

AN INVESTIGATION OF ROLE
REQUIREMENTS AS AN INDICATOR OF
JOB SATISFACTION

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ABSTRACT

AN INVESTIGATION OF ROLE REQUIREMENTS AS AN INDICATOR OF JOB SATISFACTION

By

Leola Dixon

The objectives of this investigation were twofold: to assess established role requirements and their relationship to job satisfaction and to suggest counter-strategies imperative to the establishment of realistic role requirements. Two related hypotheses were tested: (1) the greater the degree of difference that exists between the immediate supervisor and the worker regarding the worker's role requirement, the less the degree of job satisfaction, and (2) the smaller the degree of difference that exists between the immediate supervisor and the worker regarding the worker's role requirement, the greater the degree of job satisfaction.

For this investigation the selection of the participants was restricted to the top job classification and his immediate supervisor. The distribution of the participants included eleven rank and file employees and eleven supervisory personnel. Data for the investigation were collected through the use of a questionnaire and an interview. The purpose of

the questionnaire was to identify perception of job requirements. The interview served primarily to encourage participants to talk about the job and job requirements, and to stimulate discussion of specific requirements from reluctant respondents.

The subjective data obtained were analyzed using the general theoretical concepts of Herzberg.

Despite the limited scope of this investigation the data indicated that a significant difference existed between the employee and his immediate supervisor relative to the status of his role requirements. These differences were centered around the intrinsic and extrinsic factors that the employee considered important to the job, and the perceptual and value system of the supervisor. Some of these perceptions and values were conditioned by the "marginality" of the supervisor in the authority structure. Levels of satisfaction and/or dissatisfaction were expressed in terms of expectations and benefits to be gained that did not materialize in the work environment.

Related investigations with a larger sample are needed to gain more definitive data in terms of levels of satisfaction and/or dissatisfaction experienced by the employee.

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By

Leola Dixon

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INTRODUCTION

Current information about the content and nature of work is vital to effective utilization of human resources. This information provides a source for initiating job design, establishing realistic role requirements, and gives management a basis for wage and salary administration. Within a capitalistic economic system an organization has two primary goals, productivity and organizational maintenance. Historically, organizations have been generally more concerned with productivity, but the "human relations movement" of the 1930's shifted the emphasis toward employee satisfaction and minimization of internal conflict, and within the last decade various societal and economic trends have produced a continued focus on organizational maintenance.

Decisions that are made at any particular time regarding the implementation of goal attainment and the utilization of human resources are restricted to an array of constraints. These constraints fall into two categories, internal and external. The first deals with the organization's internal functioning and structure; e.g., organizational form, job duties, capabilities of the present labor force, and the current status of union relations. The

second group deals with those factors external to the organization; e.g., cultural norm, labor laws, technology, and geographical environment. Assuming that the objectives of decision-making are to implement goal attainment and the effective utilization of human resources, specific strategies must be tailored to meet the internal and external needs of the occupational group and the organization.

Recently at a well-known mid-western university the food services department designed and initiated a job enlargement program for all food service personnel concurrently with union recognition. Inherent in the program design were specific strategies which dealt with policies and procedures relative to structural and functional mediators important to the functioning of the organization.

The purpose of the program was to provide the employee with the opportunity for a more creative and self-fulfilling experience at work, more effective utilization of his skills and technical knowhow, and establishment of clearly defined routes for promotion. An integral part of the design was a formalized training and testing program (Appendix A). Educational material consisted of training materials in interpersonal relations and technical information relative to the job.

Since the initiation of this program no evaluative assessment has been made in terms of the intent purpose of the program toward unified goal attainment. However, current

economic and technological trends within the food service industry are forcing a critical examination of existing personnel policies and practices.

BACKGROUND MATERIAL

A substantial amount of research on the critical determinants of job satisfaction has been conducted since Hoppock's monograph on job satisfaction (1935). Research since that time has been associated with the "human relations movement" and the assumption by Mayo (1945) et al that social relationships which the worker establishes are the crucial determinants of job satisfaction. Other related job aspects which have received considerable attention by Argyris (1957), Berkowitz (1954), and Collins (1946) include supervision, the effects of the informal organization, and associated problems.

Comparatively little research has been done on the relationship between task elements or job content and to what degree these factors are crucial determinants of job satisfaction. Vroom (1964) alluded to this underemphasis. The duties of jobs differ extensively, and psychologists assume that individuals select occupational choices partly on the basis of the job content and the individual's value system. However, a positive relationship between job complexity or the nature of the job content and job satisfaction has been demonstrated by Lawrence (1965). The importance of providing individuals with jobs "large" enough to allow higher order needs satisfaction and motivation has been emphasized by

McGregor (1960), Argyris (1957), and Herzberg (1959). Jobs that are viewed as higher in responsibility and complexity may not provide additional higher order need satisfaction. These factors are similar to those mentioned by Herzberg (1957). He states that factors directly related to job content are intrinsic to the job and are considered "motivators" and related to job satisfaction. Therefore, it is important to define accurately what constitutes a "large" job. As indicated by Beers (1968) an increase in variety and responsibility does not necessarily result in higher order need satisfaction.

The most important issue in job satisfaction has been documented by Herzberg et al (1957, 1959). These researchers present job satisfaction as a dichotomous rather than a continuous variable. Job satisfaction is viewed as resulting from motivation inherent in the challenge of the job through such factors as achievement, responsibility, growth, advancement, work itself, and earned recognition. Dissatisfaction more often springs from factors peripheral to the task. This issue has been questioned by Wernimont (1966) and Graen and Friedlander (1963). Their results indicate a continuous relationship; that is, both variables may lead to overall satisfaction or dissatisfaction.

It is possible that the extent to which variables are mentioned as sources of satisfaction or dissatisfaction is dependent upon the nature of the content of the job. Job

content, particularly the paced repetitive nature of the work has been reported as the chief factor disliked about jobs by Herzberg (1959) and Walker and Guest (1952). However, Wernimont (1966) indicates that either job content or job context may cause satisfied or dissatisfied feelings about the job.

Other dimensions which should be considered on the issue of job satisfaction are those of perception and their relationship to job satisfaction. Barrett (1962) asserted that no one complex of job characteristics can suit everyone, but harmony between what a person believes is appropriate and what he reports he does, or what he perceives his supervisors require of him is related to job satisfaction. Implications of this study bear on the point that when employees receive the kind of treatment they want or consider appropriate they are likely to express positive attitudes regarding themselves, their work, their supervisors, and the organization. Therefore, it is possible that perceptions as well as factors related to the job have an important bearing on the degree of job satisfaction experienced by the worker.

Within the framework of the cited research this investigation will focus on established role requirements, their relationship to job satisfaction, and counter-strategies imperative to the establishment of realistic role requirements. Two related hypotheses will be tested:

- (1) The greater the degree of difference that exists between the immediate supervisor and the worker regarding the worker's role requirements, the less the degree of job satisfaction.
- (2) The smaller the degree of difference that exists between the immediate supervisor and the worker regarding the worker's role requirements, the greater the degree of job satisfaction.

METHOD OF INVESTIGATION

For this investigation the selection of the participants was restricted to the top job classification and their immediate supervisors (Appendix B). The distribution of the participants included eleven rank and file employees and eleven supervisory personnel. All of the participants were non-academic personnel employed by a mid-western university.

In the formulative stages of this investigation top managerial personnel in the organization were contacted through written communication to secure approval for the study. This approval was assured. The investigator mailed to each participant a letter explaining the identity of the investigator, the purpose of the investigation, and assurance of anonymity (Appendix C). Written communication to the workers was mailed directly to their homes; communication to supervisory personnel and to other managerial personnel indirectly involved in the investigation was sent through the university mail system. Managerial personnel directly responsible for the total operation and the individual directly responsible for food service management were contacted in person by the investigator. The purpose of this initial contact was to briefly explain the nature of the project, encourage the interviewee to ask any questions regarding the project,

and secure permission to talk to individuals directly involved in the investigation. These individuals were also contacted in person by the investigator. The purpose of this initial contact was to explain the nature of the project, secure verbal approval, encourage the interviewees to ask any questions they might have, and give assurance of anonymity. At the end of the initial contact, a second interview was scheduled at the convenience of the participants for the administration of the questionnaire and the interview.

Data collection for this investigation was obtained through the use of a questionnaire and an informal interview (Appendix D). Job descriptions for the employees interviewed were used as a questionnaire to identify perceptions of job requirements by the worker and his immediate supervisor. The instrument was administered on an individual basis and the interview was conducted personally by the investigator. In a single session the participants ranked the questionnaire items on an importance continuum from one to twelve, one being the most important and twelve being the least important, under three conditions, as they perceive the job is actually performed, how they perceive the job should be performed, and their perceptions of the supervisor's requirement for the job. Following the administration of the questionnaire the interview served primarily to encourage participants to talk about the job and job requirements, and to stimulate discussion of specific job requirements from reluctant respon-

dents. The administration of the instrument and the interviews took place on university time and university premises.

The qualitative data obtained were evaluated subjectively by the investigator using the general theoretical concepts advanced by Herzberg to interpret the findings within the framework of established role requirements for the worker.

FINDINGS

Factors related to job content were labeled as intrinsic, and factors related to job context were labeled as extrinsic.

Intrinsic Factors

Specific aspects of the job which the individual considered most important and consequently concerned him most were: Job Demands; Appropriateness of Job Training to Skills and Abilities; Opportunity to Participate in Decisions that Directly Affect the Doing of the Job; and Opportunity for Advancement.

Job Demands--Workers gave these types of accounts in their response to specific job duties and responsibilities as indicated on the job description questionnaire.

"I feel that job duties and responsibilities should be spelled out more thoroughly. The performance of related duties as assigned, for example, storeroom duties and other lower status activities are not part of my job."

"I feel that performance of related duties should be spelled out more thoroughly."

Some employees perceive some job duties and responsibilities distasteful and unchallenging. However, their immediate supervisor considers these duties (related) a very necessary part of the job.

"I believe that certain aspects of the job description should not be spelled out."

"However, all of the job duties are important as they presently stand, but some of the duties on the job description are part of a supervisor's job."

Some supervisors felt that the employee should be responsible only for certain duties on the job description.

"These employees should only be involved with duties that are directly related to the doing of the job."

In terms of their responses to "special parties" many felt that these projects should be clearly defined in terms of what responsibilities the employee will have in carrying out the activities of these projects.

"I feel that special parties should be the job of the supervisor."

"Special events duties should be clarified."

"Someone in the authority structure should establish cut-off points in terms of what size event merits special attention for the cook."

Appropriateness of Job Training to Skills and Abilities--Most of the respondents had been through a formalized training and testing program and some had varied amounts of actual on the job experience. Respondents felt that their training had been very meaningful but they had not been given a chance to use this training and their skills and abilities on the job.

"A less trained person could do what I am doing at present, you don't need all of this training just to 'fry an egg'. A less trained person could do that very effectively."

"I feel that my talents are not being utilized effectively."

Opportunity to Participate in Decisions--There is evidence in the psychological literature that the satisfaction of subordinates is positively associated with the degree to which they are permitted an opportunity to participate in decision making. Employees in this investigation stated that they had little opportunity to influence decision making activities.

"Because I am the higher status person in the work unit I should be involved to some extent with activities that are directly connected to the job."

"I feel that I should be included in active planning stages for day-to-day and special job related activities, because we, the worker, have the ultimate responsibility for producing the product for customer satisfaction, and product failures are usually the fault of the worker."

Opportunity for Advancement--Opportunities for advancement are difficult to describe systematically in most organizations. This difficulty is centered around the aspirational level, abilities of the individual worker, and the needs of the organization.

Respondents stated that opportunities for promotion and advancement were virtually non-existent. The reasons were many. Some felt stymied by the lack of education, others had no desire for promotion and some felt that their present level of expertise was quite sufficient for advancement and promotion into the authority structure (first level supervision).

"This level should be a stepping stone for first level supervision."

"I am not interested in promotion upward because of the paper work involved."

"I am not interested in promotion because of my lack of formal education."

Extrinsic Factors

Extrinsic aspects of the job which the individual considered most important and consequently concerned him most were: Supervision; Job Security; Communications; and Company and Management.

Supervision--The aspects of supervision which the employee disliked were:

1. No consistency in orders given by supervision.
2. No empathetic ability.
3. Supervisor shows no pride in his work.
4. Poor food quality standards.

Some of the reactions the employees used to describe their feelings toward their immediate supervisor are:

"No consistency in orders given and there are too many bosses."

"The supervisor should listen to what the worker has to say."

"The supervisor has lost pride in his work and has become unresponsive to the needs of the student."

"I believe that the standards the supervisor is maintaining and consequently wants me to maintain are convenience food standards and these I consider poor."

The supervisor assumed the relationship between him and the worker to be fairly amicable, but he felt threatened by the employee and the implied expertise of this particular job classification. Major problems between the two groups were those of role conflicts.

"It was my belief that this classification was created for promotional purposes only."

"I have no conception of what this individual is supposed to do."

"The cook could be used more effectively by his immediate supervisor, actually this person could make the job of the production supervisor more efficient."

Job Security--The second important factor relative to the work environment was job security. Findings from both groups (supervisor and worker) indicated that job security was considered the most important factor at this point in time. The consensus of responses indicated that the primary concern of both groups centered around skill levels, introduction of convenience food systems, and the possible introduction of computers to the production and service process.

"Convenience foods are a threat to my position in terms of skills that I have spent considerable time acquiring."

"My job as a supervisor may be taken over by computers with the introduction of convenience food systems."

Communications--The third important factor was communication. Responses from the supervisor and the employee were quite different. The employee thought that communications between the supervisor and the worker were not very good.

"feels that changes have not been communicated effectively."

"communications are not too great."

" . . . must go to the top to get answers to certain questions which the supervisor should be able to answer."

The supervisor thought that communication to the worker was effective.

"Feels that management has communicated to the employee very effectively."

There were a few responses from employees implying that communication was good, and some supervisors who stated that communication between workers and supervisor were not good, the inevitable dichotomy.

"I think that communications have been very good."

"I feel in some instances that communication from the top downward has not been very good."

Company and Management--Responses given by the employee in this investigation were directly related to the communication network in the organization, administrative practices of the organization, and product image of the organization.

"Each change in management brings about changes of methods in doing things."

"Feels that most of the professionals from hotel schools need more training in people problems."

"Some of the products (convenience foods) being used by the organization are not as good as the ones we make. I think the student recognizes this."

RESULTS AND DISCUSSION

The analysis of the interview data did not show findings that were statistically significant. However, from the demographic variables and the evaluative responses given by the participants in the investigation much can be inferred about the nature of the job and the job environment.

Demographic Variables

The characteristics of the participants in this investigation are shown in Tables 1 and 2.

The employee participants ranged from thirty to sixty years of age; two were female and nine were male; and seven out of eleven were high school graduates. (See Table 1.)

Seven of the participants actually attended a formalized training program. The others were promoted to their present position before the design of the job enlargement program and the establishment of formalized training and testing procedures.

The supervisory participants as shown in Table 2, ranged from twenty-three to sixty years of age. Six of the supervisors were female and five were male. Five were college graduates, four were high school graduates, and one had a master's degree. The supervisors had been in their present positions seven years or less.

Table 1. Employee Profile

Age	Sex	Level of Education	Tenure Level	Attended Formalized Training Program	Time in Present Position
62	M	11½ yrs.	9 yrs.	X	2 yrs.
60	F	Grade School	17 yrs.		4 yrs.
59	M	11th Grade	8 yrs.	X	2 yrs.
58	M	6th Grade	17 yrs.		9 yrs.
57	M	High School	5 yrs.	X	2 yrs.
56	M	High School	20 yrs.		20 yrs.
43	F	High School	8 yrs.		8 yrs.
35	M	High School	5 yrs.	X	2 yrs.
34	M	High School	5 yrs.	X	2 yrs.
32	M	High School	3 yrs.	X	1 yr.
30	M	High School	11 yrs.	X	2 yrs.

Table 2. Supervisor Profile

Age	Sex	Length of Employment	Level of Education	Time in Present Position
60	F	20 yrs.	H. S.	7 yrs.
58	M	24 yrs.	H. S.	4 yrs.
57	F	13 yrs.	H. S.	3 yrs.
53	F	13 yrs.	H. S.	4 yrs.
43	F	17 yrs.	M. S.	6 yrs.
41	M	21 yrs.	H. S.	3 yrs.
24	F	6 mos.	B. S.	3 mos.
24	M	8 mos.	B. S.	8 mos.
23	M	8 mos.	B. S.	3 mos.
57	F	5 yrs.	B. S.	5 yrs.
44	M	10 yrs.	H. S.	3 yrs.

Nature of the Job

The nature of the job itself consisted of those aspects intrinsic to the job: Job Demands; Appropriateness of Job Training; Opportunity to Participate in Decisions; and Opportunity for Advancement.

Job Demands.--Perceptual evaluation of duties and responsibilities by the employee indicated that some were unchallenging, distasteful in some instances (low status job duties), and ill-defined. Special activities, considered by some employees an addition to their job, were unstructured in relation to what activities are the responsibilities of the worker. Types of perceptual responses given may be based on the individual's value system, his acquired status in the occupational group, and the level of aspiration of both the individual and the group.

The supervisor's perception of job demands were quite different. These differences centered around authority, planning, and control type activities.

Since the purpose of the job enlargement program was to increase the content of work itself on three levels, cognitive, motoric, and conative, the designers of such strategies might take into consideration the perceptual framework and value system of the supervisor. It would seem that in such a design the role of the supervisor might well be clearly defined and his job enlarged to provide him with

a more useful and challenging job. When these factors are considered a greater degree of consensus might result and consequently agreement on job demands between the two groups might lead to increased effect on motivation and job satisfaction.

Appropriateness of Job Training.--The training program was an instrument for unified goal attainment. In spite of a formalized training and testing program to upgrade skill levels the employee reported they had not been able to use this training in the work environment.

No specific reference was made to aspirational levels but much can be inferred from the employee profile (Table 1) and responses to the questionnaire (Appendix E) about some of the aspirational levels of the employee and his supervisor. The females in the investigation seemed to be concerned with the social orientation of the work environment, whereas the male respondents were concerned with achievement orientation. These personality differences in terms of sex and aspirations might be related to the aspirational level of the individual and the needs of the occupational group. However, the findings of this investigation gave no conclusive proof in terms of the interrelationship between sex and aspirational levels of the individual and the occupational group.

Opportunity to Participate in Decisions.--Assumptions of those associated with the human relations movement state that an

employee obtains satisfaction from being able to influence decisions and exercise a greater degree of control over his work environment. Viteles summarizes the conclusion reported from research on employee participation:

Major outcomes of such research is the conclusion that employee participation in decision making in a democratic atmosphere created by "permissive leadership" facilitates the development of "internalized motivation" and serves to raise the level of the employee production and morale.¹

Since one of the purposes of the job enlargement program was to give the employee a chance to participate in decision making activities that directly affect the work environment the employee reported that he expected to receive this benefit, but that this benefit did not materialize.

The type of leadership structure, the educational and aspirational levels of the supervisor are reported to have a decisive effect as to what extent the employee will be allowed to participate in the decision making process. The findings of this study give no conclusive proof that employee influences in the decision making process greatly increases or decreases the level of job satisfaction. However, individuals seem satisfied when they are able to influence and participate in decision making that directly affects the work environment.

Opportunity for Advancement.--Since many of the employees indicated that opportunities for advancement were virtually

¹M. S. Viteles, Motivation and Morale in Industry, (New York: W. W. Norton and Company, Inc., 1953), p. 164.

nonexistent the program may not have met certain intended goals of the original design. Three reasons identified in the investigation are: changing needs of the organization, abilities of the individual worker, and the aspirational level of the total occupational group. Changes in manpower needs and allocations due to certain economic and technological trends (rising labor cost and increased emphasis on convenience food systems) have decreased the level of skill competency needed for production and service activities and consequently routes for promotion have been severely limited.

Since only a few workers indicated a genuine interest in advancement in terms of skills and abilities, the organization may have overplayed the "notion of opportunity for advancement" for this specific group and consequently their expectations have not materialized due to certain practices and policies of the organization.

Job Environment

Those extrinsic factors of the job environment which the employee considered important were: Supervision; Job Security; Communication; and Company and Management.

Supervision.--Aspects of supervision considered important by this group of employees were consistency of orders given, empathetic ability of the supervisor, pride in his job and food quality standards.

In an interactional relationship there must be a certain understanding of basic human values. Listening behavior as a human value has an important symbolic significance. It says in effect "I respect you as a person", "I think you have something to say". Some employees extend this to a further dimension, listening behavior is not enough, some expect to receive positive actions from their initiatory activities.

To clearly understand this type of behavior relative to the supervisor it is important to recognize the "marginal status" that has been ascribed to supervisors through policies and practices of the organization. The incongruencies in actions experienced by the respondent in terms of his conceived perception of his role might be equated to the notion that the supervisor has no understanding of what role he is expected to fulfill in the authority structure. Other forces including formalization of personnel policies and procedures and the provision of union channels of appeal against supervisory decisions have severely limited the authority and discretionary power of the supervisor.

Apparently these inconsistencies in terms of the role of the supervisor have been grossly neglected by the upper levels of the authority structure. These incongruencies relative to the role requirements are conditioned by the program design and the communication network of the organization relative to role behavior and role conflicts.

Job Security.--Job security was an important job factor for both groups, employees and supervisors (particularly the non-professional supervisor). The impact of this factor is centered around certain technological trends and economic changes occurring in the food service industry. Concern was expressed that some jobs may become specialized and/or eliminated along with proposed innovative changes. Changes that the respondent referred to were primarily in the food service industry.

The actual content of jobs in the food production process have been quite varied, interesting, non-monotonous, low paying, and viewed as "low-image" jobs. However, organizational planners, managers, and personnel psychologists have long ignored the potentiality of this job aspect, work itself, and the adequacy of financial remuneration as well as image features of jobs in the total food service industry.

The initial purpose of the job enlargement program stated that the employee should have a more creative and self-fulfilling time at work and more effective utilization of his skills and technical knowhow, but this has not materialized within the work situation and the employee senses a degree of frustration toward accomplishing unified goal attainment, both personal and organizational.

Communication.--The communication process has a decisive effect on the internal functioning of an organization. Good communication brings about a change in attitude and is neces-

sary in an on-going operation to convey information relative to policies and procedures and proposed innovative strategies that are essential to unified goal attainment.

Findings of the investigation indicated that the employee had not been a part of the formal communication system. Most of his information had been transmitted via the organizational grapevine. Since the communication network that exists in an organization is of two types - formal and informal, communicators must present information to the employee through the proper network. While the informal communication network has its advantages some changes which may be viewed as a threat to the individual in terms of job security should be presented through formal communication channels. In most situations involving change, where such change may have a detrimental effect on jobs and job security, representatives from the rank and file are usually included in the initial planning stages of such a change. Their inclusion insures that what changes occur will be communicated to the worker as early as possible.

Company and Management.--A direct relationship has been established between administrative practices and employee morale (Tiffin and McCormick [1965]). The findings as reported by the employee indicate that practices of the organization in terms of products produced and marketed by the company have a decisive effect on the employee. These effects may have an

impact on the workers' pride, job security, and loyalty to the total organization. Product images and product quality standards of the organization also effect the morale and level of job satisfaction of the worker.

Summary and Conclusions

Hypothesis 1: The greater the degree of difference that exists between the immediate supervisor and the worker regarding the worker's role requirement the less the degree of job satisfaction.

Findings indicated that there is a statistically greater degree of difference between what each group considered important relative to the job. The employee considered eight factors important: Job Demands; Opportunity for Advancement; Job Security; Appropriateness of Job Training; Opportunity to Participate in Decisions; Communication; Supervision; and Company and Management. Only two of these eight factors, Job Security and Communication were considered by the supervisor to be important to the employee. The fact that the employees considered these eight factors important, and the supervisor considered only two of these factors important seems to suggest differences in perception of the job and job requirements. These perceptions might be explained in terms of the value system of the supervisor, the role of the supervisor in the authority structure, and the adequacy of the total design of the job enlargement program. Since a greater degree of

difference exists between the worker and his immediate supervisor regarding role requirements the data supports Hypothesis 1.

Hypothesis 2: The smaller the degree of difference that exists between the immediate supervisor and the worker regarding the worker's role requirement, the greater the degree of job satisfaction.

Since the factors reported by the employee and those reported by the supervisor indicate a greater degree of differences in terms of perception of role requirements these findings do not support Hypothesis 2.

However, the total response given by the supervisors is conditioned by their "marginal status", the unresponsiveness of the upper-authority structure to the needs of the supervisor, and the inadequacy of the total program design. The findings must also be interpreted in light of certain biasing factors which include inferences by the investigator concerning interpretation of the interview data and perceptual framework and value system of the investigator.

In summary, the findings of this investigation indicate the following:

1. The importance of certain needs are conditioned by the climate of the present work environment.
2. Both job factors (intrinsic and extrinsic) may contribute to a positive level of job satisfaction.

3. Changing the direction of the job can be negative if the proposed changes do not materialize in the work situation.
4. The interpretation of the role requirements of the worker by the supervisor are conditioned by the responsiveness of the upper-authority structure to the needs of the immediate supervisor.

IMPLICATIONS OF THE INVESTIGATION

Practical Implications for Designing a Job Enlargement Program

1. Good selection criterion variables are necessary for the success of the program.
2. Design a program for purposes other than "promotion" only.
3. Consider the role of the immediate supervisor in the total design and his relationship to the worker's new job role.
4. Consider a retraining program for those of the authority structure directly involved with the worker.

Implications for Future Research

More definitive research is needed in terms of the total program design across all job classifications. This could be accomplished through interviewing a random sample of all job classifications and designing a questionnaire from interview data, assessing leadership structure of the supervisor through the use of a Leadership Opinion Questionnaire and assessing the general attitude of the worker toward the total job through the use of a Science Research Associates Inventory.

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APPENDICES

APPENDIX A

A LIST OF CONTENT USED
IN THE TRAINING PROGRAM

	Page
I. Principles of Food Preparation	
Care and Operation of Kitchen Equipment . . .	
Meat Cutting	
Meat and Poultry Cookery	
Fish and Shellfish Cookery	
Sauces and Gravies	
Ground and Variety Meat Cookery	
Egg and Breakfast Dishes	
Soups	
Vegetable Cookery	
Salads and Sandwiches	
Science Related to Food Preparation	
Hygiene and Sanitation	
Mathematics Related to Food Preparation	
English Related to Food Preparation	
Safety Instruction	
II. Leadership Training	

Name: _____

Date: _____

DIRECTIONS: The following statements are either true or false. Indicate true statements by placing a plus (+) in the blank. If a statement is false put a zero (0) in the blank. (1 point each.)

- _____ 1. When using a No. 12 scoop, we can expect to get 48 level scoops from a gallon.
- _____ 2. Before beating, eggwhites should be at room temperature rather than refrigerator temperature in order to attain maximum volume.
- _____ 3. In many instances, powdered milk can be substituted for fresh milk without first being reconstituted.
- _____ 4. The recommended temperature for storing frozen foods is any temperature below 32° F.
- _____ 5. Good portion control of meat loaf requires weighing the quantity of mixture put into each pan before cooking.
- _____ 6. Two common methods for cooking tender cuts of meat are stewing and roasting.
- _____ 7. It is usually recommended that dried and frozen eggs be used only in thoroughly cooked products.
- _____ 8. The use of damp potholders for handling hot materials may cause steam burns.
- _____ 9. Even though a recipe has been standardized it is essential to evaluate it periodically.
- _____ 10. To contract food poisoning, a person needs to consume relatively large doses of the bacteria or toxin.
- _____ 11. Good personal grooming is desirable but not essential.
- _____ 12. Freshly cooked vegetables should go to the serving counter at frequent intervals and be held no longer than necessary.
- _____ 13. For best results, roasts should be carved immediately after removing from the oven.

C-4

- ___ 14. If deep fried foods seem to be absorbing too much fat, the temperature is likely too high.
- ___ 15. Refrigerators should be kept within the temperature range of 32° - 50° F. to prevent food spoilage.
- ___ 16. Good lifting practice requires that the greatest stress be placed on the large muscles of the back and shoulders.
- ___ 17. Foods that have been prepared with milk generally should be cooked at low temperatures in order to prevent curdling.
- ___ 18. Five large whole eggs equal approximately one cup of whole eggs.
- ___ 19. Vegetables should be cooked in as small a quantity at one time as is feasible for service.
- ___ 20. Fritters made with cake flour will be more tender than those made with pastry flour.
- ___ 21. You can help to control labor costs by practicing and maintaining efficient work habits.
- ___ 22. Food storage methods are irrelevant to the production of quality food.
- ___ 23. It is indeed true that cooking is an art, not a science.
- ___ 24. Portion control is vital to keeping food costs in line.
- ___ 25. The ability to delegate work is an essential quality of leadership.
- ___ 26. New employees learn best by watching and listening.
- ___ 27. Both personalities and policies must be considered when solving production problems.
- ___ 28. Effective leadership is essential to the maintenance of team spirit among employees.
- ___ 29. New employees learn most readily when tense and anxious.
- ___ 30. To deserve a compliment, an employee must do a perfect job.

C-4

DIRECTIONS: Put the correct answer in the blank at the left of each problem. (You may figure on this paper.) (1 point each.)

- _____ 1. $2\frac{1}{2}$ Tbsp. = ? tsp.
- _____ 2. $\frac{7}{8}$ cup = ? Tbsp.
- _____ 3. 3 gal. = ? No. 16 scoops
- _____ 4. $2\frac{1}{4}$ pts. = ? cups
- _____ 5. 3 cups = ? quarts
- _____ 6. $1\text{-}\frac{3}{4}$ gal. = ? quarts
- _____ 7. $\frac{3}{4}$ qt. = ? cups
- _____ 8. $1\text{-}\frac{3}{8}$ lb. = ? oz.
- _____ 9. $2\text{-}\frac{1}{4}$ x 8 oz. = ? oz.
- _____ 10. 1 lb. 8 oz. + 1 lb. 9 oz. = ?
- _____ 11. 11 oz. + 8 oz. = 1 lb. ? oz.
- _____ 12. $\frac{1}{4}$ gal. = ? pts.
- _____ 13. $2\text{-}\frac{5}{8}$ lb. = ? oz.
- _____ 14. $3 \times 1\text{-}\frac{3}{4}$ oz. = ? oz.
- _____ 15. 6 lb. 4 oz. + 5 lb. 14 oz. = ?
- _____ 16. 27 lb. 13 oz. + 49 lb. 9 oz. = ?
- _____ 17. $63.75 \times 49.5 = \underline{\hspace{1cm}}$
- _____ 18. $697 \times 243 = \underline{\hspace{1cm}}$
- _____ 19. 9 lb. 7 oz. - 5 lb. 13 oz. = ?
- _____ 20. $57.8 - 29.73 = \underline{\hspace{1cm}}$
- _____ 21. $218.61 \div .63 = \underline{\hspace{1cm}}$

A BATCH OF MEAT BALLS WEIGHS 28 LBS:

- _____ 22. How many $\frac{3}{4}$ oz. meat balls?
- _____ 23. How many $1\text{-}\frac{1}{4}$ oz. meat balls?

C-4

_____ 24. At 20 meat balls per lb., each meat ball weighs
 ? oz.

_____ 25. At 12 meat balls per lb., each meat ball weighs
 ? oz.

Following is a recipe for 120 servings of Fritters. Fill in the amount of each ingredient needed for 420 servings. You may do your figuring on this paper. (10 points.)

INGREDIENT	120 SERVINGS	420 SERVINGS
Shortening	1 lb. 6 oz.	
Chopped Apples	2 lb. 14 oz.	
Granulated Sugar	12 oz.	
Eggs	2 cups	
Cake Flour	3 lbs.	
Salt	2 tsp.	
Soda	3-3/4 tsp.	
Raisins	1 lb. 1 oz.	
Buttermilk	5- $\frac{1}{2}$ c.	
Nutmeg	2 Tb.	

C-4

DIRECTIONS: In the space at the left of each statement, write the letter of the item which will provide the correct answer to complete the sentence. (1 point each.)

- ___ 1. The best procedure for storing leftover hot food is:
 - a. refrigerate at once, cover tightly when cool.
 - b. cover tightly at once, and put into refrigerator immediately.
 - c. cover loosely till cool, then refrigerate at any time.
 - d. any of the above.

- ___ 2. Foods most susceptible to salmonella food poisoning are:
 - a. fowl, eggs, and dairy products.
 - b. fruits and vegetables.
 - c. pork and pork products.
 - d. breads, cake, and cookies.

- ___ 3. A grease fire on top of a range or grill should be extinguished with:
 - a. water.
 - b. ammonia.
 - c. a CO₂ fire extinguisher.
 - d. any of the above.

- ___ 4. A level No. 8 scoop is equal to:
 - a. 4 Tablespoons.
 - b. 1/2 cup.
 - c. 12 scoops per quart.
 - d. 2/3 cup.

- ___ 5. Dry or powdered milk as compared with fresh whole milk:
 - a. is more economical.
 - b. requires less storage space.
 - c. is easier to keep in good condition.
 - d. all of the above statements are true.

- ___ 6. New employees learn best by:
 - a. watching.
 - b. listening.
 - c. doing.
 - d. sitting and observing.

- ___ 7. Which of these items requires the greatest precautionary measures to prevent contamination?
 - a. Salisbury steak.
 - b. Lamb stew.
 - c. Chicken salad.
 - d. Potatoes au gratin.

C-4

- ___ 8. Which of these measurements best indicates the quantity of a No. 10 can?
 - a. 1-3/4 quarts.
 - b. 1-1/4 gallon.
 - c. 13 cups.
 - d. 1 gallon.

- ___ 9. Which of these food borne diseases is the smallest threat?
 - a. Salmonella.
 - b. Clostridium perfringens.
 - c. Staphylococcus.
 - d. Trichinosis.

- ___ 10. Which of the following is the proper way to insert a meat thermometer in roasts?
 - a. make sure it touches the bone.
 - b. try to have the end in a fatty portion.
 - c. make sure the end is in the center of the thickest, lean part.
 - d. push it completely through the roast so it touches the pan.

- ___ 11. The recommended procedure for thawing frozen meats is:
 - a. immerse in lukewarm water.
 - b. allow to stand at room temperature.
 - c. defrost in a refrigerator.
 - d. deforst quickly by running hot water over it.

- ___ 12. Which of these factors is not important in determining the amount of time required to cook a piece of meat?
 - a. cut and grade.
 - b. shape and size.
 - c. time salt is added.
 - d. oven temperature.

- ___ 13. Which of the following statements about standardized recipes is true?
 - a. they take too much time to follow.
 - b. they make all foods taste alike.
 - c. they include total yield and portion size.
 - d. they leave no room for improvement.

- ___ 14. Which of the following personality traits is most helpful to a head cook or baker?
 - a. ability to cover up mistakes.
 - b. an honest face.
 - c. a nonchalant outlook.
 - d. ability to get along well with others.

C-4

- ___ 15. If a problem at work is bothering you, it is usually best to:
- a. grin and bear it.
 - b. blast off and let everyone know about it.
 - c. discuss it privately with your supervisor.
 - d. talk it over with your fellow workers at coffee break.

C-4

DIRECTIONS: Using this list of items for your day's production sheet, write your plan for getting everything done. Include your time schedule and also assign to others as you think necessary. (15 points.)

LUNCH:	Knickerbocker Soup	30 gal.
	Egg Salad Sandwich	800 S.
	Macaroni and Cheese	500 S.
	Fruit Plate	80 S.
DINNER:	Bake Ham, Mustard Sauce	300 lbs.
	Swiss Steak	400 S.
	Glazed Sweet Potatoes	500 S.
	Buttered Green Beans	600 S.
	Whole Kernel Corn	400 S.
ADVANCE:	Beef broth for soup	

C-4

DIRECTIONS: Answer these questions in the space provided.
(5 points each.)

1. Choose one of these items and list several details you would think about in trying to produce an excellent product.
(Corn fritters, macaroni and cheese, or roast veal.)

2. Name at least five advantages of using standardized recipes.

3. Once you have produced a standard product, how can you maintain its quality throughout the entire serving period?

4. Explain your responsibility in helping to control food costs and labor cost.

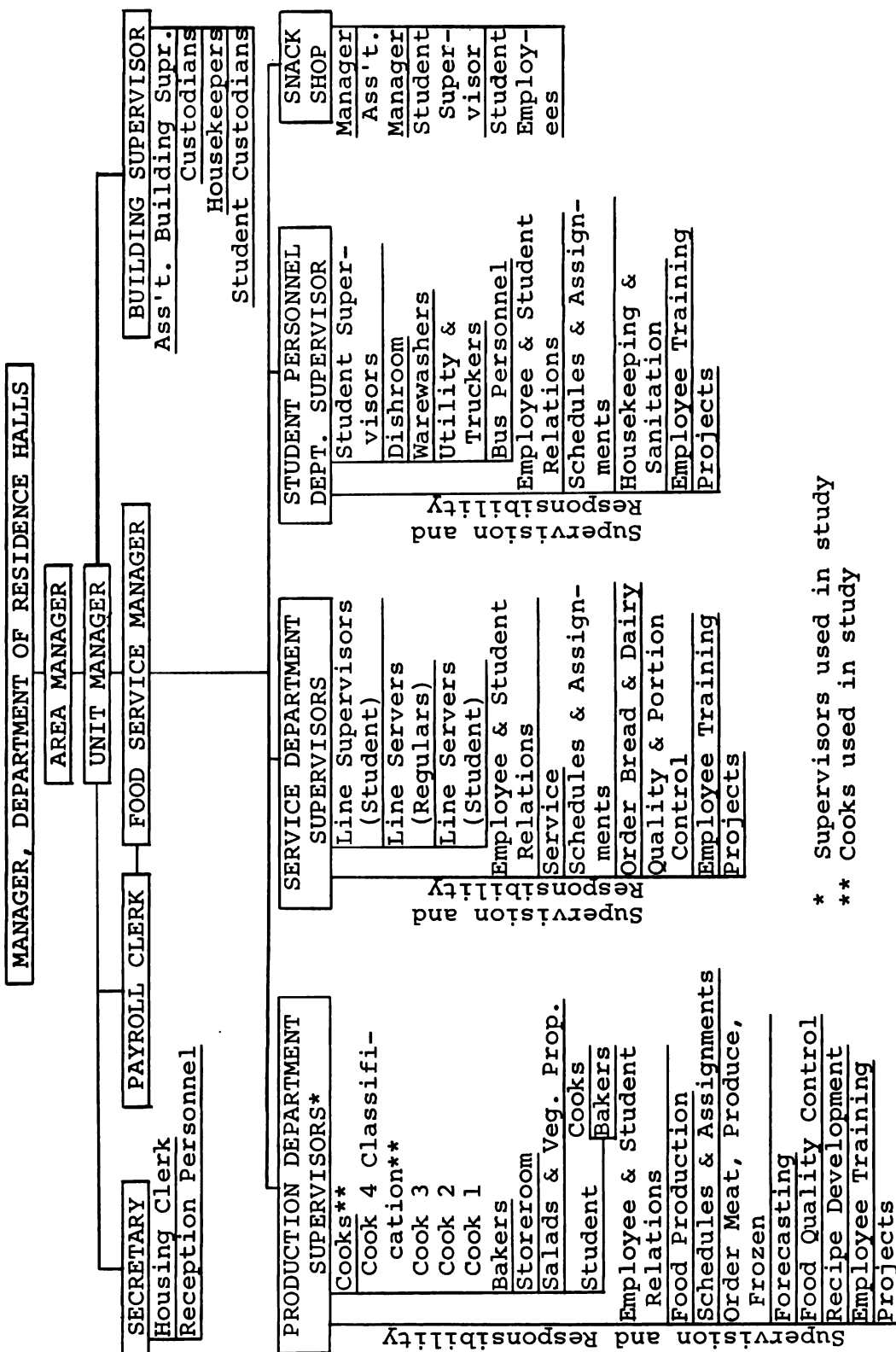
5. How should you teach a job to a new employee?

C-4

6. When you arrive at work early, you discover that some food has been left out all night. What action should you take?
7. List at least five things you can do to help prevent food borne disease.
8. There are several recommended procedures for handling left-overs. How do you decide which to use?
9. What should you look for or consider when tasting a product?
10. Describe a good leader.

APPENDIX B

TYPICAL RESIDENCE HALLS TABLE OF
ORGANIZATION AND RESPONSIBILITY FOR HALLS 1,200 TO 1,500



* Supervisors used in study

** Cooks used in study

APPENDIX C

January 7, 1970

TO: Emery G. Foster and Lyle A. Thorburn
FROM: Helen Widick
SUBJECT: Leola Dixon's proposed study of the Cook IV
Classification

During Winter term Leola Dixon, a graduate student from the College of Home Economics will be conducting a study of Cook IV Classification, for which prior approval of the study has been granted. (Private conversation between Miss Helen Widick, Assistant Manager, Personnel Training, and Mr. Lyle A. Thorburn, Manager of Residence Halls.)

Letters are being sent to individuals who will be involved in the study Winter term to set up appointments for interviews.

HW/ks

cc: Leola Dixon
Katherine Hart

January 23, 1970

TO: Food Production Supervisor

I am a Graduate student in the College of Home Economics and will be conducting, during winter term, an investigation of job classifications within the Dormitory and Food Service Division which will involve you and a small percentage of your time. The purpose of the investigation is to evaluate the effectiveness of job classifications toward maintenance of organizational goals.

The information given by you in this investigation will be held in strict confidence.

I shall contact you personally. At that time we can arrange a time and place for a meeting at your convenience.

Sincerely,

Leola Dixon

LD/ks



Dear

I am a Graduate student in the College of Home Economics and will be conducting, during winter term, a study of job classifications within the Dormitory and Food Service Division which will involve you and a small percentage of your time. The purpose of the investigation is to evaluate the effectiveness of job classifications toward maintenance of organizational goals.

As a Graduate student in Institutional Administration an investigation of a practical problem should be valuable to me and my future career plans. The information given by you in this investigation will be held in strict confidence.

I shall contact you personally. At that time we can arrange a time and place for a meeting at your convenience.

Sincerely,

Leola Dixon

LD/ks



APPENDIX D

JOB DESCRIPTION QUESTIONNAIRE

1. Performs any or all of the duties of a Cook III and may be assigned to direct the activities of the Cooks and other food preparation personnel.
2. Assists in planning and maintaining daily work assignments for other food preparation personnel.
3. Prepares and directs the preparation of all items during scheduled hours.
4. Maintains and improves quality and quantity standards set forth in standard products and operating policies.
5. Assists in planning, preparation and service of food items for special events.
6. Assists and oversees the portioning, dishing, and display of food on the service lines in relation to quality of food prepared, appearance on line, holding quality, proper timing, and amounts on hand.
7. Inspects food service equipment and utensils for safety and operating efficiency and sanitation standards and applies corrective measures as required to maintain safe sanitary conditions in the food preparation area and equipment.
8. Recommends repair improvement or replacement of equipment and utensils as required.
9. Assists with the training of food production personnel such as Food Service Helper III, Kitchen Sanitation Technicians, Cook Trainees, Cook I, II, III's students and Hotel Restaurant and Institutional Trainees.
10. May be required to participate on Cook or Baker performance and testing panels.
11. Participates in continuous training and self-improvement programs particularly in leadership and direction of personnel.
12. Performs related duties WHEN NECESSARY.

APPENDIX E

EDUCATION: 11½ yrs. of H.S.
Advanced Cooks & Bakers
training MSU

WORK HISTORY: Restaurant owner
Manager of Guest Lodge
Head Cook

#1 is a Cook IV in the Dormitories and Food Services Division. He has been employed in this division for nine years and has been in his present position for two years. #1 feels that the present classifications as it stands is on its way out.

#1's reaction to the questionnaire and interview will be summarized under the following categories.

I. Job Content Factors

A. Intrinsic aspects of the job

1. Cooks are not satisfied with the "attrition" concept.
2. Respondent spends most of his time cooking because of help situation.
3. Would like the "help situation" improved so that he may spend more time on other duties; ordering, forecasting, and "sitting in the office", because he feels that he deserves that privilege.
4. Duties and responsibilities for special events should be clarified, e.g., prod. planning, etc.
5. Enjoys the contacts with students.

II. Job Context Factors

A. Supervision

1. Views IV's as a threat to their position.
2. Present supervision not very enthusiastic about quality and the needs of the students.
3. Thinks supervision may have lost some pride in its "work".
4. Feels that communication between the worker and supervision should be improved.

B. Company and Management

1. Feels that the Union may be hurting themselves by demands for a skilled classification, higher wages, etc.

C. Security

1. Views convenience products as a threat to position in terms of needed abilities and skills that present workers have spent considerable time in acquiring.
2. Believes worker will rely on the Union for maintenance of job security.

D. Communication

1. Believes that there has not been effective communication from the top downward about what the University is doing and why certain activities have been curtailed and others initiated.
2. Feels that IV's should be involved in the testing of new products, etc.
3. Feels that he understands what the students want.

E. Security

1. Present talents may no longer be useful to the University.
2. Must look to other agents (union) to guarantee or maintain job security at present level.

F. Working Conditions

1. Feels that supervision is not very conscious of working conditions.

EDUCATION: H. S., (Training)
Mess Steward, Army Reserve,
Advanced Cook & Baker training
MSU

WORK HISTORY: Mess Steward,
(Army Reserve), Cook at MSU

#2 is a Cook IV in Dormitories and Food Services Division. He has been employed in this division for three years. He has been in his present position for six months.

#2's reaction to the questionnaire and interview will be summarized under the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Participates in planning.
2. Feels that work is challenging.
3. Stated that human relations skills emphasized in formal class training.
4. Hazy as to what the job is supposed to be.

II. Job Context

A. Supervision

1. Feels that relationship between Supervisors and IV is very good. Includes cooperation and etc.

B. Company and Management

1. Pride in product of company.

C. Security

1. No opportunity to use skills.

D. Promotional Possibilities

1. None, not interested primarily because of paper work involved in being a production Supervisor.

EDUCATION: H. S.
Advanced Cook & Baker Training
MSU

WORK HISTORY: Laborer and spot
welder in the automobile industry

#3 is a Cook IV in the Dormitories and Food Services Division. He has been employed in this division for five years and has been in his present position for two years.

#3 is a union steward and an active member of various committees within the union organization. He thinks that the job should be labeled as a skilled profession and paid wages and given duties and responsibilities commensurate with the job.

#3's reaction to the questionnaire and interview will be summarized under the following categories.

I. Job Content Factors

A. Intrinsic aspects of the job

1. Job duties should be more explicit.
2. Should be included in most of the initial planning stages.
3. Feels that his talents are not being utilized effectively.
4. Should be allowed to participate in some of the decision-making activities that are directly connected to his job.
5. Should be included in active production planning stages for special events because the worker has the ultimate responsibility of producing the product or products for the customer's satisfaction, and product failures or inconsistencies are usually the fault of the cook alone.

II. Job Context Factors

A. Supervision

1. Believes supervision is interested in only his abilities as a cook, trainer, make work assignments and perform related duties as assigned, e.g., storeroom activities and other jobs that fall under the performance of related duties.

2. Feels that supervision has no understanding of the worker's position.
3. Cannot empathize worker's feelings.
4. Supervision not very effective in communicating to the worker, e.g., policy, changes and etc.

Wages

Opportunity for
Advancement

Benefits

} Wants to be
classed as
skilled worker

B. Company and Management

1. Believes that management does not have concern for rank-and-file.
2. Believes management has broken certain aspects of the Union agreement, e.g., status of B. '4.
3. Pride has been lessened to a degree because of the introduction of ready-made products.

EDUCATION: H. S.
Advanced Cooks and Bakers
Training MSU

WORK HISTORY: MSU Residence Hall
Pots and Pans washer - Cook I -
Cook IV

#4 is a Cook IV in the Dormitories and Food Services Division. He has been employed in this division for 11 years and has been in his present position for about two years. He feels that Cook IV's are not satisfied with their job as it stands.

#4's reaction to the questionnaire and interview will be summarized under the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Should establish cut-off points for special parties.
2. Direct preparation of items not prepare.
3. Special events duties should be clarified.

II. Job Context Factors

A. Supervision

1. Some Supervisors view IV's as a threat.

B. Company and Management

1. Meaningful self-improvement programs should be carried out by management.

C. Security

1. Feels convenience foods may be threatening.
(Workers thinking in terms of journeyman-type training.)

D. Communication

1. Feels that management has not communicated effectively.

E. Promotional Possibilities

1. Cook IV level should be a stepping stone for a higher position.
2. Maybe some Cook IV's will not be interested because of the paper work involved.

EDUCATION: 12 years H. S.
Advanced Cooks and Bakers
Training MSU

WORK HISTORY: Cook, Machine
Operator, Restaurant owner and
Cook IV, MSU

#5 is a Cook IV in the Dormitories and Food Services Division. He has been employed in this division for 22 years and has been in his present position for 22 years.

#5's reaction to the questionnaire and interview will be summarized under the following categories:

I. Job Content Factor

A. Intrinsic aspects of the job

1. Feels that IV satisfied with job as the way it stands.
2. Gets in on some planning.
3. Worker says he has pride in job.

EDUCATION: 6 years

WORK HISTORY: Cook, MSU, Defense work, owner of Bakery, Cook at MSU

#6 is a Cook IV for Dormitories and Food Services Division. #6 has been employed in this division for seventeen years and has been in present position for nine years.

#6's reaction to the questionnaire and interview will be summarized under the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Workers say he is fairly satisfied with the job.
2. Person primarily responsible for skill-related duties and responsibilities and coordination of activities and personnel and no paper work because of limited education.
3. Part of the statement is the responsibility of the supervisor.

II. Job Context Factor

A. Supervision

1. Satisfied with supervisor, think they have good relationship. Cook IV may tend to feel superior because of age and expertise of the Cook IV.

B. Security

1. Does not seem too concerned about Convenience Foods.

C. Communication

1. Thinks communications are good.

D. Promotional Possibilities

1. Not interested because of lack of education and etc.

EDUCATION: 11th grade, MSU
Advanced Cooks and Bakers
Training, Self-Improvement
Workshops

WORK HISTORY: Cook - Motel and
Clubs

#7 is a Cook IV in the Dormitories and Food Services Division. He has been with the division for about five years and in his present classification for about two years.

#7's reaction to the questionnaire and interview will be summarized under the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Should be included in more of the planning activities.
2. No consistency in orders given.
3. Not included in planning stages.
4. Assist with training but very frustrated by management who retrains employee a different way.
5. Special parties should be the responsibility of supervisors.
6. Convenience foods quite an impact on pride.
7. Lower level person could perform same job as he is doing.
8. Believe duties should be more explicit.

II. Job Context Factors

A. Supervision

1. Relationship not too good between supervisors and workers.
2. Does not understand worker's position.
3. Cannot empathize worker's feelings.

B. Security

1. Convenience foods a threat to the skills of the worker.

EDUCATION: 12 years
Advanced Cooks and Bakers
Training at MSU

WORK HISTORY: Restaurant owner
before coming to MSU in 1965

#8 is a Cook IV in the Dormitories and Food Services Division. He has been employed in this division for five years and has been in his present position for about three years.

#8's reaction to the questionnaire and interview will be summarized using the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Involved somewhat in the planning stages of the food production process.
2. Special parties should be the responsibility of the supervisors.
3. Item 6 should be mostly the responsibility of the Service Supervisor.
4. May be letting standards fall because of the use of Convenience Foods.
5. Relates company standards to Convenience Foods.

II. Job Context Factors

A. Supervision

1. Has fair relations with supervisor.
2. Relates supervisors standard to Convenience Foods standards.

B. Security

1. Threatened.

C. Communications

1. Not too great.

EDUCATION: H. S.

WORK HISTORY: Chef-Manager,
Varsity Drive-In, various cook
jobs around town

#9 is a Cook IV in the Dormitories and Food Services Division. He has been in this Division for about eight years and has been in his present position for two years.

#9's reaction to the questionnaire and interview will be summarized using the following categories:

I. Job Content Factors

A. Intrinsic Factors

1. Feels that IV's have not been satisfied because of the fact that the entire classification has been glorified too extensively.
2. Should be responsible for training and safety of the kitchen.
3. Takes too long to get answers to questions (whole term).
4. Should prepare and direct activities of the kitchen.
5. Feels that Convenience Foods are "leftovers", reheating of cooked food.
6. Food quality not always good.

II. Job Context Factors

A. Supervision

1. Professional should listen to what the worker has to say.

B. Company and Management

1. Each change in management brings about changes of methods in doing things.
2. Feels that most of professionals from Hotel Schools need more training in "people problems".
3. Too many professionals at the top.
4. In some instances too many bosses.
5. Accommodation of food stores in terms of new products.

C. Security

1. Being threatened by introduction of Convenience Foods.
2. IV's should have more control of the kitchen.

D. Communications

1. Must go to top to get answer to certain questions.

E. Promotional Possibilities

1. Feels that most of them do not want to be promoted to production supervisors (practical).
2. Feels that maybe non-professional could run the organization.

EDUCATION: H. S.

WORK HISTORY: Cook, Line Leader,
Supervisor (production)

#10 is a Production Supervisor in the Dormitories and Food Services Division. #10 has been employed in this division for 20 years, and has been in present classification for seven years.

#10's reaction to the questionnaire and interview will be summarized under the following categories:

I. Job Content Factor

A. Intrinsic aspects of the job

1. Thinks that Cook IV are fairly satisfied with their jobs.
2. Training should not be done primarily by Cook IV.
3. Worker should be involved in preparation and direction.
4. Believes that workers try to maintain quality.
5. Feels that workers have lost pride in their work.
6. Timing of introducing Convenience Foods too abrupt.

II. Job Context Factor

A. Supervision

1. Feels that there is a good relationship between worker and supervisor.
2. Feels that computer may take over job of production supervisor.

B. Company and Management

1. There should be more self-improvement programs for Cook IV.
2. Feels that there should be retraining programs for production supervisors and etc.
3. Timing of changes too abrupt.

C. Security

1. Skills threatened.

D. Communication

1. Feels that management has communicated changes to the worker effectively.

E. Miscellaneous

1. Afraid of own job.
2. Trying to accept the fact of Convenience Foods.
3. Does not really know how the worker feels.
4. Cannot empathize the position of the worker.

EDUCATION: H.S.

WORK HISTORY: MSU Residence Halls
Baker for 19 years, promoted to
present position January 1, 1967.

#11 is a Production Supervisor in the Dormitories and Food Services Division. #11 has been employed in this division for twenty-one years, and has been in his present position for about three years. He thinks IV's are very satisfied with their jobs.

#11's reaction to the questionnaire and interview will be summarized under the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. IV's are not being used effectively.
2. Should be involved in direction and preparation.
3. Training of new personnel.
4. Should be allowed to participate in more decisions that directly affect them (scheduling of cooks, etc.)
5. Could be trained to handle other job duties (forecasting, and ordering of meat items).

II. Job Context Factors

A. Supervision

1. Some supervisors view IV's as a threat.

B. Security

1. Skills of IV's are being threatened.

C. Promotional Possibilities

1. Should be a possible stepping stone for advancement.

D. Wages, Benefits

1. Fairly homogeneous for this group.

EDUCATION: M. S.

WORK HISTORY: Food Supervisor

#12 is a Senior Food Production Supervisor in the Dormitories and Food Services Division. She has been employed in this division for seventeen years and has been in her present position for six years.

#12's reaction to the interview and questionnaire will be classified under the following categories:

I. Job Content Factors

A. Intrinsic aspect of the job.

1. Respondent thinks that all of the job duties are important but only to a certain degree in some areas.
2. No essential understanding of the purpose the classification proposes to fulfill, other than to upgrade high seniority workers who also possess some abilities.

II. Job Context Factors

A. Company and Management

1. Thinks changes have been communicated to the worker very well.

B. Security

1. Security and status of job is being threatened by present conditions.
2. Workers seem to have lost pride in their work.

EDUCATION: H. S.

WORK HISTORY: Baker MSU
Production Supervisor

#13 is a Food Production Supervisor in Dormitories and Food Services Division. #13 has been employed in this division for 24 years and has been in present classification for approximately four years.

#13's reaction to the questionnaire will be summarized under the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job.

1. Fifty per cent of job ability.
2. Fifty per cent job leadership abilities.
3. Should be primarily responsible for training new personnel as they are assigned to the work unit.
4. Should not be part of planning of special parties.

II. Job Context Factors

A. Supervision

1. Feels that relationship between IV and supervisors is good.

B. Company and Management

1. Feels that worker has pride in his products or the products of the company.

C. Security

1. Present situation may be a threat to their position.

D. Communication

1. None mentioned (assumed o.k.)

E. Promotional Possibilities and etc.

1. Person trained to be an "MSU" cook chances outside of university very slim because of limited training.

EDUCATION: B. S.

WORK HISTORY: Pillsbury Test
Kitchen

#14 is a Senior Food Production Supervisor in the Dormitories and Food Services Division and has been employed in this division for six months and has been in her present position for four months. #14 is very new on the job and is consequently still learning the intricacies of her job and all of its unique effects on the worker.

#14's reaction and responses to the questionnaire and interview will be summarized under the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Does not fully understand the implication of the IV's position.
2. Feels that all characteristics are important to a degree.
3. Believes person still has pride in work.

II. Job Context Factors

A. Supervision

1. Feels that worker should cooperate more.
2. Loyalty - low.
3. Empathetic ability - low.

B. Company and Management

1. Has not communicated to the worker well.

C. Security

1. View Cook IV's as a threat to his position or job.

EDUCATION: B. S.

WORK HISTORY: Driver, salesman
for Bread Company

#15 is a Production Supervisor in the Dormitories and Food Services Division. #15 has been employed in this division for about eight months and has been in his present position for about eight months.

#15's reaction to the questionnaire and interview will be summarized using the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Should direct, not prepare and direct.
2. Thinks worker is fairly satisfied most of the time.
3. Planning and training are very important aspects of the IV's job.
4. Special events planning handled by another agent.
5. Continuous training necessary.
6. Quality standards not clear on portioning and etc. part of Service Supervisor's job.
7. Equipment repairs and improvement job of management and others.

B. Communication

1. Management has not communicated to the worker effectively.

C. Company and Management

1. See Communication.

EDUCATION: H. S.

WORK HISTORY: Food Service Helper,
Group Leader, Service Supervisor,
and Production Supervisor

#16 is a Food Production Supervisor in the Dormitories and Food Services Division. #16 has been in this division for thirteen years and in her present position for about three years and has been actually performing in present capacity for approximately one year.

#16's response to the questionnaire will be summarized using the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Feels that person is satisfied.
2. Feels that all described duties of Cook IV are important.

EDUCATION: H. S.

WORK HISTORY: Baker, Grill Room
Manager and Production Supervisor

#17 is a Food Production Supervisor for the Dormitories and Food Services Division. #17 has been in present position for four years.

#17's reaction to the questionnaire and interview will be summarized using the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Rated most of the items high on the scale, but did not know anything about the IV's job.
2. Thinks worker is satisfied with things as they are.
3. Thinks supervisor should handle all activities related to scheduling, ordering, forecasting, inventory, and etc.
4. Not using IV effectively.
5. Has no conception of what Cook IV's job is all about.
6. Does not believe in Convenience Foods.

EDUCATION: B. S.

WORK HISTORY: Worked as a student
for three years, Senior Production
Supervisor

#18 is a Food Production Supervisor for the Dormitories and Food Services Division. #18 has been employed in the Division for about eight months and in the present position for about three months.

#18 has since resigned this position. The reactions to the questionnaire and interview will be summarized under the following categories:

I. Job Content Factors

A. Intrinsic aspects of the job

1. Training very important but seldom done very adequately.
2. Believe that worker can never perform all duties as indicated by job description.
3. Employee does not have the ability to do some of the activities such as paperwork and etc.
4. Training of Cook IV should be continuous if done well.
5. Repair of equipment should be the responsibility of the supervisor.
6. Special parties should be the function of the booking agent per se.
7. Feels that paper work is supervisor's job.
8. Should not be involved in forecasting and ordering.
9. Sheer size makes the unit harder for IV's to handle.

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DIXON, Leola

An Investigation of Role Requirement:
as an Indicator of Job Satisfaction

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