

SUPERVISION of the job to be

- 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
- Lazy
- Around when needed

REMEMBER: For each statement you are asked to write:

- Y for "yes" if it describes what you expect your job to be like
N for "no" if it does NOT describe what you expect your job to be like
? If you are uncertain about what you expect to happen

You realistically expect
the Bank's CUSTOMERS to be

_____ Annoying
 _____ Friendly
 _____ Easy to work with
 _____ Unreasonable
 _____ Rude
 _____ Grateful
 _____ Discourteous
 _____ Tough to please
 _____ Helpful
 _____ Pleasant
 _____ Impatient
 _____ Expecting too much

You realistically expect
TELLER TRAINING to be

_____ Comprehensive
 _____ Unnecessary
 _____ Easy
 _____ Boring
 _____ Demanding
 _____ Full time work (8 hours
 _____ a day)
 _____ A good opportunity to
 _____ learn the job
 _____ Lasts 15 days
 _____ A realistic introduction
 _____ to the job
 _____ Fun
 _____ Interesting
 _____ Examination-oriented

SECTION 2 - DESCRIPTION OF CAREER

In this section, we are interested in finding out about your career goals, and how you expect the Bank will help you achieve these goals.

Please answer these questions as honestly as you can. Remember, no employee or officer of the Bank will learn how you answered these questions.

For each statement please circle the number to indicate how accurate that statement is:

	DEGREE OF ACCURACY				
	Not At All Accurate	Marginally Accurate	Somewhat Accurate	Generally Accurate	Very Accurate
1. I really want to be promoted within the teller ranks (to Senior Teller, General Teller, Administrative Teller).	1	2	3	4	5
2. I want to remain working as a Teller for a long time.	1	2	3	4	5
3. I hope to continue working at the Bank, but not as a Teller.	1	2	3	4	5
4. I hope to become a Branch Manager.	1	2	3	4	5
5. There are opportunities for me to pursue my career interests in this Bank.	1	2	3	4	5
6. The Bank provides information about how different jobs fit into different career programs.	1	2	3	4	5
7. The Bank provides information and counseling about my career.	1	2	3	4	5
8. The Bank helps me achieve my personal career goals.	1	2	3	4	5
9. The Bank does not take people's career interests into consideration when placing them in various positions.	1	2	3	4	5
10. Supervisors I will work for will inhibit my career interests.	1	2	3	4	5
11. The Bank makes it difficult for me to change into a different career.	1	2	3	4	5
12. The Bank exposes people to jobs that fit into various career patterns.	1	2	3	4	5

SECTION 3 KNOWLEDGE OF BANK POLICIES

In the section, we would like to find out how much you know about the Bank's policies with regard to promotions, advancements and pay raises.

From what you already know about the tellers' job, please indicate how accurate each statement is about the tellers' job.

Circle a number beside each statement, showing how accurate you think it is.

	DEGREE OF ACCURACY				
	Not At All Accurate	Marginally Accurate	Somewhat Accurate	Generally Accurate	Very Accurate
<u>If a Teller wants a promotion to Senior Teller he/she needs to:</u>					
1. Discuss it with the manager.	1	2	3	4	5
2. Get a consistently "commendable" rating on the written performance review.	1	2	3	4	5
3. Be in his/her present position for at least eighteen months.	1	2	3	4	5
4. Get a college degree.	1	2	3	4	5
5. Have demonstrated a knowledge of many prescribed banking functions.	1	2	3	4	5
6. Be able to perform many prescribed banking functions.	1	2	3	4	5
7. Stay at the Bank, because promotions are based on seniority.	1	2	3	4	5
8. Be polite, efficient and businesslike when serving customers.	1	2	3	4	5
9. Be popular with the management of the Branch.	1	2	3	4	5
10. Do satisfactory work, because good performance is always rewarded.	1	2	3	4	5
11. Work without making any mistakes.	1	2	3	4	5
12. Be popular with the Bank's customers.	1	2	3	4	5
<u>If a Teller wants to become a Branch Manager, he/she must:</u>					
13. Get a college degree.	1	2	3	4	5
14. Be a competent Teller.	1	2	3	4	5
15. Get an outstanding rating on the written performance review.	1	2	3	4	5
16. Submit a request to the Branch Manager.	1	2	3	4	5
17. Move through the ranks - (Teller, Senior Teller, General Teller, Administrative Teller, Assistant Manager, Manager).	1	2	3	4	5
<u>Whether or not a Teller gets a pay increase is dependent upon:</u>					
18. The number of times the Teller does not balance at the end of the day.	1	2	3	4	5
19. The number of customer complaints.	1	2	3	4	5
20. Whether or not he/she is popular with the management of the branch.	1	2	3	4	5
21. How popular the Teller is with the other employees of the Bank.	1	2	3	4	5
22. Having more formal education.	1	2	3	4	5
23. The written performance rating.	1	2	3	4	5
24. How long the Teller worked for the Bank.	1	2	3	4	5

SECTION 4 - WORK ATTITUDES

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the Bank, please indicate the degree of your agreement or disagreement with each statement. Circle one of the seven alternatives for each statement.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Disagree or agree	Slightly Agree	Moderately Agree	Strongly Agree
<u>How much do you agree with the statement?</u>							
1. I am willing to put in a great deal of effort beyond that normally expected in order to help the Bank be successful.	1	2	3	4	5	6	7
2. I tell my friends this is a great organization to work for.	1	2	3	4	5	6	7
3. I feel very little loyalty to the Bank.	1	2	3	4	5	6	7
4. I would accept almost any type of job assignment in order to keep working for the Bank.	1	2	3	4	5	6	7
5. I find that my values and the Bank's values are very similar.	1	2	3	4	5	6	7
6. I am proud to tell others that I am part of the Bank.	1	2	3	4	5	6	7
7. I could just as well be working for a different organization as long as the type of work was similar.	1	2	3	4	5	6	7
8. The Bank really inspires the very best in me in the way of job performance.	1	2	3	4	5	6	7
9. It would take very little change in my present circumstances to cause me to leave the Bank.	1	2	3	4	5	6	7
10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.	1	2	3	4	5	6	7
11. There's not too much to be gained by sticking with the Bank indefinitely.	1	2	3	4	5	6	7
12. Often, I find it difficult to agree with the Bank's policies on important matters relating to its employees.	1	2	3	4	5	6	7
13. I really care about the fate of the Bank.	1	2	3	4	5	6	7

Liste
the c
indica
tives

What do you do

For me this
organizations

Deciding to
definite mist

The bank is
whether or no

The employment
was particula
for well suite

The top manage
regard for the
work here.

I have complet
supervisors wi

I feel good th
were candid wi

I hope to stay
possible.

I will probabl
within the nex

I believe that
better.

I will be work
if pressure.

SECTION 4 - WORK ATTITUDES (continued)

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the Bank, please indicate the degree of your agreement or disagreement with each statement. Circle one of the seven alternatives for each statement.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Disagree or agree	Slightly Agree	Moderately Agree	Strongly Agree
<u>How much do you agree with the statement?</u>							
14. For me this is the best of all possible organizations for which to work.	1	2	3	4	5	6	7
15. Deciding to work for the Bank was a definite mistake on my part.	1	2	3	4	5	6	7
16. The Bank is really concerned about whether or not I like my job.	1	2	3	4	5	6	7
17. The Employment Department at the Bank was particularly concerned that I find a job well suited to my needs.	1	2	3	4	5	6	7
18. The top management of the Bank has little regard for the well being of people who work here.	1	2	3	4	5	6	7
19. I have complete confidence that my supervisors will treat me fairly.	1	2	3	4	5	6	7
20. I feel good that the interviewers were candid with me.	1	2	3	4	5	6	7
21. I hope to stay at the Bank as long as possible.	1	2	3	4	5	6	7
22. I will probably look for another job within the next six months.	1	2	3	4	5	6	7
23. I believe that I will become a good teller.	1	2	3	4	5	6	7
24. I will be working under a lot of pressure.	1	2	3	4	5	6	7

SECTION 5 - BIOGRAPHICAL DATA

We would be grateful if you would answer the following personal questions. This will help us to compare your responses with others who have similar and different backgrounds.

Remember no employee or officer of the Bank will ever learn how you answered this survey.

1. What is your name? _____
2. Have you ever previously worked for this Bank? YES ____
NO ____
3. Have you ever previously worked as a teller at this Bank? YES ____
NO ____
4. Have you ever previously worked as a teller at another bank?
YES ____
NO ____
5. Do you have any friends who are tellers at this Bank? YES ____
NO ____
6. a) Are any members of your family employed at this Bank? YES ____
NO ____
b) If yes, what do they do? _____

SURVEY OF NEW BANK TELLERS QUESTIONNAIRE # 2
--

This questionnaire was developed as part of a Michigan State University study of newly hired bank tellers.

The questions are designed to obtain your expectations of the job you will be doing, and your reactions to it.

There are no "trick" questions. Your individual answers will be kept completely confidential. No employee or officer of the Bank will learn how you personally answered any particular question. The data are being collected by John Wanous and Roger Dean of Michigan State University, and no person from the Bank will ever see your name or responses.

We have written your name at the top of this page so that we can compare your responses with others who have recently joined the Bank. Remember, no employee or officer of the Bank will ever know how you answered the survey.

Please answer each question as honestly and frankly as possible. Seal the completed questionnaire in the attached postage paid envelope, and mail it directly to Michigan State University. Thank you for your cooperation.

For information about this questionnaire and its use please contact:

Professor Roger A. Dean
Department of Management
Michigan State University
East Lansing, MI 48824

Phone: (517) 353-5415

Professor John P. Wanous
Department of Management
Michigan State University
East Lansing, MI 48824

Phone: (517) 353-5415

SECTION 1 - DESCRIPTION OF THE TELLERS JOB

In this section, we are interested in finding out what you think about the Tellers' job at the Bank.

For each of the statements you are asked to write:

Y for "yes" if it describes what your job is like now.

N for "no" if it does NOT describe what your job is like.

? if you cannot decide.

Please describe what WORK on
the Tellers' job is like

Please describe what PAY
is like

_____ Fascinating

_____ Routine

_____ Satisfying

_____ Boring

_____ Good

_____ Creative

_____ Respected

_____ Hot

_____ Pleasant

_____ Useful

_____ Tiresome

_____ Healthful

_____ Challenging

_____ On your feet

_____ Frustrating

_____ Simple

_____ Endless

_____ Gives sense of

_____ accomplishment

_____ Income adequate for

_____ normal expenses

_____ Satisfactory profit

_____ sharing

_____ Barely live on income

_____ Bad

_____ Income provides luxuries

_____ Insecure

_____ Less than I deserve

_____ Highly paid

_____ Underpaid

REMEMBER: For each statement you are asked to write:

- Y for "yes" if it describes what your job is like now.
N for "no" if it does NOT describe what your job is like.
? if you cannot decide.

Please describe what opportunities
for PROMOTION are like.

- ____ Good opportunity for
 ____ advancement
 ____ 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

Please describe what
your CO-WORKERS are like.

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

Please describe what SUPERVISION
of the job is like.

- ____ 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
 ____ Lazy
 ____ Around when needed

REMEMBER: For each statement you are asked to write:

Y for "yes" if it describes what your job is like now.

N for "no" if it does NOT describe what your job is like.

? if you cannot decide.

Please describe what the Bank's
CUSTOMERS are like.

☐ Annoying
☐ Friendly
☐ Easy to work with
☐ Unreasonable
☐ Rude
☐ Grateful
☐ Discourteous
☐ Tough to please
☐ Helpful
☐ Pleasant
☐ Impatient
☐ Expecting too much

Please describe what TELLER
TRAINING was like.

☐ Comprehensive
☐ Unnecessary
☐ Easy
☐ Boring
☐ Demanding
☐ Full time work (8 hours
a day)
☐ A good opportunity to
learn the job
☐ Lasts 15 days
☐ A realistic introduction
to the job
☐ Fun
☐ Interesting
☐ Examination-oriented

SECTION 2 - DESCRIPTION OF CAREER

In this section, we are interested in finding out about your career goals, and how you expect the Bank will help you achieve these goals.

Please answer these questions as honestly as you can. Remember, no employee or officer of the Bank will learn how you answered these questions.

For each statement please circle the number to indicate how accurate that statement is:

	DEGREE OF ACCURACY				
	Not At All Accurate	Marginally Accurate	Somewhat Accurate	Generally Accurate	Very Accurate
1. I really want to be promoted within the teller ranks (to Senior Teller, General Teller, Administrative Teller).	1	2	3	4	5
2. I want to remain working as a Teller for a long time.	1	2	3	4	5
3. I hope to continue working at the Bank, but not as a Teller.	1	2	3	4	5
4. I hope to become a Branch Manager.	1	2	3	4	5
5. There are opportunities for me to pursue my career interests in the Bank.	1	2	3	4	5
6. The Bank provides information about how different jobs fit into different career programs.	1	2	3	4	5
7. The Bank provides information and counseling about my career.	1	2	3	4	5
8. The Bank helps me achieve my personal career goals.	1	2	3	4	5
9. The Bank does not take people's career interest into consideration when placing them in various positions.	1	2	3	4	5
10. Supervisors I will work for at the Bank will inhibit my career interests.	1	2	3	4	5
11. The Bank makes it difficult for me to change into a different career.	1	2	3	4	5
12. The Bank exposes people to jobs that fit into various career patterns.	1	2	3	4	5

SECTION 3 KNOWLEDGE OF BANK POLICIES

In the section, we would like to find out how much you know about the Bank's policies with regard to promotions, advancements and pay raises.

From what you already know about the tellers' job, please indicate how accurate each statement is about the tellers' job.

Circle a number beside each statement, showing how accurate you think it is.

	DEGREE OF ACCURACY				
	Not At All Accurate	Marginally Accurate	Somewhat Accurate	Generally Accurate	Very Accurate
<u>If a Teller wants a promotion to Senior Teller he/she needs to:</u>					
1. Discuss it with the manager.	1	2	3	4	5
2. Get a consistently "commendable" rating on the written performance review.	1	2	3	4	5
3. Be in his/her present position for at least eighteen months.	1	2	3	4	5
4. Get a college degree.	1	2	3	4	5
5. Have demonstrated a knowledge of many prescribed banking functions.	1	2	3	4	5
6. Be able to perform many prescribed banking functions.	1	2	3	4	5
7. Stay at the Bank, because promotions are based on seniority.	1	2	3	4	5
8. Be polite, efficient and businesslike when serving customers.	1	2	3	4	5
9. Be popular with the management of the Branch.	1	2	3	4	5
10. Do satisfactory work, because good performance is always rewarded.	1	2	3	4	5
11. Work without making any mistakes.	1	2	3	4	5
12. Be popular with the Bank's customers.	1	2	3	4	5
<u>If a Teller wants to become a Branch Manager, he/she must:</u>					
13. Get a college degree.	1	2	3	4	5
14. Be a competent Teller.	1	2	3	4	5
15. Get an outstanding rating on the written performance review.	1	2	3	4	5
16. Submit a request to the Branch Manager.	1	2	3	4	5
17. Move through the ranks - (Teller, Senior Teller, General Teller, Administrative Teller, Assistant Manager, Manager).	1	2	3	4	5
<u>Whether or not a Teller gets a pay increase is dependent upon:</u>					
18. The number of times the Teller does not balance at the end of the day.	1	2	3	4	5
19. The number of customer complaints.	1	2	3	4	5
20. Whether or not he/she is popular with the management of the branch.	1	2	3	4	5
21. How popular the Teller is with the other employees of the Bank.	1	2	3	4	5
22. Having more formal education.	1	2	3	4	5
23. The written performance rating.	1	2	3	4	5
24. How long the Teller worked for the Bank.	1	2	3	4	5

SECTION 4 - WORK ATTITUDES

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the Bank, please indicate the degree of your agreement or disagreement with each statement. Circle one of the seven alternatives for each statement.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Disagree or agree	Slightly Agree	Moderately Agree	Strongly Agree
<u>How much do you agree with the statement?</u>							
1. I am willing to put in a great deal of effort beyond that normally expected in order to help the Bank be successful.	1	2	3	4	5	6	7
2. I tell my friends this is a great organization to work for.	1	2	3	4	5	6	7
3. I feel very little loyalty to the Bank.	1	2	3	4	5	6	7
4. I would accept almost any type of job assignment in order to keep working for the Bank.	1	2	3	4	5	6	7
5. I find that my values and the Bank's values are very similar.	1	2	3	4	5	6	7
6. I am proud to tell others that I am part of the Bank.	1	2	3	4	5	6	7
7. I could just as well be working for a different organization as long as the type of work was similar.	1	2	3	4	5	6	7
8. The Bank really inspires the very best in me in the way of job performance.	1	2	3	4	5	6	7
9. It would take very little change in my present circumstances to cause me to leave the Bank.	1	2	3	4	5	6	7
10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.	1	2	3	4	5	6	7
11. There's not too much to be gained by sticking with the Bank indefinitely.	1	2	3	4	5	6	7
12. Often, I find it difficult to agree with the Bank's policies on important matters relating to its employees.	1	2	3	4	5	6	7
13. I really care about the fate of the Bank.	1	2	3	4	5	6	7

List
the
inc
tive

How much do you

1. For me the organization
2. My branch when they customer
3. Deciding definite
4. The Bank or not I
5. My branch standards
6. The Emplo particular well suit
7. My branch employees goals.
8. The top m regard for work here
9. I have co supervisor
10. My branch responsib
11. My branch in differ in servin
12. I feel go were cand for a tel
13. I hope to possible.
14. My branch orderly r
15. I will pr within th
16. I believe
17. I find I of pressu
18. My branch new emplo and its c

SECTION 4 - WORK ATTITUDES (continued)

Listed below are a series of statements that represent possible feelings that individuals might have about the company or organization for which they work. With respect to your own feelings about the Bank, please indicate the degree of your agreement or disagreement with each statement. Circle one of the seven alternatives for each statement.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Disagree or agree	Slightly Agree	Moderately Agree	Strongly Agree
<u>How much do you agree with the statement?</u>							
14. For me this is the best of all possible organizations for which to work.	1	2	3	4	5	6	7
15. My branch manager supports employees when they come with new ideas on customer service.	1	2	3	4	5	6	7
16. Deciding to work for the Bank was a definite mistake on my part.	1	2	3	4	5	6	7
17. The Bank is really concerned about whether or not I like my job.	1	2	3	4	5	6	7
18. My branch manager sets definite quality standards of good customer service.	1	2	3	4	5	6	7
19. The Employment Department at the Bank was particularly concerned that I find a job well suited to my needs.	1	2	3	4	5	6	7
20. My branch manager meets regularly with employees to discuss work performance goals.	1	2	3	4	5	6	7
21. The top management of the Bank has little regard for the well being of people who work here.	1	2	3	4	5	6	7
22. I have complete confidence that my supervisors will treat me fairly.	1	2	3	4	5	6	7
23. My branch manager accepts the responsibilities of his/her job.	1	2	3	4	5	6	7
24. My branch manager gets the people in different jobs to work together in serving branch customers.	1	2	3	4	5	6	7
25. I feel good that the interviewers were candid with me, when I applied for a tellers' job.	1	2	3	4	5	6	7
26. I hope to stay at the Bank as long as possible.	1	2	3	4	5	6	7
27. My branch manager works at keeping an orderly routine going in the branch.	1	2	3	4	5	6	7
28. I will probably look for another job within the next six months.	1	2	3	4	5	6	7
29. I believe that I am a good teller.	1	2	3	4	5	6	7
30. I find I am working under a lot of pressure.	1	2	3	4	5	6	7
31. My branch manager takes time to help new employees learn about the branch and its customers.	1	2	3	4	5	6	7

SE

P.
(1

3

3

34

SECTION 4 - WORK ATTITUDES (continued)

Now we would like to know what you think of the Bank's customer service, and how you learnt about the tellers job at the Bank.

Please indicate your answers to the following questions with a check mark (✓).

32. How do you think the customers of your branch view the general quality of the service they receive in your branch?

☐ Outstanding
☐ Excellent
☐ Good
☐ Not so good
☐ Bad
☐ Terrible

33. Where did you first receive a description of the teller job?

☐ Staff Employment department downtown
☐ At the branch where I applied
☐ At both places
☐ From a friend or relative at the Bank
☐ Can't remember
☐ Other (explain) _____

34. Looking back, which description of the teller's job now seems to be the most accurate?

☐ Staff Employment office
☐ Branch bank
☐ Friend or relative
☐ None of them

SECTION 4 - WORK ATTITUDES (continued)

- ____ Not sure
- ____ Other (explain) _____
35. Where would you suggest giving teller applicants a description of the job?
- ____ Staff Employment Office
- ____ Branch bank
- ____ Both places
- ____ Other (explain) _____
36. How would you suggest we present teller applicants with this information about the job?
- ____ In a booklet for applicants
- ____ In interviews with Employment staff
- ____ In interviews with Branch Managers
- ____ In conversations with tellers
- ____ Other (explain) _____
37. Knowing what you know now, is there anything you wish they had told about the job when you applied?
- ____ No
- ____ Yes (explain) _____
- _____

PERFORMANCE APPRAISAL

Teller's Name _____

Branch _____

Orientation Date _____

Subject Code _____

Please supply the following information for the appraisal period of

_____ to _____ .

Number of days scheduled to work _____

Number of days absent _____

Number of days late _____

Number of customers served _____

Number of differences _____

Cumulative difference amount (\$)

(overages and shortages) _____

Please rate the general quality of this teller's performance:

Outstanding	- 10	_____
"	- 9	_____
Commendable	- 8	_____
"	- 7	_____
"	- 6	_____
Competent	- 5	_____
"	- 4	_____
"	- 3	_____
Fair	- 2	_____
"	- 1	_____

Thank you for your cooperation.

Please return this form to:

Professor Roger A. Dean
Department of Management
Michigan State University
East Lansing, MI 48824
Phone: (517) 353-5415

SELF SELECTION

REALISTIC/CONTROL

CANDIDATES NAME _____ DATE _____

Was candidate sent from a branch? YES _____ NO _____

Did candidate request "Teller"? YES _____ NO _____

When was candidate given a booklet?

First Interview _____

Second Interview _____

Other (Explain) _____

Was candidate invited to testing? YES _____ NO _____

Date of testing _____

Did candidate return for testing? YES _____ NO _____

Did candidate ask to be considered
for another position besides teller? YES _____ NO _____

What other position? _____

Job Offer? YES _____ NO _____

Accept Offer? YES _____ NO _____

Attended Orientation? YES _____ NO _____

Comments:

LIST OF REFERENCES

LIST OF REFERENCES

- Angle, H. L. and Perry, J. L. (1978) Organizational Commitment: Extension of a concept to urban mass transit (Working paper, University of California, Irvine).
- Argyris, C. (1960) Understanding Organizational Behavior. Homewood, Illinois: The Dorsey Press.
- Becker, H. S. (1960) Notes on the concept of commitment. American Journal of Sociology, 66, 32-42.
- Brown, M. E. (1969) Identification and some conditions of organizational involvement. Administrative Science Quarterly, 14, 346-355.
- Buchanan, B. (1974) Building organizational commitment: The socialization of managers in work organizations. Administrative Science Quarterly, 19, 533-546.
- Butler, R. P. and Bridges, C. F. (1978) Prediction of officer retention prior to commissioning. Journal of Occupational Psychology, 51, 177-182.
- Dubin, R., Champoux, J. E. and Porter, L. W. (1975) Central life interests and organizational commitment of blue-collar and clerical workers. Administrative Science Quarterly, 20, 411-421.
- Evan, W. M. (1977) Hierarchy, alienation, commitment, and organizational effectiveness. Human Relations, 30, 77-94.
- Farr, J. L., O'leary, B. S., and Bartlett, C. J. (1973) Effect of a work sample test upon self selection and turnover of job applicants. Journal of Applied Psychology, 58, 283-285.
- Fox, R. (1957) Training for uncertainty. In Merton, R. K., Reader, C. G., and Kendall, P. L., (eds.) The Student-Physician. Harvard University Press.
- Gomersall, E. R. and Myers, M. S., (1966) Breakthrough in on-the-job training. Harvard Business Review, July/August 1966, 62-72.
- Grusky, O. (1966) Career mobility and organizational commitment. Administrative Science Quarterly, 10, 488-503.

- Haccoun, R. R. (1978) The effects of realistic job previews and their position within the selection sequence on telephone operator behavior and attitudes. Unpublished manuscript, University of Montreal.
- Hackman, J. R. and Oldham, G. R. (1974) The Job Diagnostic Survey: An Instrument for the Diagnosis of Jobs and the Evaluation of Redesign Projects. Technical Report No. 4, Department of Administrative Sciences, Yale University.
- _____ (1976) Motivation through the design of work: Test of a theory. Organizational Behavior and Human Performance, 16, 250-279.
- _____ (1980) Work Redesign. Addison-Wesley.
- Hall, D. T. (1979) Organizational Commitment: Theory, Research and Measurement. Northwestern University.
- Hall, D. T. and Schneider, B. (1972) Correlates of organizational identification as a function of career pattern and organizational type. Administrative Science Quarterly, 17, 340-350.
- Hall, D. T., Schneider, B., and Nygren, H. T. (1970) Personal factors in organizational identification. Administrative Science Quarterly, 15, 176-189.
- Herzberg, F. (1966) Work and the Nature of Man. Cleveland: World.
- Horn, P. W., Katerberg, R., Jr., and Hulin, C. L., (undated) A comparative examination of three approaches to the prediction of turnover. Unpublished Manuscript, University of Illinois, Champaign, Illinois.
- Horner, S. O. (1979) The Effects of Expectations through Realistic Job Previews (RJP's) on Marine Corps Attrition. Paper presented at the annual meeting of the American Psychological Association, September.
- Hrebiniak, L. G. (1974) Effects of job level and participation on employee attitudes and perceptions of influence. Academy of Management Journal, 17, 649-662.
- Hrebiniak, L. C. and Alutto, J. A. (1972) Personal and role related factors in the development of organizational commitment. Administrative Science Quarterly, 17, 555-572.
- Hughes, E. C. (1959) The study of occupations. In Merton, R. K., Broom, L., and Cotrell, L. S., Jr. (eds.) Sociology Today. New York: Basic Books. 442-458.
- Ilgen, D. R. and Dugoni, B. L. (1977) Initial Orientation to the Organization. Paper presented at the annual meeting of the Academy of Management Association, August.

- Ilgen, D. W. and Seely, W. (1974) Realistic expectations as an aid in reducing voluntary resignations. Journal of Applied Psychology, 59, 452-455.
- Kanter, R. M. (1968) Commitment and social organization: A study of commitment mechanisms in utopian communities. American Sociological Review, 33, 499-517.
- _____. (1977) Men and Women of the Corporation. New York: Basic Books.
- Katz, D. and Kahn, R. L. (1978) The Social Psychology of Organizations. Wiley.
- Kiesler, C. A. and Sukumura, J. (1966) A test of a model for commitment. Journal of Personality and Social Psychology, 3, 349-353.
- Koch, J. L. and Steers, R. M. (1976) Job Attachment, Satisfaction, and Turnover among Public Employees. Technical Report No. 6, Office of Naval Research, University of Oregon.
- Krausz, M. and Fox, S. (1979) The impact of different types of realistic job previews upon initial expectations, expectation fulfillment, satisfaction, and withdrawal rates. Unpublished manuscript, Department of Labor Studies, Tel Aviv University.
- Lee, S. M. (1971) An empirical analysis of organizational identification. Academy of Management Journal, 14, 213-226.
- Levinson, H., Price, C., Munden, K., Mandel, H., & Solley, C. (1962) Men, Locke, E. A. (1968) Toward a theory of task motivation and incentives. Organizational Behavior and Human Performance, 3, 157-189.
- Locke, E. A. (1968) Toward a theory of task motivation and incentives. Organizational Behavior and Human Performance, 3, 157-189.
- Macedonia, R. M. (1969) Expectations - press and survival. Unpublished doctoral dissertation, New York University.
- March, J. and Simon, H. (1958) Organizations. New York: Wiley.
- Miller, G. A. and Wager, L. W. (1971) Adult socialization, organizational structure, and role orientations. Administrative Science Quarterly, 16, 151-163.
- Mowday, R. T., Steers, R. M. and Porter, L. W. (1978) The Measurement of Commitment: A Progress Report. University of Oregon, Graduate School of Management: Technical Report No. 15.
- _____, (1979) The measurement of commitment. Journal of Vocational Behavior, 14, 224-247.

02

P

P

P

P

P

P

R

R

S

S

S

SI

St

St

- Oldham, G. R., Hackman, J. R., and Stepina, L. P. (1979) Norms for the Job Diagnostic Survey. JSAS Catalog of Selected Documents in Psychology, 9, 14. (M.S. #1819).
- Parkington, J. J. and Schneider, B. (1978) A laboratory study of some effects of a realistic task preview. Research Report 17, May. Department of Psychology, University of Maryland.
- Patchen, M. (1970) Participation, Achievement and Involvement on the Job. Englewood Cliffs, NJ: Prentice-Hall.
- Porter, L. W. and Smith, F. J. (1970) The etiology of organizational commitment. Unpublished manuscript, University of California, Irvine.
- Porter, L. W. and Steers, R. M. (1973) Organizational work and personal factors in employee turnover and absenteeism. Psychological Bulletin, 80, 161-176.
- Porter, L. W., Steers, R. M., Mowday, R. T. and Boulian, P. V. (1974) Organizational commitment, job satisfaction, and turnover among psychiatric technicians. Journal of Applied Psychology, 59, 603-609.
- Porter, L. W., Crampon, W. J. and Smith, F. J. (1976) Organizational commitment and managerial turnover: A longitudinal study. Organizational Behavior and Human Performance, 15, 87-98.
- Reilly, R. R., Sterling, S. M., and Tenopir, M. L. (1979) The effects of job previews on job acceptance and survival of telephone operator candidates. Journal of Applied Psychology, 64, 157-165.
- Ross, I. C. and Zander, A. (1957) Need satisfaction and employee turnover. Personnel Psychology, 10, 327-338.
- Salancik, G. R. (1977) Commitment and the control of organizational behavior and belief. In Staw, B. M. and Salancik, G. R. (eds.) New Directions in Organizational Behavior. Chicago: St. Clair Press, 1-54.
- Schein, E. H. (1963) Organizational socialization in the early years of industrial managers. MIT. Cont. #1841.
- Schein, E. H. (1968) Organizational socialization and the profession of management. Industrial Management Review, 9, 1-16.
- Sheldon, M. E. (1971) Investments and involvements as mechanisms producing commitment to the organization. Administrative Science Quarterly, 16, 142-150.
- Smith F. J. (1977) Work attitudes as predictors of attendance on a specific day. Journal of Applied Psychology, 62, 16-20.
- Smith P. C., Kendall, L. M. and Hulin, C. L. (1969) The Measurement of Satisfaction in Work and Retirement. Chicago: Rand McNally.

- Staw, B. M. (1974) Attitudinal and behavioral consequences of changing a major organizational reward: A natural field experiment. Journal of Personality and Social Psychology, 29, 742-751.
- Steers, R. M. (1977) Antecedents and outcomes of organizational commitment. Administrative Science Quarterly, 22, 46-56.
- Van Maanen, J. (1975) Police Socialization: A longitudinal examination of job attitudes in an urban police department. Administrative Science Quarterly, 20, 207-228.
- _____. (1976, a) Rookie cops and rookie managers. Wharton Magazine, 1, 49-55.
- _____. (1976, b) Breaking in: Socialization to work. In Dubin, R. (ed.) Handbook of Work, Organization and Society. Chicago: Rand-McNally, 67-130.
- Wanous, J. P. (1973) Effects of a realistic job preview on job acceptance, job attitudes, and job survival. Journal of Applied Psychology, 58, 327-332.
- _____. (1976) Organizational entry: From naive expectations to realistic beliefs. Journal of Applied Psychology, 61, 22-29.
- _____. (1978) Realistic job previews: Can a procedure to reduce turnover also influence the relationship between abilities and performance? Personal Psychology, 31, 249-258.
- _____. (1980) Organizational Entry: Recruitment, Selection, and Socialization of Newcomers. Addison-Wesley.
- Weitz, J. (1956) Job expectancy and survival. Journal of Applied Psychology, 40, 245-247.
- Wiener, Y. and Gechman, A. S. (1977) Commitment: A behavioral approach to job involvement. Journal of Vocational Behavior, 10, 47-52.
- Youngberg, C. F. (1963) An experimental study of job satisfaction and turnover in relation to job expectations and self expectations. Unpublished doctoral dissertation, New York University.

University
Microfilms
International

April 20, 1982

Please refer to the following when answering:

RE: PUB. NO.: 82-12,381

FROM: MI/S/U/D

Dear Dr. Dean:

May we please have your help to clarify a problem with your doctoral dissertation which we are now preparing to microfilm? Your dissertation contains material that may or may not be copyrighted.

Pages 102-129 and 130-140.

As you are aware, we may sell single xerographic or microform copies of your dissertation. However, since the previously copyrighted material in your work reserves all rights to the proprietor of the copyright, we hesitate to microfilm it. We suggest one of the two alternatives:

1. If you would like us to microfilm this material as part of your dissertation, please send us a letter of permission from the copyright owner. The letter should state that the copyright owner is aware University Microfilms may supply single copies upon demand.
2. You give us permission to remove the previously copyrighted material and include a note in your dissertation indicating that this material is available for consultation at your University Library.

We are sure you agree with us that for our mutual protection, we must take steps to preserve the intellectual rights of others. Your help and cooperation are appreciated.

If we do not hear from you within sixty days, we will proceed with our work on your dissertation and follow the second alternative. We look forward to hearing from you soon.

Sincerely yours,

Carolyn Stoffer
Manuscripts Publishing

